

DEVELOPING SOFT SKILLS FOR UNIVERSITY STUDENTS THROUGH SOME ACTIVE TEACHING METHODS IN THE CURRENT PERIOD

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ABSTRACT

Developing and training national human resources is one of the consistent and strategic tasks of the Communist Party of Vietnam. One of those important resources is the Vietnamese intellectual class, especially the generations of students - the future owners of the country. This is the decisive factor for the development of the country. However, in the context of international integration and the explosion of science and technology, in order to keep up with the trends of the times and to grasp and apply scientific and technological achievements, students need to be fully equipped with the necessary soft skills in studying and living, such as life skills, communication, teamwork skills... To help students acquire these soft skills, the active teaching methods of lecturers at universities and colleges play a particularly important role.

Keywords: Developing Soft Skills, Students, Active Teaching.

1. INTRODUCTION

Teaching method is one of the important factors and has a great influence on the quality of training. A scientific and suitable teaching method will create conditions for lecturers and learners to fully develop their abilities in imparting, acquiring knowledge and developing thinking. A scientific teaching method will change the role of the teacher while creating excitement, passion and creativity in learners.

Active teaching method is a method in which lecturers play the role of guides and suggesters, while students actively participate in the learning process, explore and solve problems. This method emphasizes students' self-discovery, thinking, creativity and cooperation to acquire knowledge, instead of just passively listening to lectures in order to maximize the initiative and creativity of learners. This method requires lecturers to be highly qualified, have deep knowledge, courage and must be truly dedicated and enthusiastic in their work. Currently, educational researchers around the world have proposed many active teaching methods to help students acquire knowledge and develop their personal capacity comprehensively. Below are some basic active teaching methods such as:

2. ACTIVE GROUP TEACHING METHOD

Active group teaching is a method highly appreciated by education experts. With this method, students can promote their initiative, creativity, teamwork skills, develop collaboration and communication skills.

The implementation of this method includes the following steps: The lecturer will introduce the topic to be discussed and determine the common goals and tasks, and divide students into groups

for discussion. Then, students discuss in groups and report the discussion results to the lecturer. Finally, the lecturer comments and evaluates the discussion results of the groups. This method helps all students participate in the learning process proactively. Create opportunities for each individual to boldly share knowledge and experience. Easily give their own opinions to solve problems related to the lesson content. It helps students have the opportunity to interact, learn from each other, solve common tasks together, and promote communication and cooperation skills in the group of students. However, the limitation of this method is that some students are shy when participating in activities. Without proper supervision and assignment from the lecturer, it can easily lead to a situation where only a few individuals in the group participate while others become obscure and do not contribute to group activities. In addition, excessive discussion can easily cause distraction or severe conflicts between group members. Moreover, for classes with many students, organizing discussions takes up a lot of space, and discussions can easily lead to disorder, noise, and affect the surrounding environment and other classrooms.

3. LEARNER-CENTERED METHOD

This is an approach that places students at the center of education. This approach begins with an understanding of the relevant educational environments from which students come. The instructor then continues to assess the student's progress against the learning objectives, by helping students acquire basic learning skills. This approach provides students with a foundation for lifelong learning, so students must take responsibility for their own learning. With this approach, the instructor acts as a guide for students during the learning process.

The learner-centered approach offers many benefits, first of all, it eliminates the teaching and learning method: "The instructor speaks, the students listen", maximizing creativity from the instructor and the student, while creating a friendly atmosphere between the instructor and the student through increased exchange and mutual learning, while creating opportunities for students to present and defend their creative ideas.

The learner-centered approach also has certain limitations. Specifically, it requires students to have good self-learning skills, may have difficulty absorbing knowledge without direct guidance, and are easily distracted by external factors. For teachers, this method requires high teaching skills, invests a lot of time and effort, has difficulty in assessment, and is difficult to apply to large classes.

4. PROJECT-BASED LEARNING METHOD

This is a learning model that is very different from the traditional learning model. Project-based learning requires learning activities that are carefully designed, long-term, and related to many academic fields. It is a learner-centered model and is integrated with practical problems of the real world. The goal of project-based learning is for students to learn more about a topic rather than to find the right answers to questions posed by the lecturer. This method requires students to collaborate with their classmates for a certain period of time to solve problems and finally present their work to the lecturer and other students. This method also requires students to ask questions, look for connections and find solutions to solve problems. Applying this teaching method will change the learning environment of students from listening to the lecturer to working and thinking environment. Project-based learning method brings many benefits to students, it gives students the ability to combine knowledge from many fields, creating interdisciplinary support tools to solve problems. For difficult and complex problems, this method gives students the ability to explore,

evaluate, explain and synthesize information scientifically. Through practical activities in class, this method creates interest and excitement for students in learning.

The role of the lecturer in the project-based learning method has changed a lot compared to the traditional method. The lecturer does not play the role of a controller of student thinking but a guide, a coach, a consultant and a classmate. The lecturer must focus on guiding students, creating opportunities for students to develop their learning and creativity to the fullest, promoting the team spirit of students.

Although this method is a modern, learner-centered method and is popular in many countries around the world, it still cannot avoid some disadvantages, such as making students sometimes ignore learning deeply about the knowledge in books, implementing a project often takes a lot of time. Besides, the cost of implementation is very expensive.

It can be seen that, in addition to the typical methods above, there are many other active teaching methods that promote the development of soft skills for students that lecturers need to apply flexibly, such as discovery learning, situational learning... The application of active teaching methods in the current period is very necessary in university teaching to train high-quality human resources for the cause of industrialization and modernization of the country.

5. CONCLUSION

With educational activities in our country, the core issue is still to find solutions to overcome the shortcomings that directly affect the quality of training. To improve the quality of training, we need to innovate synchronously in many aspects such as: Training programs, teaching methods, teaching staff... In particular, it is necessary to emphasize that innovation in teaching methods will be one of the prerequisites contributing to improving the quality of training in a sustainable way.

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