

SOME SOLUTIONS TO ENHANCE THE QUALITY OF HUMAN RESOURCE TRAINING AT HIGHER EDUCATION INSTITUTIONS TO MEET REQUIREMENTS OF THE INDUSTRIAL REVOLUTION 4.0

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In the context of globalization, the regional and international division of social labor is taking place strongly, the competition between countries is increasingly decisive, the most effective weapon in the competition is to maximize human resources, especially trained human resources. Therefore, improving the quality of human resources through education and training activities is a condition for comprehensive development of the country. Moreover, the industrial revolution 4.0 promotes the formation of a new economy - the knowledge economy. Within the scope of the article, we present the current status of human resources training quality in higher education institutions, thereby proposing some solutions to improve the quality of human resource training at higher education institutions to meet requirements of the industrial revolution 4.0.

Keywords: *Solutions; Higher education institutions; Human resources; Industrial revolution 4.0.*

1. Introduction

Industrialization and modernization are the inevitable path of all countries for socio-economic development. However, to realize industrialization and modernization, it is necessary to mobilize all necessary resources (domestic and foreign resources), including: human resources, financial resources, and material resources (scientific and technology, natural resources...), advantages (in terms of geographical conditions, political institutions...). Of which, human resources, especially high-quality human resources are the most important, deciding other resources.

In the development process of human history, human resources always occupy an important position and play a decisive role in the development of nations. The Fourth Industrial Revolution is developing very quickly, affecting every business, training institution and all areas of social life. Identifying the multi-dimensional impacts of the industrial revolution 4.0 helps higher education institutions to actively develop strategies, plans, training programs, and occupational structures to supply the labor market with qualified human resources that are suitable to the current socio-economic development conditions.

2. Research overview

In recent years, in Vietnam, human resource development has attracted a lot of attention from managers, scientists, especially researchers, institutes, universities... interested individuals, research on human resources and human resource development from different angles. The context of Vietnam's economy is undergoing a transformation in the direction of focusing on considering human resource issues at the macro level in association with human resource development to serve the economic development strategy. In addition, since the implementation of fundamental and comprehensive renovation of Vietnam's higher education in the period of 2006-2020 according to the Government's Resolution 14/NQ-CP, many projects and scientific works related to the role, meaning, development direction and use of human resources have been implemented. Notable research projects include the following:

The book "Development of human resources in higher education in Vietnam" by Do Minh Cuong and Nguyen Thi Doan deeply analyzed the specificity of human resource development in higher education and recommends some key solutions. on human resource development in higher education in Vietnam. This is a valuable document referring to the issue of developing highly qualified human

resources through higher education to serve the process of industrialization and modernization of the country. (Cuong & Doan, 2001).

Pham Minh Hac in the work "Research on people and resources going into industrialization and modernization" analyzed the theoretical and practical basis of human strategy with the idea that considering human factors, and human resources is a significant factor, deciding to create material and spiritual values. On the other hand, the author of the work also presented the relationship between education - training, employment and job creation for the development of the country's human resources (Hac, 2011).

Vu Van Phuc and Nguyen Duy Hung in the project "Developing human resources to meet the requirements of industrialization, modernization and international integration" gave some specific concepts about human resources, and analyzed the characteristics of Vietnam's human resources, the basic issues to develop human resources to meet the requirements of industrialization and modernization of the country and international integration. Specifically, the authors mentioned general theoretical issues such as: approach to human resource research from theory to practice, human resource development... At the same time, the book also introduced experiences to develop human resources of a number of countries and territories around the world. In addition, the book focused on analyzing the current situation, inadequacies, challenges and proposing solutions to develop human resources in general in our country today including improving the quality of higher education, and renovating financial and professional mechanisms for teaching and learning at university level... (Phuc & Hung, 2012).

