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Professionalization of management in tertiary education system in Southern East of Vietnam

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Abstract

For the sake of socio-economic development, the experience of countries around the world shows that we need a perfect higher education system. In order to have a perfect education system one needs to have a similar system of higher education management. This article will cover the professionalism and professionalization and the accompanying solutions in the management in the field of higher education in universities in Binh Duong province in particular and in the south-eastern provinces of Vietnam in general.

Keywords: tertiary education, socio-economic development, professional management, Southern East of Vietnam

1. Introduction: Socio-economic characteristics of the Southeast region

The Southeast region is the economic gateway and bridge between Vietnam and the world. The Southeast economy contributes about 40% of GDP and nearly 60% of national budget revenue. Here GDP per capita is 2.5 times higher than the national average. The Southeast region has the highest urbanization rate in the country. The economic growth rate of this region is always 1.4 to 1.6 times higher than the national average growth rate. By the end of 2016, the region's export turnover accounted for nearly 60% of the whole country. In terms of economic openness, measured by the ratio of exports to GDP, the region has an openness index of nearly 110%, while the whole country is only 70%. As of 2017, the whole region has 12,000 investment projects with a total capital of more than 145 billion USD ^[5]. In the new context, the Southeast region urgently needs to mobilize resources, first of all, internal resources, in order to effectively exploit the potential and advantages of the region. Thereby quickly bringing the Southeast to always develop rapidly, sustainably and stably, leading in industrialization and modernization in the fields of industry, trade, service and tourism with high economic growth rate. economy, is the locomotive of the general development of the whole country and the southern provinces. The Southeast should deserve to be an active bridge in economic integration and cooperation with other countries in the region.

2. The need for a perfect higher education system

A dynamic economy with high development prospects is always supported by an education system, especially higher education, of international standards. Such an education system is the launching pad for achieving and exceeding the set socio-economic targets for sustainable growth. The experience of advanced countries in the world and in the region such as Hong Kong, Singapore and South Korea shows that investing in education is a top national policy, and this is no longer a slogan and an empty promise, but requires practical, drastic, innovative and disruptive action. Since the 70s and 80s of the last century, these countries were still very poor, far behind the Republic of Vietnam at that time, known as the Pearl of the Far East. South Korea at that time was still inferior to North Korea in all aspects, both militarily and economically. Singapore and Hong Kong are also backward fishing villages with low-rise buildings that we have seen in famous movies when Bruce Lee was alive. In fact, many times in history, education has been the way for these countries to escape poverty and rise to become the dragons of Asia. These countries have been investing heavily in education and training, scientific research and innovation. Particularly, Korean enterprises have long surpassed Japanese enterprises in terms of investment in research and innovation.

The results show that the growth rate and growth of Korean corporations have surpassed Japanese corporations. On a macro level, South Korea's economic growth is truly astounding while Japan's economy has been in a state of stagnation for years with a protracted deflationary trend. In 2002, when the World Cup took place in the two co-host countries, Korea and Japan, these two economies were significantly different, the standard of living in Korea was much lower than in Japan. That was only 18-19 thousand USD per capita, less than half that of Japan (Japan's GDP at that time was higher than Germany's GDP). At that time, the World Cup organizers recommended that fans should go to Korea instead of going to Japan, where the cost of living and traveling is extremely expensive. Now that's different, Korea's GDP is now approximately 30,000 USD per capita compared to Japan's 38,000 USD GDP per capita, which has been decreasing over the years (according to 2017 statistics) [1]. From a micro perspective, Samsung has now entered the top 10 largest technology corporations in the world, holding the No. 2 position, just behind Apple [2], surpassing all Japanese competitors on the list. such as: Panasonic, Sony Toshiba. Singapore in recent decades has risen to become a country with a GDP per capita equal to that of the United States (\$55,000) and is considered the most innovative and competitive economy in the world. The education systems of these countries are considered perfect with many schools in the top 1000 worldwide [3].

The above shows that successful developed countries have built their own international-standard education system as a launching pad to maintain sustainable growth for the present and for the future. The economic region of the Southeast region, as shown above, is a very dynamic region with the strongest potential and development prospects in the country with adjacent nuclear provinces, including: Binh Duong, Ba Ria Vung Tau, Dong Nai. According to the ranking of 63 provinces and cities in the national economy, Binh Duong - occupies the 4th position, Ba Ria Vung Tau - 6, Dong Nai - 7 [4]. Therefore, these three provinces and cities have all the factors to be able to develop together in a sustainable way, becoming one of the most powerful economic locomotives of the country, becoming a model economic growth for other regions to follow. To do this, as the experience of Korea and Singapore shows, it is necessary to step up investment in education and training, especially at the university level because this is the direct bridge of the educational environment. with the reality of the labor market that is gradually being internationalized in the context of international economic integration, in order to achieve regional standards first and then international standards. These countries have actively linked and cooperated in training with top universities from Europe and the United States, boldly using English as their mother tongue to be able to directly approach civilizations and cultures. scientific achievements of the world (Singapore), selectively importing some American curricula and not afraid to apply some active teaching methods and advanced education in the world (Korea). Vietnam's higher education and educational management still have many shortcomings, requiring radical reform, starting from the right perceptions of education administrators and leading experts. in this field about the benefits of education reform and the irresistible trend of international educational integration. It is necessary to improve professionalism and professionalism in higher education and in higher education management, in order to

approach modern European and world standards. Details will be presented in the next section.

