

THE REALITY OF STUDENTS' COMMUNICATION SKILLS IN FACULTY OF SOCIAL SCIENCES TEACHER EDUCATION, DONG THAP UNIVERSITY

Nguyen Thi Xuan Dai^{1*} and Tong The Thuong²

¹*Faculty of Social Sciences, Arts and Humanities, Dong Thap University, Vietnam*

²*Academic Affairs Office, Dong Thap University, Vietnam*

**Corresponding author: ntxdai@dthu.edu.vn*

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Abstract

Communication skills play an important role in students' learning and professional ability. This sociological research was to survey the opinions of teachers and students of Faculty of Social Sciences Teacher Education, Dong Thap University on learning activities aimed at cultivating students' communication skills, contributing to develop the students' professional competence to meet the requirement of currently educational innovation.

Keywords: *Communication skills, skills, professional competence, students of Faculty of Social Sciences Teacher Education.*

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THỰC TRẠNG KỸ NĂNG GIAO TIẾP CHO SINH VIÊN KHOA SƯ PHẠM KHOA HỌC XÃ HỘI, TRƯỜNG ĐẠI HỌC ĐỒNG THÁP

Nguyễn Thị Xuân Đài^{1*} và Tống Thế Thường²

¹Khoa Khoa học xã hội, Nghệ thuật và Nhân văn, Trường Đại học Đồng Tháp, Việt Nam

²Phòng Đào tạo, Trường Đại học Đồng Tháp, Việt Nam

*Tác giả liên hệ: ntxdai@dthu.edu.vn

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Tóm tắt

Kỹ năng giao tiếp đóng vai trò quan trọng trong quá trình học tập cũng như hình thành và phát triển năng lực nghề nghiệp của sinh viên nói chung và của sinh viên Khoa Sư phạm Khoa học xã hội, Trường Đại học Đồng Tháp nói riêng. Trong phạm vi bài nghiên cứu này, tác giả sử dụng phương pháp điều tra xã hội học để khảo sát lấy ý kiến của sinh viên và giảng viên về hoạt động rèn kỹ năng giao tiếp cho sinh viên thông qua các hoạt động trong nhà trường. Kết quả khảo sát là cơ sở để xuất một số biện pháp phát triển kỹ năng giao tiếp cho sinh viên Khoa Sư phạm Khoa học xã hội, Trường Đại học Đồng Tháp góp phần phát triển phẩm chất, năng lực nghề nghiệp của sinh viên trong bối cảnh đổi mới giáo dục như hiện nay.

Từ khóa: Kỹ năng, kỹ năng giao tiếp, năng lực nghề nghiệp, sinh viên Khoa Sư phạm Khoa học Xã hội.

1. Introduction

Communication plays an important role in both personal life and society. Through communication, people absorb and understand the spiritual and cultural values as well as moral norms of social culture, and form and develop moral qualities, personalities, behaviors, and habits. Communication is an indispensable requirement for everyone, and due to communication skills, people can coexist and integrate each other in society. Especially in teaching environments, students need to understand the importance of communication skills between students and teachers in academic activities and career development.

The communication ability of students is much concerned in modern society. Nowadays, some students appear to be very shy when they communicate with their teachers and friends. Many students are unaware or lack communication skills. This will allow them to graduate with excellent grades, but still not find a job. They even encounter many difficulties in their work and life. In the modern life and an increasingly actively work environment, this skill is indispensable for students.

Dong Thap University is a public, multi-disciplinary, and multi-disciplinary undergraduate university under the Ministry of Education and Training. There is a large number of students who have been studying and training in the Mekong Delta and many provinces. It is necessary to shape and develop communication skills through the activities of students in general and students from Faculty of Social Sciences Teacher Education in specific. Cultivating professional abilities and qualities to help students have confidence in their studying and future careers.

Therefore, students need to master communication skills in the university environment. Obtaining this skill will help them confidently affirm their position in communication, know how to master the psychology of the communication partner, and be proactive in communication. More importantly, when communication skills are exercised at a higher level, students can persuade and develop strong attraction with partners, thereby bringing the best results to their career.

For the above reasons, this research “The reality

of the students’ communication skills of Faculty of Social-Sciences Teacher Education of Dong Thap University” will help us see the theoretical and practical significance of students’ communication skills in training. In addition, the research results will serve as practical proof of teaching, especially in the development of communication skills among students of Faculty of Social Sciences Teacher Education of Dong Thap University.

2. Literature review

Communication development is a complex activity, so there are different conceptions of communication: “Communication” is the process of transferring, receiving and processing information trust between one person and another” (Nguyen Sinh Huy, Communication science), “Communication has deeply rooted in human behavior and structure social”, “Communication is an interactive activity to achieve mutual understanding or change between two or more people” (Education and Development Center Development, 2013). In the most general concept, communication is psychological contact between people and people, through which people exchange information, feelings, perception and influence interact with each other (Nguyen, 2005).

