International Journal of Advanced Multidisciplinary Research and Studies

Improve Self-research Capacity for Students at Universities in Hanoi

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Abstract
In the trend of world integration, self-research by university students will contribute to improving the quality of training, autonomy and creativity of students. During the research process, students can deeply understand theory and then apply it to practical applications through many different information channels: through lectures in class, studying documents, books, newspapers on the Internet, or practical products in life... thereby creating scientific learning and stimulating creativity. Through surveying students at a number of universities in Hanoi, this article was conducted with the goal of identifying and evaluating self-research capacity for students. Thereby, the article proposes some recommendations to improve self-research capacity for students at universities in Hanoi.

1. Introduction

Self-study plays an important role in human cognitive activities. For university training, students' self-research activities are an inevitable and regular task. On the other hand, this is also a mandatory requirement and is expressed by a certain proportion of time in the time structure of the modules when applying credit-based training. However, currently the self-research activities of Vietnamese students, including students from some universities in Hanoi, have not been given due attention and the results achieved are very modest and do not meet the requirements. demand for credit-based training. Therefore, improving students' self-research capacity is an urgent requirement for higher education in our country today in general and universities in Hanoi in particular.

2. Theoretical basis for self-research capacity

Competency is understood as the ability to use knowledge and apply skills with necessary qualities to effectively solve problems in ever-changing reality, in accordance with the requirements of a certain activity, ensuring for that activity to quickly achieve results.

Self-study is an independent, self-aware, proactive, and creative activity in thinking, exploring, and researching to capture, cultivate, and improve knowledge and skills from many different sources, transforming it becomes the learner's own property.

Thus, the concept of "self-research capacity" can be understood as the ability to think, use knowledge, apply skills and necessary qualities in the process of independence, initiative, self-awareness and creativity. in learning, exploring and researching to capture, cultivate and improve knowledge and skills.

Students' self-research capacity is revealed and demonstrated through specific content such as: awareness of self-study issues; use self-study time; Self-study organization plan; location and form of self-study; self-study methods and skills; effectiveness of self-study.

3. Research methods

The article uses qualitative research methods including two basic methods: data collection, synthesis and analysis and evaluation. Based on the synthesis of data related to the self-research capacity of students at universities in Hanoi, the article offers some solutions to improve students' research capacity in the future.

4. Current status of self-research capacity of university students in Hanoi

From the survey results obtained by the author, it is possible to evaluate the current state of self-research capacity of university students in Hanoi as follows:

- Aware of the importance of self-study, 68.2% rated self-study as very necessary and 21.8% as necessary. This is one of the great advantages of students at universities in Hanoi and is an important basis for organizing their self-research activities.
- Regarding time spent on self-study, the number of students spending 1-3 hours on self-study each day accounts for the highest percentage (48.1%), 3-5 hours (23.4%) spend more than 5 hours on self-study. hours (7.2%). These can be considered quite ideal numbers, if reality happens that way. However, when interviewing more deeply, the author found that there was a large difference in the amount of time spent on self-study during exam preparation time and outside of exam preparation time. If during exam preparation time, the number of students studying 3-5 hours/day and over 5 hours/day is quite high and accounts for the vast majority, then outside of exam preparation time, the opposite is true.
- Regarding building students' self-study plans, survey data shows that the majority of students have a study plan (78%), of which 23.2% seriously carry out their study according to the plan. plan has been outlined. However, the number of students without a self-study plan is still high, accounting for 21.5%; In particular, up to 55% have a self-study plan, but it is only a plan on paper, not implemented according to the plan.
- Regarding the location and form of students' self-study, up to 65% study at home, only 22.1% study in the library and empty classrooms at school due to lack of space; 63.5% of students study alone, 30% study in groups, this proves that the self-study process of most students takes place quite independently, with little collaboration in groups.
- Regarding students' self-study methods and skills, first of all about methods, survey results show that many students know how to use active, proactive self-study methods such as: learning by writing notes. my copy (60.2%); using the Internet to search for information and knowledge when self-studying (75.4%); compile and study according to the subject knowledge outline (61.35%). But there is still a large portion of students who learn using an ineffective method, which is memorizing lesson content, with 46.3% of students regularly using it; and up to 33.2% of students passively self-study and cope by only studying and doing exercises assigned by the lecturer (in this survey, one person can use many methods).

