

# DEVELOPING STUDENT'S SELF-STUDY CAPABILITY THROUGH MODELS FOR READERS AT LE VU HUNG RESOURCES CENTER, DONG THAP UNIVERSITY

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## Abstract

*The article is the result of the author's research on developing students' self-study ability through models and activities initiated by Le Vu Hung Resources Center. The author uses a practical survey among students at Le Vu Hung Resources Center. Based on that, the paper proposes measures to develop their self-efficacy through the operation model of the library. The article adds a theoretical framework for developing self-study capacity for university students and the measures applied at Le Vu Hung Resources Center. This is an important factor in assessing and improving the quality of education and training in schools.*

**Keywords:** *Library, quality of education, students, self-study capacity, university.*

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**PHÁT TRIỂN NĂNG LỰC TỰ HỌC CHO SINH VIÊN  
THÔNG QUA CÁC MÔ HÌNH PHỤC VỤ BẠN ĐỌC  
TẠI TRUNG TÂM HỌC LIỆU LÊ VŨ HÙNG,  
TRƯỜNG ĐẠI HỌC ĐỒNG THÁP**

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**Tóm tắt**

*Bài viết là kết quả thực hiện nghiên cứu của tác giả về phát triển năng lực tự học cho sinh viên thông qua các mô hình của thư viện Trường Đại học Đồng Tháp. Tác giả dùng phương pháp nghiên cứu khảo sát thực tiễn về năng lực tự học của sinh viên tại Trung tâm Học liệu Lê Vũ Hùng. Từ đó đề xuất các biện pháp để phát triển năng lực tự học cho sinh viên thông qua các mô hình hoạt động của thư viện. Bài viết đóng góp thêm vào khung cơ sở lý luận về phát triển năng lực tự học cho sinh viên trường đại học nói chung. Kết quả nghiên cứu là những biện pháp được vận dụng tại Trung tâm Học liệu Lê Vũ Hùng tạo tiền đề cho phát triển năng lực của sinh viên thuận lợi nhiều hơn. Đây là yếu tố quan trọng trong đánh giá, nâng cao chất lượng giáo dục và đào tạo trong nhà trường.*

**Từ khóa:** *Chất lượng giáo dục, đại học, năng lực tự học, sinh viên, thư viện.*

## 1. Introduction

Developing students' self-study capacity is the task of the teacher together with the active cooperation of the students, and the internal and external factors of the learning environment including the library. President Ho Chi Minh once taught "How to study, must take self-study as the core, must know how to automatically learn" (Nguyen, 2011). Students' self-study ability is conscious of themselves along with the support in each educational activity, including the library. Libraries play an important and necessary role in learning, training, and developing this capacity because they are supposed to provide and serve students with all kinds of documents such as professional, specialized, entertainment genres, documents on life skills, non-text documents, books, and soft files. These rich resources are positive motivations for students in reading, reading to learn, reading to understand, and reading for self-study. Self-study activities, self-study and self-study training processes of students support the development of self-study ability more conveniently.

Up to now, developing students' self-study ability has been carried out by many scientists and lecturers, experimented on modules such as Educational subject, General Education, Psychology, Pedagogical Psychology, Math, and so on. Le Duy Cuong conducted research among students majoring in Primary education and posited that: "the self-study ability of students in Primary Education is the ability of students to make a scientific study plan; students effectively implement that plan; students self-assess their results, and adjust the self-study process with the support of teachers." (Le, 2021). In addition, Nguyen Thi Kieu Thu researched self-study capacity at the level of independent self-study and self-conscious learning to occupy knowledge in students' learning tasks actively. The author argued that: "Self-study capacity is the ability to self-study to occupy knowledge and complete learning tasks. Self-study capacity is a component of learning capacity; it allows the individual to learn independently; voluntarily in the true sense of the concept of self-study; achieve the desired learning outcomes; and demonstrate effective learning" (Nguyen, 2020). However, research on the