Communication and behavior are two similar concepts. Communication is a process of psychological contact between people and people, in a relationship certain societies for the purpose of perceiving, exchanging ideas, emotions, life capital, experience, skills, techniques profession, through which there is influence and impact through together” (Dinh, 2003; Ngoc, 2005; Dang, 2010). Some communication skills are talk about: Listening Skills, Relationship – building Skills, Emotional and self-control Skills, Specific, understandable expression Skills, Communication Skills to convince the audience, Communication management Skills, Flexible communication Skills, Sensitive in Communication, Skills to balance individual needs and objects. Behavior is counterintuitive body’s response to external influences that shows an attitude of acting in a certain way towards with others in a given situation. Developing your communication skills can help all aspects of your life, from your professional life to social gatherings and everything in between.

3. Research objective

To evaluate reality of communication skills among students in the Faculty of Social Sciences Teacher Education of Dong Thap University through educational activities; at the same time, to clarify the subjective and objective factors that affect the current status of research issues.

4. Research methods

- Literature research: Research literature from the perspectives of psychology, education, sociology, etc - comprehensively analyse and organise theoretical information; supplement information on research methodology issues.

- Sociological survey: Establish a questionnaire system, design it on Google/online submission forms, and collect information from students and teachers

through teaching activities and other school activities. The survey questionnaire includes communication skills with friends, teachers, academic activity trainers, and other communication related activities in the school.

- Observation and Interview: Collect information on student performance through learning activities and training; at the same time, conduct cognitive and evaluative exchanges with students and lecturers on the performance of students' communication skills.

Objectively collected data by quantitative and qualitative methods were gained in a scientific manner: The data collection through interviews, observations by collecting opinions of students, lecturers using the comparative method.

Table 1. Research subjects

Majors	Career		Proportion %
	Lecturer	Student	
Political Education	5	55	30.76
History	5	40	23.08
Geography Pedagogy	5	40	23.08
History Geography Education	5	40	23.08
Total	20	175	100.00

- Research sample size: A study was conducted on 175 students and 20 lecturers in four training majors: Political Education; History education; Geography education and History education. For instructors, data collection observation is based on qualitative judgments assigned in Table 1.

- Research tool: is a questionnaire for students to measure the level of communication skills of students in learning activities and related activities.

Evaluation criteria and scale: We view skill performance levels through activities at 5 levels (5 levels): Level 5: Excellent; Level 4: Good; Level 3: Fair; Level 2: Poor; Level 1: Very poor; including clear and easy to understand expression skills; Emotional self-control skills, testing others; The ability to persuade the audience to communicate; Communication sensitivity... We rely on mean and standard deviation to determine the following levels:

Level 5: Excellent/influential type; Average score: $4.21 \leq X \leq 5.0$

Level 4: Good/Impact Type; Magnetic average value $3.41 \leq X \leq 4.20$

Level 3: Fair/Magnetic average value: $2.61 \leq X \leq 3.40$

Level 2: Poor/Average score: $1.81 \leq X \leq 2.60$

Level 1: Very poor/no impact/Average score: $1.0 \leq X \leq 1.80$

- The survey and data analysis process involves two stages of implementation: the first stage is the development of questionnaires related to research questions; the second stage is to design an online survey questionnaire and send a link to the survey subjects. At the same time, communicate with trainers in the training profession regarding the purpose of the investigation.

5. Research results and discussion

5.1. Communication skills of Dong Thap University students through activities

In order to understand the use of communication skills by students in school activities, the author conducted an evaluation by both teachers and students, and summarised it as follows:

Table 2. Communication skills of Dong Thap University students

No	Skills	Level					Average score	Grade	Standard Deviation
		Excellent (%)	Good (%)	Fair (%)	Poor (%)	Very poor (%)			
1	Listening Skills	3 (1.7%)	62 (35.4%)	97 (55.4%)	31 (55.4%)	2 (1.14%)	3.17	1	0.59
2	Relationship – building Skills	4 (2.3%)	55 (31.4%)	96 (54.9%)	30 (17.1%)	10 (5.7%)	3.07	2	0.57
3	Emotional and self-control Skills	4 (2.3%)	55 (31.4%)	93 (53.1%)	30 (17.1%)	13 (7.4%)	3.04	4	0.56
4	Specific. easy to understand expression Skills	2 (1.14%)	52 (29.7%)	95 (54.3%)	32 (18.3%)	14 (8%)	2.98	10	0.56
5	Self-control Skills. adjusting others	8 (4.6%)	51 (29.1%)	89 (50.9%)	26 (14.9%)	21 (12%)	2.99	9	0.53
6	Communication Skills to convince the audience	0 (0%)	59 (33.7%)	96 (54.9%)	33 (18.9%)	7 (4%)	3.06	3	0.58
7	Communication management Skills	6 (3.4%)	53 (30.3%)	90 (51.4%)	27 (15.4%)	19 (10.9%)	3.00	8	0.54
8	Flexible communication Skills	2 (1.14%)	55 (31.4%)	96 (54.9%)	29 (16.6%)	13 (7.4%)	3.02	6	0.57
9	Sensitive in Communication	2 (1.14%)	57 (32.6%)	94 (54.9%)	31 (17.7%)	11 (6.2%)	3.01	7	0.56
10	Skills to balance individual needs and objects	1 (0.5%)	55 (31.4%)	96 (54.9%)	33 (18.9%)	12 (6.9%)	3.03	5	0.57

