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Lecturers at the University of Social Labor Apply Digital Transformation for Teaching and Scientific Research

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Abstract

With the success of the 4th industrial revolution, digital transformation is now an inevitable trend, a matter of survival for countries, organizations, businesses and consumers around the world. The huge changes in labor productivity and user experience show the huge role and impact in today's social life of digital transformation, which affects all industries, such as industry, agriculture, trade, business services and education. For universities, digital transformation activities have been applied by lecturers in teaching and scientific research, however, the results still

have certain limitations.

Therefore, the goal of the article is to improve the ability of lecturers to apply digital transformation in teaching and scientific research. The research was conducted with a qualitative method by studying the current status of digital transformation applications by lecturers at the University of Labor and Social Affairs in recent times. Based on the research results, the article offers some solutions to improve the ability to apply digital transformation of lecturers at the University of Labor and Social Affairs in the coming time.

Keywords: Lecturer, Digital Transformation, Teaching, Scientific Research

1. Introduction

The 4.0 industrial revolution has brought many outstanding scientific and technological achievements that have significantly changed human life. In that development process, digital transformation is becoming an inevitable and objective requirement, creating motivation for the development of universities, meeting new requirements of training high-quality human resources with the ability to be creative and quickly absorb the world's level of science and technology to serve the country's development. Digital transformation has placed education as the highest priority, aiming to comprehensively change from thinking to teaching methods, combining teaching and practice at businesses, linking theory and practice. In reality, the combination of virtual systems and physical, internet-connected things. With the advantage of being quick to use technology, young lecturers at universities have been promoting their pioneering role in digital transformation to serve teaching, learning, and scientific research. and serve the community.

2. Theoretical basis for digital transformation

According to Microsoft, digital transformation is a business innovation driven by the explosion of cloud, artificial intelligence (AI) and Internet of Things (IoT), providing new ways to understand, manage and conversion for business activities. Digital transformation is understood as applying advances in digital technology such as cloud computing, big data,... to all activities of organizations and businesses to bringing high performance, promoting revenue and brand development. Digital transformation is not simply changing the way of doing work from traditional manual work (taking notes in books, in-person meetings, etc.) to applying technology to reduce human effort. In fact, digital transformation plays a role in changing business thinking, operating methods, organizational culture,...

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 digital transformation activities of the lecturers at the University of Labor and Social Affairs for teaching and scientific research, the article offers a number of solutions to improve efficiency. results of this activity in the near future.

4. Current status of digital transformation applications for teaching and scientific research by lecturers at the University of Labor and Social Affairs

4.1 Some results achieved from the pioneering implementation of digital transformation by the teaching staff of the University of Labor and Social Affairs

Recently, the implementation of digital transformation by lecturers at universities has achieved some remarkable results.

First, the majority of young lecturers have proactively approached and exploited the archive of documents to serve the teaching and scientific research process.

Previously, the exploitation and use of documents for teaching and scientific research largely depended on the conditions of the library at the training institution, but now lecturers and students can access the library. digital library, access many document websites for free or pay a small fee to read and download necessary documents for the subject, trace the origin of quotes in classic works... The rich and diverse document system has opened up opportunities to access the huge treasure of knowledge of humanity through historical periods. The lecturer's lectures are thus much more lively and richer.

Second, the teaching staff has applied scientific and technological achievements of digital transformation to innovate teaching content and methods to improve teaching quality.

Regarding teaching content: University teaching staff focuses on subjects that provide general knowledge, basic industry knowledge and specialized knowledge. In the new era, lecturers can fully apply the achievements of new science and technology in classroom management, dividing lecture content, discussion content, self-study content and controlling learning activities. of students through online platform applications. Instructors can also use virtual reality and social networks to animate the content they want to convey to learners, and can also link to many other learning content related to the subject.

Regarding teaching methods: Science and technology can also effectively support lecturers in innovating teaching methods, shifting from mainly imparting knowledge to active teaching methods, using teaching methods. Modern applications such as Prezi, Google Drive... These applications help make lectures more lively, combining many different ways of interacting with learners through listening, seeing, and feeling, from which students can maximize the ability to remember, understand, apply, analyze, evaluate, and create from the methods provided by the instructor.

Third, the teaching staff diversifies teaching and scientific research forms, thereby creating unlimited learning opportunities for learners.

Online education is increasingly popular in our country to meet learners' needs for flexible learning in terms of time and location. Lecturers can use technology to design E-learning lectures with academic content, can also design vocational videos, conduct experiments, practice, give speeches... Technology helps knowledge, the teacher's experience is not limited to the university campus but can be widely disseminated globally. This not only meets the needs of a portion of learners but also helps young lecturers

improve their ability to exploit the vast source of human knowledge in teaching and scientific research.