Vu Ngoc Hai in the work "A new perspective on research and development of higher education in Vietnam" pointed out challenges for higher education, in which it showed the weakness in the quality of human resource training. Higher education has not been associated with scientific research and technology transfer; the content and curricula are outdated; education management is still slow to innovate; the quality of teachers is not consistent, especially there is a lack of leading teachers; government's investment in higher education is still too low (Hai, 2005). All of the above factors have affected the process of training quality human resources in higher education institutions. As a result, human resources do not meet the requirements of the labor market after

graduation. Employers take a long time to retrain workers to meet the requirements of the job.

Nguyen Minh Duong is the head of the state-level science and technology project, code KX-05-10 on “Training human resources to meet requirements of industrialization and modernization in the context of the market economy and globalization and international integration” defined the standards of training levels of the professions in the training system as objective requirements from the labor market, it comes from the human demand for economic development - social (Tang, 2006).

The doctoral thesis “Training and developing human resources of universities in Vietnam’s economic sector through international training programs” by Phan Thuy Chi (2008) raised theoretical and practical issues at some economic universities in training and developing human resources (Chi, 2008).

Cao Danh Chinh in his doctoral thesis “Teaching with a competency-based approach to performance in universities of technical education” affirmed that teaching under a competency approach focuses on the outputs of the process; teaching methods in the direction of implementing capacity approach and especially to provide a set of tools to assess performance competencies or output standards to be equipped for learners (Chinh, 2012). It can be said that the content discussed about the standards of knowledge, skills and attitudes of learners towards a training industry can be applied to the human resource training process to meet the requirements of the labor market (Chinh, 2012).

Some articles focus on issues of ensuring output standards for university students in order to improve the quality of human resource training to meet the requirements of the labor market after graduating from university. The researches of Le Duc Ngoc and Tran Huu Hoan can be mentioned in the article “Output standards in higher education” (Ngoc & Hoan, 2010); “Some issues related to the development and publication of output standards in universities in our country today” by Ngo Hong Diep (Diep, 2011); Le Phuoc Luong with “Orientation, selection of training professions, promotion of students’ learning motivation through output standards at universities” (Luong, 2012). The articles have focused on describing the output standards of university students who need to meet the criteria of skills, knowledge and attitudes to meet the needs of the labor market.

The above-mentioned scientific works refer to many different fields, which are valuable documents

in theoretical research and in practice in developing high-quality human resources for the country in the current period. What is noticed in these works is the affirmation of the role of human resources in socio-economic development; analyze the advantages, difficulties, opportunities and challenges, propose solutions to improve the quality of human resources, especially high-quality human resources to meet the requirements of economic development and society and international integration of Vietnam.

With the research results in the scientific works mentioned above, we will selectively inherit and have solutions to clarify the research problem; thereby proposing a number of solutions to improve the quality of human resource training in higher education institutions to meet the requirements of the industrial revolution 4.0.

3. Research Methods

The article is made based on the combination of many research methods, in which the systematic method is the main one. This is a method of arranging diverse information collected from different sources and documents into a system with a coherent structure from which a complete new theory is built to help understand the subject matter more fully and profoundly. At the same time, the article uses some of the following methods:

- Analytical methods: Analyze documents and references as a basis for drawing accurate assessments and conclusions, deploying the article according to an appropriate structure.
- Statistical methods: Statistical data as a basis for assessing and analyzing the current situation of human resource training in higher education institutions.
- Synthetic method: Synthesize and link each aspect, each aspect has been analyzed, making comments and evaluations, thereby proposing solutions in improving the quality of human resource training in the field of human resource training in higher education institutions.

4. Research results

4.1. *The reality of human resource training in higher education institutions*

Talking about human resources is talking about humans - the most important issue and the top concern in the development strategy of all countries, because this is the endogenous resource that determines the success and progress of each country, of which the level of human resource development is the main measure to assess the level of social progress, equity and sustainable development.

Human resource development is considered as a breakthrough in the process of transforming the country's socio-economic development model; at the same time, it is the foundation for sustainable development and increase the national competitive advantage in the integration process.