Table 2 summarises the evaluation of the degree to which instructors and students use communication skills when participating in Dong Thap University activities, with an average score of 2.98 to 3.17, which is quite outstanding in all skill areas, as shown below: The highest skill with an average score of 3.17 is “Listening to the person being communicated”, with 3 excellent reviews and 62 good reviews, but 97 reviews are fair, and 31 reviews are poor. There are still two very poor evaluations. In short,

students have only made considerable achievements in this skill. Therefore, this is a very important communication skill. Once they have empathy and sincere listening, they will understand the speaker’s mind, thus helping the subject communicate skillfully in communication.

To clarify this point, we talked to Ms. L.T.L.H., who is involved in Political Education, and we asked, “*What factors lead to cultivate skills in listening to the person being communicated?*”. Her answer is:

“Communication skills are a fundamental human skill, a requirement, and the most important role for students is effective communication. The first step is to listen to the voice of the communication object in order to grasp the information and needs of the communication object. This is the foundation of communication. This helps improve communication efficiency”.

Therefore, the training of communication skills is primarily focused on listening skills. If this skill is quickly developed, it will help students communicate easily and achieve results in participating in other activities.

The second ranked skill is the “relationship building skill”, with an average score of 3.07, which is quite good. Among them, 4 evaluations were excellent, while 55 evaluations were also good, but 96 evaluations were fair, 30 evaluations were poor, and 10 evaluations were very poor. Overall, through surveys, this skill level is quite high, which means participating in activities that establish student relationships through low levels of activity. To clarify this issue, we talked to Ms. T.T.N. from history education teaching and asked, “What factor influenced to cultivate interpersonal skills? Why?”. Her answer is:

“For students, the skills to establish interpersonal relationships through communication are necessary to achieve personal diversity, socialisation, and friendliness towards others, helping them to have confidence in their studies and life in the near future”.

Seizing this trend is necessary to strengthen training necessary skills and proficiently using interpersonal skills will help them have a more positive perspective in their learning and life after graduation.

The third ranked skill is ‘persuasive communication skills’, with an average score of 3.06. Among them, none of the evaluations were excellent, and 59 were good, but 96 were quite fair, and 33 were poor. There are still 7 evaluations that are very poor. In summary, through a survey of this skill, it is quite persuasive. It is necessary for students to reach consensus in their work and collaborate to solve problems in academic or work settings. However, there are still many poor and very poor evaluations in the survey results.

In order to clarify this problem, we talked with miss N.T.T.V took part in the geography teacher’s course, and we asked, “How important is it to train the

communication skills of persuading people? Why?”. She replied:

“Persuading others to agree with your point of view plays a very important role in communication, so as to establish contact and work together to solve a problem.” This skill is suitable for students who are taught in the process of fulfilling their educational mission. Therefore, through the activities of each unit, more convincing skill box experience activities should be organized more effectively in this kind of exchange, so as to contribute to improving the training quality”.

The skill with the lowest score gets an average of 2 points. The 10th place is “Specific and Easy-to-understand Expression Skills”, and there are 2 opinions with excellent evaluation and 52 opinions with good evaluation, but there are 95 opinions with fair evaluation, 32 opinions with poor evaluation and 14 opinions with very poor evaluation. As the same as this skill, students can only reach a considerable level. Therefore, specific and easy-to-understand expressions are needed in communication. Once the content expressed by the communication object is understood, expression will help to make communication more effective. However, through the survey, most of the evaluations are only equivalent, which means that the students’ expressions are concrete, easy to understand and not mature enough.

In order to clarify this problem, we talked with teacher P.T.D. attended the history and geography teacher’s class, and we asked, “How important is it to train specific and easy-to-understand expression skills? Why?”. The teacher replied:

“Concrete and easy-to-understand expression skills are a very basic skill, which is essential for students, especially teachers. If they express well, it means concrete and easy-to-understand, then the ability to stand before class and carry out teaching activities will produce positive results. Therefore, in the process of participating in teachers’ vocational training and activities, students are required to take the initiative to supplement the necessary skills, which will help them in the near future”.