4.2 Challenges of the lecturers at the University of Labor and Social Affairs in implementing digital transformation

The advantages that digital transformation in education brings to the teaching staff in Vietnam today are undeniable, while also posing many challenges for them.

First, digital transformation requires innovation in content, teaching methods and scientific research, but the physical conditions of universities do not meet the requirements.

Applying information technology in teaching and university scientific research is an urgent requirement of educational innovation. Many training facilities in our country have applied software in training management, assessment, building question banks, teaching with projectors... but to truly exploit the huge data source, access to To update new knowledge and effectively apply software to support teaching and learning, universities need a widespread Internet network, lecturers need connection devices, power systems, and synchronized classrooms. department, environment and facilities for practice... This is a big challenge for many universities because of limited financial resources.

Second, the widespread dissemination of information on the internet makes the selection of reliable documents and information security challenging.

During the process of teaching and guiding students in scientific research, lecturers require students to look up documents for the subject. However, with today's huge data source, each search can display millions or billions of different results, making it difficult for students to know which source to get the documents from. Lecturers must be responsible for orienting students. They must also spend time accessing and searching regularly to update information and guide students on which websites provide reliable materials. However, in reality, the situation of setting up virtual websites, impersonations, websites with distorted and reactionary content... is not uncommon and the content changes every day and every hour, making it very difficult for lecturers to control. Confidential information about exam questions, personal information, and lecturers' accounts are always at risk of being hacked.

This poses a challenge for young lecturers to not only access and use information technology in teaching but also to apply it reasonably and effectively.

Third, digital transformation creates opportunities to diversify teaching forms and scientific research methods, but there still exists a significant inertia from a portion of young lecturers.

To meet the requirements of diversifying the forms, methods, and content of teaching and scientific research, young lecturers need to regularly study and receive training to improve their professional qualifications and ability to use information technology. information and foreign language skills to be able to grasp and apply technology successfully in teaching. However, a part of lecturers is not proactive, self-aware, positive, and does not consider the application of digital transformation in teaching and scientific research as a necessary need to meet the process of university education integration.

5. Some solutions to encourage lecturers at the University of Labor and Social Affairs in digital transformation to serve teaching and scientific research

5.1 On the side of the University of Labor and Social Affairs

First, the University of Labor and Social Affairs needs to invest in building and developing information technology infrastructure to serve the digital transformation process quickly and smoothly; Build integrated solutions, share data between information systems, safety systems, and network security (SOC) to serve well for storing and securing databases, avoiding the risk of being attacked. cyber attack, database theft... at universities.

Second, it is necessary to review and develop appropriate mechanisms and policies to encourage young lecturers to pioneer in digital transformation to serve teaching, learning, scientific research and community service.

Third, the University of Labor and Social Affairs needs to conduct regular training courses for lecturers on the application of information technology in teaching (including absorbing human achievements in the application of information technology). confidence in teaching, and at the same time acquire basic skills and competencies in handling situations that arise when encountering technology problems).

5.2 On the part of the teaching staff of the University of Labor and Social Affairs

First, lecturers at universities need to properly and deeply understand that digital transformation is inevitable and the survival of university education in the current context. Scientific training and research in the digital technology environment is not a temporary thing, but an objective trend of existence. Only then can we stimulate and promote the needs and efforts of young lecturers in developing digital competencies.

Second, the teaching staff at universities need to be active and proactive in learning, improving their professional qualifications, and developing digital capabilities through today's rich open data platform to meet the current needs. requirements of the new era...

First of all, lecturers need to strengthen communication and cooperation on digital platforms, on the other hand, gradually build a culture of communication in the digital space, establishing effective academic cooperation relationships. and civilized. Besides, they need to be active and creative in many different ways when participating in building a database system including content and form of building a quality learning resource warehouse for the community. Enhance social responsibility when sharing and exploiting information in the digital environment.

6. Conclusion

Digital transformation in higher education has truly become an effective key for our country to realize national education goals in new conditions, circumstances and in the country's overall development process. Digital transformation helps complete all stages of the higher education process and brings Vietnamese higher education to integrate with the world. Lecturers at the University of Labor and Social Affairs play an important role, contributing to determining the quality of education and training of the school. To carry out the pioneering mission in the new era, young lecturers need to affirm their irreplaceable role, demonstrate their

bravery in seizing opportunities and overcoming challenges to create real innovation. for Vietnamese education.

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