The concept of human resources is approached in many different ways, according to the Vietnamese Dictionary, human resource is: "Human power in terms of use in production labor. Manpower mobilization. Abundant human resources" (Dictionary Center, 2003, p.710). According to the Textbook of Human Resource Management in Organizations: "Human resources are understood as the total physical and mental capabilities of human beings used in the production process. It is considered as human labor power - the most valuable resource in the production factors of organizations" (Quan & Think, 2013, p. 6).

From the perspective of human economy: "Human resources are human power, located in each person and making people work. That strength grows more and more with the development of the human body and to a certain extent, people are eligible to participate in the labor process - people have labor power" (Cau, 2009,). p.12). According to the concept of the International Labor Organization (ILO): "A country's human resources are all people of working age who are able to participate in work" (Phu, 2010, p.61). This concept is understood in two aspects: Firstly, in a broad sense, human resources are the source of labor power for social production, human resources for development, therefore, human resources include the entire population that can develop normally. Secondly, human resource is the labor capacity of society, including the population of working age, who are capable of participating in working process, it also is the sum total of their physical and mental factors that are mobilized into the labor process. This concept, human resources, is widely used by the social sciences in theories of social labor and employment surveys in many countries around the world.

The quality of human resources is regarded as the overall human resources of a country, among which high-quality human resources are a particularly important component, the most elite group and the most qualified. Therefore, investment in people and human resources through education and training is considered the most effective investment for the sustainable development of society, and the goal of development is also for human beings themselves. Therefore, generally, when discussing high-quality

human resources, it is necessary to put them in the overall issue of the quality of human resources of a country or nation. High-quality human resources are human resources that meet the requirements of the labor market, which means that the following factors must be ensured: having deep and wide professional knowledge, being proficient in foreign languages and informatics, having skills and techniques, creating self-employment, working safely and cooperatively, and having good attitude as well as work responsibility... Thus, high-quality human resources are people who develop both in terms of intellectual and physical strength, working ability, positive political – social attitude as well as pure morality and emotions.

In the current period as well as the development orientation in the coming period, the training and development of human resources for the industrial revolution 4.0 needs to be comprehensively evaluated with many new requirements and challenges posed for higher education institutions.

In the ministerial-level scientific project "Research and propose solutions to improve the quality of Vietnamese human resources in the market mechanism", the research team of Foreign Trade University has made specific statistics. According to the General Statistics Office, the number of college and university students in 2015 was 2,118.5 thousand, of which 1,847.1 thousand were public students and 271.4 thousand were non-public ones. Meanwhile, professional intermediate students were only 314.8 thousand students, with 218.6 thousand public and 96.2 thousand non-public. This was one of the main causes leading to the situation of "Too many chiefs, not enough workers" (Institute of Science, Labor and Society, 2016). According to the report on thematic monitoring results "Effectively implementing policies and laws on science and technology development to promote industrialization and modernization, period of 2005 - 2015 and development orientation in the coming period of the National Assembly, Vietnam had 164,744 people engaged in research and development (R&D), of which the number of researchers with college and university degrees was 128,997. If converted into full-time equivalent, the number of R&D staffs in Vietnam was only 7 people per ten thousand citizens (Thuy, 2021). The current situation of Vietnam's human resources showed that among highly skilled workers, nearly 1.4 million people (equivalent to a quarter) do not have a degree or only have elementary or intermediate degrees; people with a college degree

or higher account for 74.3% of highly skilled workers (Thuy, 2021). Statistics showed that the proportion of highly qualified workers (from college and above) accounts for the majority of the labor structure trained in higher education institutions in our country. It is a fact that higher education institutions in order to maintain the school's operation still aim for the first criterion when finding all ways to recruit enough annual training targets, while the other criteria are not guaranteed for the training process, such as: facilities, training quality, output products... Therefore, graduates face many difficulties in finding a place in recruitment organizations and enterprises.