Therefore, through the survey results, to assess the degree of students’ use of communication skills when participating in the activities of the same university, we analysed the choice of the first to third

and last skills, and solicited teachers' opinions on the importance of these skills, and we reached the following conclusions:

First of all, through the content of ten skills, it can be seen that the chosen skills are very basic learning and training, especially for students majoring in teachers and students outside teachers, and the result is only stagnation. At the same time, there are many evaluations and bad opinions, which show that students are not interested in this issue. This is very important for the current academic performance and the degree of finding a suitable job in the future. If this problem is not actively improved and paid attention to by school leaders, training departments and students themselves, they will encounter many difficulties in their work and life.

Secondly, their target is young people. College

students who have just left high school classrooms are still clumsy in entering university lecture halls, so their communication skills are still limited and they have little practical experience. Therefore, students should have basic knowledge of communication skills, and school activities will be the conditions and environment for their training, helping them to have more confidence in their study and life.

5.2. Factors influencing the formation and development of communication skills among students at Dong Thap University through activities

In order to understand the impact of subjective to objective factors on the formation and development of students' communication skills in school, the author conducted a teacher evaluation, and the students summarized as follows:

Table 3. The reality of influencing factors

Serial number	Factors	Degree of Impact					Average score	Grade	Standard Deviation
		Very Influential	Effect	Moderately effect	Normal	Unaffected			
1	Self-student	34	95	59	7	0	3.80	1	0.57
2	Group organization in DongThap University	33	94	52	14	2	3.73	2	0.55
3	Methods of lecturer	30	93	55	13	4	3.68	3	0.55
4	Communication Skills of lecturer	31	92	53	15	4	3.67	4	0.54

Table 3 summarised teachers and students' perceptions on the degree of impact of lecturers and students factors that affect the formation and development of students' communication skills in the same tower, with an average score of 3.67 to 3.80 influencing factors are as follows: The factor with the highest score is "student self", with an average score of 3 points, reach level 80. Among them, there are 34 ideas on very influential and 95 ideas on effect. However, 59 evaluation opinions have little impact, 7 evaluation opinions are normal, and none of them have no impact. Generally speaking, this subjective factor has reached the degree of influence, so students' self-awareness is very important in communication. If you practice actively through activities, you will be more confident.

The factor of low evaluation is "teachers' communication ability", with the highest average score of 3 points. Reach level 67. Among them, there are 31 effects and 92 effects. However, 53 evaluation opinions have little impact, 15 evaluation opinions are normal, and 4 evaluation opinions have no impact. This objective factor has reached the degree of influence, so the role of teachers is very important in the process of participating in school learning and training. Teachers are mentors, helping them acquire knowledge and skills, and helping them complete the amount of knowledge during the training process. If teachers' communication ability is limited, it will affect students' communication ability.

In order to clarify this problem, we talked

with teacher P.T.D participated in the teaching of history and geography, and we asked, “What factors affect the formation and development of students’ communication skills in the same university? Why?”. The teacher replied:

“Students’ own factors determine their proficiency in communication skills. Therefore, besides actively participating in study, research and school league and social sports, it is necessary to exercise intrapersonal communication skills to exercise students’ initiative and self-confidence. At the same time, do school organizations and other factors often organize sports to provide training environment for children? An equally important factor is the teaching method, and the communication ability of teachers determines the desire to actively cultivate students’ communication skills”.

Therefore, the formation and development of communication skills are dominated by subjective and objective factors, so it is necessary to synchronise from teaching to creating a training environment suitable for students’ development.

Therefore, through investigation and interview, the formation and development of students’ communication skills in the same tower university are influenced by subjective and objective factors. Therefore, in the process of organising and implementing the training plan, knowledge and skills are intertwined, and practical experience is strengthened, among which communication skills are helpful to improve the quality of education at this stage.

6. Conclusion

Based on the actual situation of students using communication skills when participating in school activities, the study also pointed out subjective factors influencing the formation and Faculty development of communication skills among students in the School of Social Science Education teacher at Dong Thap University, we see that communication skills is very important in daily life as well as in work, communication happens in life, family, school and through written or spoken or non-verbal means of language such as through gestures, facial expressions, mannerisms...

Students practice communication skills through learning cognition, motivation, and the need to cultivate communication skills; developing a communication environment through teaching activities; self-growing a communication environment through non-teaching

activities and teaching relationships; to expand a communication environment using learning and social networks.

Strengthening basic skills system, it is necessary to apply measures synchronously during the implementation of training activities, in order to help students have confidence in communication and improve the quality of training.

This research result is to contribute to forming a solid foundation for the formation and development of communication skills for students of the Faculty of Social Sciences Teacher Education in particular and students of Dong Thap University in generally./.

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