As for skills, to evaluate the use of basic skills in self-study, we asked the question: Please evaluate your level of use of self-study skills (level 1: not yet; low level). 2: limited; level 3: average; level 4: mature). The results show that, among the 8 suggested self-study skills, only a small portion of students can master those skills. The rest are mainly used at moderate levels and have many limitations. This proves that students at some universities in Hanoi still lack and weak self-research skills. This is one of the reasons why the quality of students' self-research is low.

In addition, a number of other active learning methods and skills that we suggested and conducted surveys, the number of students using them is still small, not frequent, and sometimes for coping purposes.

- Regarding the effectiveness of self-study of students, to evaluate the effectiveness of self-study, the results are as follows: reproduce the knowledge learned to see the level of memorization and continuation. own recognition (51.2%); apply learned knowledge to explain real phenomena (13.7%); ask and answer questions related to the content learned and evaluate the level of those answers (22.6%); Find difficult exercises or related problems to try solving (5.5%). When self-assessing the effectiveness of students' self-study, only 7.5% rated their self-study as very effective, 36.1% as effective, while the number of students who rated their self-study was very effective. Learning at a less effective and ineffective level is still relatively high (61.7%). The above numbers reflect that the quality and self-research efficiency of students at some universities in Hanoi is still low and limited.

From the current situation of factors affecting the self-study capacity of students at some universities in Hanoi as well as the current state of their self-study capacity, it can be seen that:

First, the self-study capacity of students at some universities in Hanoi is still limited, the quality and effectiveness of self-study are low, so improving students' self-study capacity is truly an urgent requirement.;

Second, the most basic and important issues that are being raised, which need to be focused on and resolved to improve students' self-study capacity, are: There must be unified awareness of position, role, and importance. The importance of self-study for all subjects, including students, lecturers, administrators, Youth Union, and Student Association in the University; Maximize students' own internal resources, especially helping them acquire appropriate self-study methods and skills, bringing high efficiency; Strengthen the orientation, guidance, and inspection role of lecturers in students' self-research; Build a favorable environment for students' self-research activities.

5. Solutions to improve self-research capacity of university students in Hanoi

5.1 Solution team from the School, Youth Union and Student Association

* For Schools:

First of all, it is necessary to continue to improve the credit-based training method; Organize scientific conferences, seminars, and exchanges around the issue of improving students' self-study capacity, thereby helping students learn methods and experiences to apply in the process. own learning process. At the same time, continue to perfect and develop the online learning system in both content and form, ensuring accuracy, system, logic, richness and updates; Improve the accessibility of E-learning websites, that is, make online learning as popular as classroom learning. To attract more students to participate in the website and promote their self-study and self-research, we should provide challenging questions and exercises, organize contests on the site and offer prizes.

On the other hand, increase support for students in terms of learning materials by continuing to develop the reading library system and online library with rich and updated document sources, convenient and easy to exploit, and meet the needs of students. meet the learning needs of students.

Along with that, support students in terms of facilities, equipment, and learning environment through continuing to expand self-study space (reading room, self-study room,...)

with a quiet, quiet environment. necessary amenities and academics; Upgrade the equipment system, ensure the wifi system, computer room for online searches, etc. always operate well.

In addition, there are policies and activities to promote the self-study movement among students, and to encourage and reward self-study examples. All of this will create a favorable environment for students' self-study and research activities, attracting them to the University's learning and research space more, thereby contributing to improving students' self-research capacity.

* For the Youth Union and Student Association:

These are close organizations and have a great influence on students in the school. First of all, we need to pay attention to helping students have the right awareness of the purpose of learning and the need to increase self-study at school. university level, about the multifaceted impacts of the surrounding environment on students when most of them have to live far from home,... At the same time, through their activities, the Union and Association with the participation of 40 clubs The department is both professional and artistic, and can fully exploit this advantage to implement measures to encourage the spirit of self-research in students and improve their self-research capacity. That is, contributing to orienting students to build a learning path towards future jobs and meet social requirements; Organize seminars, classes, club activities, exchange sessions, share experiences, etc. on soft skills, professional knowledge, methods as well as learning experiences and scientific research, thereby orienting and inspiring students through successful examples of self-study and self-research. Along with that, create a playground and environment, including a competitive environment (individual competition, group competition in class or in clubs, or more broadly the whole school,...) for students to learn. practice, practice, and contribute to improving self-study and self-research capacity. For example: Launching the self-study movement among students; Establish groups of friends to progress and compete with each other to stimulate the process of interaction, self-study more effectively and become a good habit among students; Clubs actively organize professional competitions;... These activities not only help students expand their knowledge and practice skills but also stimulate them to have more interest and motivation in independent activities study.