Frankly, the training system in higher education institutions in our country currently has too many shortcomings: the teaching staffs are still thin and weak; facilities do not meet training requirements. In addition, the curriculum development lacks practical programs, leading to less opportunities for students to apply the knowledge learned in universities to specific problems of society; The quality of the universities' curricula is still low and the universities have not trained workers with practical working skills, and they have not been directly associated with jobs at enterprises. With the current training program of Vietnamese higher education institutions, new graduates lack experience and soft skills, and they cannot meet the increasing requirements of the labor market when industrial revolution 4.0 has a strong and profound impact on all aspects of social life.

Besides, the situation that workers are not oriented in choosing occupations from high school level also causes many problems in Vietnam's labor supply. With the mentality of a degree, most workers choose to study at university or post-graduate institutions without paying attention to human resource needs as well as vocational training, which leads to a surplus of chiefs and a shortage of workers. Currently, many workers who have a bachelor's degree, but accept to do jobs that are not in line with the professions trained in higher education institutions. Not only that, in the learning process, Vietnamese students are not well oriented to the professions that the market has demands.

"Through the ILO survey (2016), it showed that the majority of Vietnamese students choose the economic sector, while the engineering sector has a huge demand for labor, but it is not chosen by many students. Science, engineering, technology and math (STEM) majors are chosen by 23% of male students and 9% of female students in

Vietnam. Thus, for a basic industry that creates long-term productive capacity such as a STEM major, Vietnamese students do not seem to be interested and this rate is much lower than the average in ASEAN: 28% male students and 17% female students. Vietnamese students mainly prefer to choose business, commerce and finance. This, to a certain extent, shows that the Vietnamese labor market is developing in favor of supporting service industries, but has not yet strongly developed real sectors, creating fundamental added value for the economy." (Thuy, 2021). In other words, the current higher education institutions still advocate training human resources according to the needs and interests of learners without paying due attention to the demand for human resources of the labor market. The issue of linkage between businesses and schools has not really been promoted, focusing on one side providing human resources and the other using human resources.

The reality shows that human resource training in higher education institutions in Vietnam has always been academically oriented, and it is difficult to adapt, transform and integrate when it comes to expertise. Training activities and scientific research at universities are facing new reform and competition requirements, which require education to provide learners with basic knowledge and skills, creative thinking skills, as well as ability to adapt to various job requirements to avoid the risk of being fired. Students with the knowledge and skills being taught in universities today, according to many businesses and experts, have not yet met the requirements of the current economy. Those knowledge and skills are completely useless in the 4.0 economy or those workers are easily replaced by robots in the near future in some industries. Therefore, if higher education institutions do not have a career orientation for learners to actively accept the opportunities that the 4.0 revolution brings, the golden opportunity of the young population may be missed in the digital age today. This challenge will not be easily solved in the short term. According to experts, in the industrial revolution 4.0, many professions will disappear but new jobs will be born. In the face of the trend of automated machines replacing humans, human resources must be equipped with appropriate knowledge and skills to meet job requirements in the new situation. Therefore, the need to train human resources and high-quality human resources to meet the requirements of the current economy becomes extremely urgent.

4.2. Some solutions to improve the quality of human resources in higher education institutions to meet the requirements of the industrial revolution 4.0

The 12th Party Congress identified one of the strategic breakthroughs that need special attention to focus on leading and directing the implementation, resulting in: “Fundamental and comprehensive renovation of education, training and development of human resources, especially high-quality human resources” (Communist Party of Vietnam, 2016, p.218). This is one of three strategic breakthroughs and one of six key tasks of Vietnam in the face of the strong impact of the industrial revolution 4.0. In order to effectively implement the above tasks, our Party affirms: “Building a strategy for human resource development for the country, for each industry, for each field, with synchronous solutions, especially focusing on training solutions, retraining human resources in schools”. However, implementing this content well requires a comprehensive and long-term strategy, with a system of synchronous, practical and feasible solutions. In our opinion, we can focus on the following main solutions:

Firstly, promoting education reform, and paying attention on teaching quality are important tasks that higher education institutions need to focus on. Higher education institutions need to be aware that improving training quality is a decisive issue for the development, affirming the university’s position, prestige and brand in society. It is the core foundation and central value in all activities of the universities. To meet the needs of high-quality and diverse human resources in the 4.0 economy, higher education institutions must innovate strongly from training activities to university’s administration to create capable “products” to work in a creative and competitive environment. Therefore, in order to improve the quality of human resources, higher education institutions need to: improve educational programs in an open direction, integrate deeply with the region and the world, promote stratification and stream, promoting lifelong learning and building a learning society; strongly renovate the contents, programs, framework of training programs at university level, teaching and learning methods at all levels in the direction of promoting creative thinking, self-study and self-research capacity, increasing practice time, focus on the content, improve the quality of foreign language training; innovate teaching and learning methods. Carry out accreditation of education and training quality at all levels. Reform the objectives, content and form

of the examination, and evaluation of education and training results, and step up the application of information technology; renew policies for teachers and education administrators; improve the quality of research and application of science and technology in education and training, innovate the training model...

Secondly, proactively integrate regionally and internationally. Formulate a roadmap of contents, programs, and methods of education and training to be consistent with international standards and Vietnamese characteristics; participate in international accreditation of training programs. Conducting quality assessment and management according to international standards, link and exchange undergraduate and graduate education and training and scientific and technological research topics and projects between higher education institutions in Vietnam and the world; create a favorable environment and conditions to attract talented and experienced scientists from Vietnamese who are overseas to participate in university human resource training and scientific and technological research at higher education institutions in our country; continue to implement support policies from the state budget and mobilize social resources, call for foreign investment, and attract international-class universities to operate in Vietnam.

Thirdly, closely link the training process and the use high-quality human resources. Training institutions must always well manage the quality of “outputs” through forms of assessing trainees’ practical ability in the training process, reviewing training results ... instead of the current way of managing “input products”. Training institutions also need to equip learners with necessary skills such as: communication, study of foreign documents, use of information technology, creativity, adaptation as well as the grasp of development trends of society... in order to ensure the close connection between training and use, meeting the requirements being set. The selection of sources for training and retraining should not only put on top of the criteria of awareness, but also pay great attention to issues of foreign languages, information technology, political courage, professional ethics, and leadership capacity. leadership, management. In particular, training institutions need to be democratic, publicize the criteria, direction of study and use of staff to increase the positivity and initiative for both learners and organizations. In the use of human resources, it is not too dependent on the degrees, but on the work efficiency. To achieve

this, it is necessary to regularly foster and train this team in practical activities, then arrange and use the right capacity and qualifications in order to promote their roles and strengths according to the majors of training, overcoming the situation of wasting or “brain drain” in some places today.

Fourthly, the training of the institutions must always be associated with the interests of the learners, it is also connected with solving the problem of employment for the learners after graduation. Higher education institutions need to research and cooperate with socio-economic organizations and businesses in compiling curricula to conduct training and provide human resources according to social requirements. At the same time, the training institutions need to listen to, receive the evaluation and suggestions from the employers, both on the development of objectives, programs, training content and the quality of human resources trained by them. From there, supplementing and adjusting professional knowledge, training skills and majors for students after graduation to best meet the job. Through links between schools, institutions and businesses, training programs are always adjusted, updated and more modern, helping to adapt to new technology levels and globalization requirements.

Finally, educational institutions must invest in facilities and equipments to serve the process of training, research and application of achievements of science and technology in educational practice. In addition, it is necessary to transfer technology and human resources to organizations and businesses to meet the requirements of socio-economic development in the current period.

5. Discussion

In recent years, especially since the comprehensive renovation of Vietnam’s higher education and training has been carried out in accordance with the spirit of the Government, the 2011-2020 education development strategy has been clearly demonstrated through the training objectives. training: “improve training quality, meet human resource needs for socio-economic development; training people with creative capacity, independent thinking, civic responsibility, ethics and professional skills, foreign language ability, labor disciplines, industrial manners, self-employed capacity and the ability to adapt to changes in the labor market and a number of them have competitive ability in the region and the world” (Government, 2011). The goals and solutions clearly show the need and requirements for human resource training to meet the country’s labor market.