3. Professionalization in higher education management

In developed countries, emphasis is placed on professionalism in higher education and in higher education management, which is concretized under the standards imposed on training programs, facilities, teaching staff. staff and education administrators to achieve quality outcomes in higher education where customer approach and labor market fit are paramount. These are mandatory standards, which cannot be lowered, but only raised in an extremely competitive international education environment with the rise of Asian universities, the maintenance of a sustainable position. stability of British and American universities, the gradual decline of European universities. Professionalism is also reflected in the vast majority of other professions such as engineers, doctors, pharmacists, lawyers, architects. This article focuses only on the mandatory standards for the higher education industry that we must step by step forward, despite the difficulties ahead, limitations and constraints by current conditions.

- a) Requirements for lecturers – in developed countries, the minimum entry requirements for classroom teachers are to have a doctorate (PhD – Philosophy Doctor) and research experience (articles, works, books). publishing...) and practice (experts who have experienced many related positions for many years) specialize in the field of teaching. However, there are exceptions such as teaching assistants with a master's degree. Universities also have high hopes for the younger generation and encourage graduate students to take classes to gain experience. These young talented subjects are often behind and ahead of their older colleagues. In fact, in the world and even in Vietnam recently, there are very young generations of professors in their twenties, while there are people nearing retirement age who are still only associate professors. . Teachers must continuously improve themselves and improve their qualifications. In fact, at universities in developed countries, it is shown that new doctoral students must focus heavily on research work, publish or perish, so that after 5-7 years, they must be an associate professor. associate professor) and after the next 5-7 years must be a professor. These titles are not a terrible thing, but this seems to be a mandatory condition, a professional criterion for lecturers to be able to survive at universities. This is also the factor that makes the difference between higher education and general education (high school), where classroom teachers do not need to have a doctorate degree and a constant, demanding attitude. learn, cultivate and improve understanding according to the spirit mentioned above.
- b) Requirements for the teaching staff – in order to serve the teaching work of the university, it is necessary to gather lecturers with high academic degrees, in diverse narrow specialties. At universities around the world, an average faculty must have about 200 faculty members. The average faculty ratio should be 30/70, which means that 70% have a doctorate degree, 30% are professors/associate professors who are members of the faculty council. Faculty council members , in addition to guiding PhD students, will directly guide and be mentors of 1 to 3 other lecturers with doctoral degrees to choose

- their successors in the future (who will also become teachers in the future . professor/associate professor). Training, leading and fostering new generations is one of the most sacred responsibilities of university professors, in addition to teaching and scientific research.
- c) Requirements for training programs – training programs must be continuously updated, at least every two years, due to increasingly rapid changes in the economic, social, scientific and technological environment of the day. now. The training program must be flexible, not rigid, continuously updated, improved and renewed to suit the ever-changing needs of the domestic and foreign labor market. This is the distinguishing factor between university training (learning to get a job, accessing and participating in the labor market) and high school training (learning to have a solid foundation). continue studying at university level because in the knowledge economy with the approaching 4.0 revolution, for the vast majority of us a university degree is the minimum requirement for labor market participants and wants to have a position in the labor market. stable employment position in society).
 - d) Facilities requirements – higher education institutions must have suitable facilities, campuses and laboratories for student practice and faculty research. In addition, each lecturer must have his/her own working room for self-study and improvement, exchange and group meetings. The private office is also the place where the lecturer welcomes students at his/her duty hours during the semester (usually 1 to 2 sessions, about 2 hours each session). Educational institutions must have full-sized lecture halls that can accommodate several hundred students serving theoretical lectures and classrooms smaller than a dozen students (practice hours, labs), a few dozens of students (hours of exercises, discussions). To ensure the most effective acquisition and promotion of knowledge, lessons, regardless of theory or practice, should not exceed 2 hours (2 hours * 50 minutes + break in between). According to studies, students absorb knowledge most effectively during this time and the ability to absorb decreases after that time. Therefore, it is necessary to arrange rooms for the subjects so that they are reasonable to be able to achieve this goal.
 - e) Requirements for training links - training links is a popular trend in international education integration these days. Association, joint venture is also a popular trend in business today when developed country businesses want to seek to penetrate the developing country market. The training link must also be understood in the same way of logic and thinking. Today's training programs have more and more associated elements (domestic and foreign) appearing. Linking helps improve the quality of education, uncovering weaknesses that need to be reformed in programs and in training institutions. It can be said that any university that is not affiliated, that school ceases to exist, even for the prestigious large universities in the world. Linking and forming university associations is to exchange experiences in teaching and scientific research through the exchange of lecturers, students, researchers, experience sharing, and integration. and develop.