5.2 Group of solutions from lecturers

Lecturers are a very important factor, directly affecting the formation and development of students' self-research capacity. Therefore, this group of solutions addresses content that increases the effectiveness of the interaction process between teachers and students, so that teachers not only provide students with knowledge but also motivation and appropriate methods for them to learn. Learn and apply in the process of improving your own research capacity.

First, knowledge is the most important factor in the interaction process between teachers and students. Therefore, lecturers must regularly improve the quality of their lectures, reflected in academic content and the update of professional and practical knowledge.

Second, apply positive teaching methods well, suitable to subject specificities and effectively exploit modern teaching aids. Teaching practice shows that, for social science majors, in order for lectures to be effective and contribute to

improving students' self-study capacity, many methods must be used in combination such as: Presentations, Raising problems, suggesting, creating situations, students participating, etc. However, presentation is still the main method, but it must be a presentation with innovation in the direction of stimulating positivity and creativity. learner's creativity, forcing learners to always brainstorm, meaning that during presentations, raise problems, ask questions, create situations, etc. for learners to think, explain, relate, and apply themselves. practice, thereby creating good effects for the classroom and students' self-study ability is also directly fostered. It should also be noted that the selection, which methods to use, and the extent to which they are used depends on the content and characteristics of the subject (even depending on each lesson in the subject), and on the goals that the subject has. The teaching subject depends on the learners and the conditions and physical facilities necessary for the teaching and learning process.

On the other hand, it is necessary to clearly realize that, no matter what teaching method is applied, it must aim to achieve the goal of helping learners easily understand the lesson, grasp the nature of the problem and especially stimulate thinking. their creativity, positivity and self-research capacity.

In addition, it is necessary to strengthen teaching students how to research, have teaching methods that force students to actively research and closely check students' self-research.

Third, increase the organization of student discussions, ensuring enough time according to regulations. This is an active form of teaching and learning through exchange, questioning, and dialogue between lecturers and students, and between students and students, thereby helping students grasp theoretical and practical knowledge of the subject. better, especially forcing students to increase self-study and self-research activities to serve the discussion.

In the case of group discussion, the lecturer should divide the group into small groups and work with high intensity (giving many questions at the same time so that everyone can participate) so that all students can brainstorm and actively learn and research. rescue. At the same time, implement the form of students presenting parts that the lecturer does not lecture. This form helps students' self-study ability to improve significantly because students have to research, understand the problem, and present themselves. However, its limitation is that there is not enough time for all students and usually only students who have the ability to do it. To solve this situation, lecturers should require short, concise presentations and ask interactive questions with students who do not have the opportunity to present, etc. During discussions and presentations, lecturers need to encourage question, debate, and attract large participation from students; comments, evaluates working spirit, quality of discussions, presentations...; Encourage, properly motivate, and create motivation (adding points for students, for example) to increase students' learning spirit.

Fourth, actively guide students to write course essays and do major exercises. This form helps students become familiar with scientific research, understand more deeply the basic issues of the subject, and initially know how to connect theory with practice, contributing to training students' writing skills. To do essays and major assignments, students must collect and process information, read, and write, meaning they must use scientific learning and research

methods, thereby contributing to improving their skills. self-study force.

Fifth, through teaching activities, lecturers need to make students aware of the great role of self-research and instill passion in them. At the same time, proactively and actively guide students to self-study and research, this is a task that lecturers must perform when applying credit-based training. Right from the first class session, the lecturer provides students with a course outline; clearly state the content of students' self-study and self-research; introduce learning materials; Have measures to regularly check and evaluate students' self-study activities (one of those measures is that discussion issues, test questions, and exam questions always have content assigned to students to research on their own)., thereby forcing them to be self-conscious in their self-research work.