In the trend of deepening integration, fierce competition, the transfer of labor resources between countries is a big challenge for organizations and enterprises who are employing human resources. High-quality human resources become an advantage to improve the competitiveness of enterprises. Therefore, higher education institutions in our country are responsible for training and providing qualified human resources, meeting the labor needs of enterprises and society. However, it can be seen that, at present, the higher education area operates in the context of many changes and challenges.

Firstly, the fourth industrial revolution has greatly influenced the change in the operating model of higher education and university administration.

Secondly, there are changes in the labor market and economic structure. The labor market requires qualified and intellectual workers, especially to grasp a lot of skills, and many problems are posed in practice in the face of changes in society.

Thirdly, businesses are increasingly interested in the field of education, have invested heavily in the field of education. They also require increasingly high-quality human resources to meet business requirements.

Fourthly, the university system is increasingly investing heavily to increase competitiveness, and at the same time increase its position in international ranks.

Finally, Vietnamese education is also under pressure to compete with the regional and Asian school systems. The same goes for the cross-border labor market, which also affects Vietnam’s labor market and Vietnam’s human resources.

From the above reasons, it is thought that Vietnamese higher education institutions should be placed in the socio-economic development strategy, at the strategic center of all university development strategies. The university’s human resource development strategy must be based on an analysis of the advantages and disadvantages so as to have policies to encourage and promote the advantages, and at the same time, it is necessary to have positive solutions to limit the weaknesses and difficulties in training human resources, especially high-quality human resources. Only in this way, higher education institutions will be able to train qualified human resources in quantity to meet the increasingly demanding requirements of the labor market, which is the immediate development requirement of higher education institutions in the coming time.

6. Conclusion

The Industrial Revolution 4.0 is happening very quickly, affecting every business, training institution and all areas of social life. Identifying the multi-dimensional impacts of the industrial revolution 4.0 on workers and businesses helps higher education institutions to proactively analyze the situation, domestic, regional and international context. In addition, synchronously implementing the above

solutions aims at improving training efficiency and providing the labor market with quality human resources that are suitable to socio-economic development conditions. In the new situation, higher education institutions need to seize the opportunity to participate in the industrial revolution 4.0 and pay attention to developing high-quality human resources in order to train, promote and use human resources that meet the practical requirements.

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MỘT SỐ GIẢI PHÁP NÂNG CAO CHẤT LƯỢNG ĐÀO TẠO NGUỒN NHÂN LỰC TRONG CÁC CƠ SỞ GIÁO DỤC ĐẠI HỌC ĐÁP ỨNG YÊU CẦU CỦA CUỘC CÁCH MẠNG CÔNG NGHIỆP 4.0

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Trong bối cảnh toàn cầu hoá, sự phân công lao động xã hội trong khu vực và quốc tế đang diễn ra mạnh mẽ, sự cạnh tranh giữa các quốc gia ngày càng quyết liệt, vũ khí có hiệu quả nhất trong cuộc cạnh tranh này là phát huy tối đa nguồn lực con người, đặc biệt là nguồn nhân lực đã qua đào tạo. Bởi vậy, nâng cao chất lượng nguồn nhân lực thông qua hoạt động giáo dục và đào tạo là điều kiện để phát triển đất nước một cách toàn diện, đồng thời để thúc đẩy sự hình thành một nền kinh tế mới - kinh tế tri thức. Trong phạm vi bài viết, chúng tôi trình bày thực trạng chất lượng đào tạo nguồn nhân lực ở các cơ sở giáo dục đại học, qua đó đề xuất một số giải pháp nâng cao chất lượng đào tạo nguồn nhân lực tại các cơ sở giáo dục đại học, đáp ứng yêu cầu của cuộc cách mạng công nghiệp 4.0.

Từ khóa: Giải pháp; Giáo dục đại học; Nguồn nhân lực; Cuộc cách mạng công nghiệp 4.0.