4. Solutions to improve professionalism in higher education management in the Southeast provinces

- a) Requirements for lecturers – in our country, there is still a shortage of experienced and highly qualified lecturers such as the above requirements for lecturers to be able to take classes and carry out intensive research projects. . The Southeast region is still inferior to Hanoi and Ho Chi Minh City. Ho Chi Minh in the work of attracting high-quality human resources from abroad and from provinces throughout the country to work and contribute to the locality. Although certain advantages such as close geographical distance to TP. In Ho Chi Minh City, the People's Committees of the provinces have not yet created favorable conditions to attract talented people to work in the province. There are a number of disciplines that universities cannot earn doctorates, let alone professors / professors, to open majors and improve training quality. The income of the lecturers is too low, so it is difficult to force them to comply with the above-mentioned scientific development roadmap. Universities are also not strong financially to attract foreign professors to participate in teaching. The international universities in the provinces have other financial mechanisms and they can partly self-finance the budget to serve the invitation of foreign professors to teach and do short-term work. Public universities, if they want to develop and compete equally, also need to gradually become financially self-sufficient instead of depending on the state budget. Universities in the Southeast provinces should have an open mechanism and encourage lecturers to go abroad or in the country to improve their qualifications (through scientific publication abroad, studying for PhD students or conferring professors/ professors). PGS) and has a different financial enlightenment mechanism for each level instead of the same level as before and now; proactively propose suitable jobs, bring suitable income for each audience with different qualifications; in parallel with encouraging scientific development is encouraging lecturers to do practical work in enterprises and corporations, even allowing lecturers to stop working for a while (still maintaining their payroll) so that they can wholeheartedly work at a foreign corporation to learn and gain practical experience.
- b) Requirements for teaching staff – the actual conditions in Vietnam and in the Southeast provinces in particular also pose challenges to the requirements for teaching staff, which are currently both lacking and weak. It is necessary to closely link with leading universities in the world to be able to fulfill this criterion. In the immediate future, in order to be effective, foreign professors should join the faculty council and focus on developing Vietnamese lecturers in the above spirit instead of directly teaching Vietnamese students in class. This job is less demanding on the time and permanence of foreign professors, so they do not have to interrupt their work at home.
- c) Requirements for training programs – Foreign professors and qualified Vietnamese lecturers can participate in continuously updating existing training programs and developing new ones. modernization and the Southeast

To integrate advanced foreign programs to meet the needs of the local labor market, which is gradually being integrated into the region and the world of the dynamic developing Southeast provinces.

- d) Requirements for facilities - facilities are also one of the problems and backlogs of universities in Vietnam. Advantages of universities in the Southeast compared to universities in Ho Chi Minh City. Ho Chi Minh City is a spacious space and the rental cost is still relatively soft. The fact that each lecturer must have his own office for self-study and improvement, exchange and group meetings is still a luxury issue and not a school culture at Vietnamese universities. Receiving students at regular hours during the semester is also not the practice of Vietnamese universities when lecturers have to rush to other schools and rarely have time to sit still. Educational institutions must have enough large-sized lecture halls, which can accommodate a few hundred students, not many because most of the theoretical and practical hours are shared with class sizes ranging from 50 to 100 students. pellets. Finally, each class session at Vietnamese universities is not 2 periods, but 4 to 5 periods. The low salary of lecturers per teaching hour causes schools to combine to create more favorable conditions for teachers, but it will be detrimental to students in terms of absorbing the knowledge imparted. Universities in the Southeast region, if possible, can increase the salary for teaching hours for lecturers and reduce the duration of a class session to improve teaching quality. In order to improve the quality of the teaching process in general, universities must also consider paying more reasonable fees to lecturers for problem-solving and marking exams so that they can perform the test thoroughly. more attentive and thorough in order to improve the overall quality of the knowledge acquisition process and teaching effectiveness.
- e) Requirements for training links - training links is a popular trend in international education integration these days. Association, joint venture is also a popular trend in business today when developed country businesses want to seek to penetrate the developing country market. The universities in the Southeast need to link more diversely with foreign educational institutions and at different levels and levels in order to improve and enhance the quality of education, and promote the strengths. and uncover weaknesses in need of reform in its programs and facilities. In addition, universities in the Southeast can consider joining and forming associations and networks of domestic and foreign universities as a forum for exchanging experiences in teaching and scientific research through the exchange of knowledge and skills. exchange lecturers, students, researchers, share experiences, integrate and develop together.

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