Sixth, evaluate student learning outcomes according to the process, including evaluating learning in class and through exams, tests, and essays. Regardless of the form of the exam, there are always two parts to the exam and test questions: Subject knowledge and connection and application to practice. Accordingly, when evaluating tests and exams, one must not stop at considering the learner's level of comprehension, but must recognize and appreciate the understanding of the nature of the problem, thinking ability and ability to understand the subject. the ability to apply knowledge into practice, especially the knowledge that learners gain through self-study and self-research.

5.3 Group of solutions from students

First, it should be affirmed that students themselves play a decisive role in improving their self-research capacity. In order to improve self-research capacity, you need to pay attention to implementing the following content well.

Firstly, it is necessary to have a correct and clear awareness of the purpose and motivation of learning

Correct awareness leads to correct action, so right from the beginning, learners must clearly determine that they are learning to have knowledge and skills to serve their professional, practical activities and future life; At the same time, studying at the university level, especially in credit-based training conditions, self-study is a mandatory and demanding requirement at a high level, without which the learning process is difficult to achieve good results. From such awareness, learners will have a positive spirit towards self-study activities and therefore, be conscious of regularly improving their own self-study capacity.

Second, you must form positive learning habits

Forming positive learning habits is very important, it helps the learning process, especially self-study, take place continuously and long-term. To have a good self-study habit, students need to: Study selectively, study with passion, and study with a process.

▪ Selective learning: The amount of knowledge today is extremely rich, no individual can absorb all the essence of humanity, not even great men. Therefore, when studying on their own, students need to research carefully and choose the right knowledge and skills to be equipped, avoid spreading out and superficial learning, knowing everything but only vaguely, not understanding themselves clearly. nature of the problem. On the other hand, in the process of self-study, thinking should actively work with the spirit of exploration and discovery of the essence, newness,

rationality and value, especially with a critical and appreciative mind. The brain always thinking and moving like that is the factor that helps self-study take place continuously, long-term and not boring.

▪ Learn with passion: Without passion, it is difficult for students to be interested in continuing to learn. Once students are passionate about their favorite subject or profession, they will be willing to spend time learning, be patient and focus on the learning issues that interest them. But how to arouse students' passion in the learning process? Clearly, the role of subject and field orientation is very important. If lecturers often raise good problems and encourage students to learn more deeply about the subject, it will certainly stimulate students' learning spirit. Besides, students can also learn through books and through seminars, sharing experiences to better understand themselves, thereby building their own passion for learning. Thanks to passion, self-research capacity will be significantly improved.

▪ Learning with a process: Self-study is a process, so if students build a specific and reasonable study schedule, the self-study process will go smoothly and without interruption. Self-study capacity will therefore also be gradually accumulated. On the contrary, if students study without discipline or allocate their time inappropriately, it will cause boredom and forgetfulness, and the habit of self-study will gradually disappear.

Third, improve intellectual and thinking capacity, practice self-research ability

Intellectual capacity and thinking depend not only on innate qualities but also on each person's learning and thinking training. Therefore, along with taking care of and nurturing the brain and training memory, it is necessary to actively study and regularly practice coherent, clear, accurate, systematic, logical, and critical thinking. judgment, creative thinking, the ability to detect problems and solve problems, and find the essence are extremely necessary to improve intellectual and thinking capacity, thereby improving self-study capacity. Practicing self-study ability is also very important for improving self-study ability. This can be done in three ways:

- Improve self-study ability through the ability to absorb lectures

To be able to absorb lectures well, students need to attend class fully and take careful notes. During class, try to stay focused and actively interact with the instructor, always ask questions when you have questions. This will help students remember longer, contributing to stimulating thinking, especially creative thinking. Self-research capacity will therefore be gradually improved through the development of thinking and absorbing ability. Besides, to improve their own abilities and qualities, students can also look for short-term courses on skills or knowledge to supplement the necessary things. Or more simply, you can refer to books and experiences from people as well as on the Internet or press channels.

- Improve self-learning ability through the ability to understand and solve problems

University level has a large amount of knowledge and many subjects, so in order for the self-study process to be effective, it is necessary to avoid rote learning, and instead learn to understand with questions always in mind such as:

What is nature? What? Why is that? Can it be different?... In addition, you should increase your homework, especially the situational exercises mentioned by the lecturer, take notes of examples, remember the outline, keywords and focus Think to always be proactive and understand the true nature.

- Improve self-research ability through applying knowledge into practice

According to UNESCO, learning is not only to know but also to do and to live together. The success of improving self-research capacity is also demonstrated by students' progress in the process of practical application. Practical application is not only shown in completing exercises, but more importantly, turning the received knowledge into useful things in life. Participating in scientific research competitions, competitions organized by clubs, or participating in professional clubs are also opportunities for students to test their passion and apply knowledge to affirms the ability to learn and create, thereby contributing to stimulating students' self-study. Writing a thesis, doing an internship, or working part-time in your professional field in the final years will also be opportunities to practice your ability to apply knowledge into practice.

Fourth, practice self-study skills with effective learning methods

First of all, it is necessary to clearly realize that to have good self-research skills, students need to be equipped and practice well the necessary learning methods such as: methods of finding documents; reading documents (skimming, reading carefully, reading quickly); taking notes (types of notes: Outline, quotation, summary, follow-up, freehand along with rules for taking notes); listen to lectures; knowledge mapping; study with the textbook; learning with teaching aids (audio, visual, calculating aids...); learn through asking and asking questions; learning through collaboration with teachers and friends; learn through seminars; study in the library; learn through scientific research; learning during internships and practical work;... Along with that are methods of remembering information, expressing opinions, and writing scientific paragraphs; self-examination and assessment methods;... At the same time, students also need to be equipped and perform well soft skills such as time management skills, teamwork skills, presentation skills, Problem-solving skills,...

On the other hand, it is also important to see that self-study is a process, so to be able to practice the necessary self-study skills, attention should be paid to all three stages: before, during and after the self-study process.

- Before self-studying, it is necessary to create comfortable conditions for study space. It will be very difficult for self-study activities if you have to study in an environment that does not ensure the necessary elements of material facilities, security and civilization. Choosing a suitable, convenient learning space with adequate resources is essential for learners, but it is even more necessary to maintain order and tidiness and build good relationships. Have positive relationships with people around you to develop your self-learning ability. Along with that, specific goals, results and time for implementation must be predetermined.

- While self-studying, it is necessary to concentrate highly, read, reflect to understand the nature of the problem and take notes scientifically in accordance with the set purpose. This activity will help you remember better, think more quickly and coherently. It is necessary to apply rich, diverse, appropriate and frequently changing learning methods. For example, ways of learning about mind maps, learning by tips, etc. will help quickly remember a large amount of knowledge, suitable for subjects with heavy theory, or studying before the exam. Subjects should be classified to provide the most appropriate way to learn. For example, for general subjects, you need to spend a lot of time reading and thinking because these subjects have a lot of abstract knowledge, but they are basic and fundamental knowledge. For specialized subjects, situations and case studies should be regularly updated for application; At the same time, increase practical application to deeply understand the problem and initially accumulate experience for future work. In general, to effectively self-study, you should study with a proactive spirit, read the lectures in the textbook, actively prepare for discussions, complete the exercises, etc. before going to class.

- After self-study, to answer questions or expand knowledge, students need to discuss and ask friends and lecturers to grasp and finalize the most basic content.

Fifth, make a reasonable study plan, take care of and train your brain

In order for self-research capacity to be maintained and developed, learners' health needs to be guaranteed. This requires students to know how to plan, allocate and manage time reasonably, scientifically and effectively for academic work in addition to personal activities as well as combined with mental relaxation; Regularly exercise your body and practice a healthy and active lifestyle. On the other hand, we should increase brain training and training so that the brain is constantly in a healthy and excited state, maintaining a good mood, interest, and passion for self-study and self-research activities.

6. Conclusion

Students' self-research activities are an essential requirement, playing a particularly important role in the credit-based training method. The results and effectiveness of self-study activities depend mainly on the learner's own research capacity. However, the ability to self-study is influenced by internal factors belonging to the learner as well as external factors such as the teachings of lecturers, schools, families, society, and the environment. surrounding environment, etc. Therefore, improving students' self-study capacity means improving the elements that belong to the concept of self-study capacity and enhancing the positivity of factors affecting self-study capacity. student learning. To improve the self-research capacity of students at universities in Hanoi, it is necessary to synchronously implement a series of solutions from the students themselves to the lecturers, the University, the Youth Union, and the Student Association., family and society, in which students themselves play a decisive role.

7. References

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