development of self-study for students associated with the library of Dong Thap University has not been studied so far. This study demonstrates the role and tasks of university libraries, as well as the role of librarians in self-study activities, and developing self-study capacity. These are regular and daily activities of the library to improve the efficiency and quality of higher education, gradually implementing the spirit of Resolution 29/NQ-TW "Continue to strongly innovate teaching and learning methods in the direction of modernity; promote positivity, initiative, creativity, and application of knowledge and skills of learners; overcome the one-way imposed transmission, remembering machines. Focus on teaching how to learn, how to think, *encourage self-study*, create a basis for learners to self-update and renew knowledge and skills, and *capacity development*. Switching from the main way of learning in class to a diverse form of learning, attention to social activities, extracurricular, and scientific research. Promoting the application of information and communication technology in teaching and learning" (Central Party Committee, 2013).

## 2. Research method and purpose

### 2.1. Research methods

The author reviews documents to synthesize and design the theoretical basis for the research problem. We used a questionnaire to collect survey data. The subjects of the survey were students. The survey period was carried out from the second semester of the school year 2021-2022 to the end of September 2022-2023. Data is aggregated, statistics, and charted using the Microsoft Excel application.

### 2.2. Research purposes

This study aims to provide measures to develop self-study ability for students at Le Vu Hung Resources Center in the most favorable way. It is one of the fundamental factors that help improve the quality of students' learning and the quality of education and training in schools.

## 3. Theoretical basis

### 3.1. Some concepts

According to the Vietnamese Dictionary "Development is the transformation or transformation

in the direction of increasing, from less to more, from narrow to wide, from low to high, from simple to complex” (Hoang, 2020). In studying culture and psychological development, Huynh Van Son affirmed: “Development is towards a newer, better, more quality one. It is the process and result of the comprehensive and synchronous transformation, even if only relative. It is an upward movement, a positive, effective, and quality change in life” (Huynh, 2010).

According to Nguyen Canh Toan, “Self-study is brainstorming by yourself, using intellectual abilities such as observe, compare, analyze, synthesize and sometimes you have to use your tools and your qualities, motives, emotions, human outlook, worldview (honesty, objectivity, progress, not afraid of difficulties, perseverance, passion for science, good exam, recognizing advantages in difficulties), to take over a field of human knowledge, making that field his own” (Nguyen, 2011). Self-study ability is a basic factor inherent in every learner. Self-study capacity demonstrates the will, and sense of learning tasks, and ultimately through assessment of learning outcomes. The elements of self-directed learning are determining learning goals, planning learning, self-assessment, and adjusting effective learning plans.

The model of serving readers in the library is wholly based on orientation and needs of readers for necessary information to solve specific learning/researching tasks. Librarians carry out their daily services by identifying the needs of users and using their experience and expertise. “Research on Galperin’s directional activity is of three types: First, orientation is done with random cues, conducted by “trial and error”; Second, the orientation is based on the relational signs obtained through experience and sufficient for the current task; Third, orientation is based on relationships and essential attributes of things. In this way, students can easily transform their acquired skills and knowledge into new conditions in practice” (Nguyen, 2009).

### 3.2. Models to serve readers of the library

The library has many models of service activities to meet learning and research needs, including:

(1) *Counseling to choose and use appropriate*

*materials*: The library meets student needs such as course requirements/terminal exam; academic essay writing; specific learning topics or modules; and doing research, thesis/dissertation. That is, librarians need to know what students need when they come to the library. From there, they guide readers to select documents through the library’s website <http://thuvien.dthu.edu.vn>. If readers need to borrow documents, they can scan the chip into your library account to read through the library card.

(2) *Serving materials borrowed at the library*: Readers can view and refer to documents before deciding to borrow documents. The model of borrowing/returning documents at the library has 2 types: First, students borrow materials for one day in the reading room; Second, students can borrow documents for 30 days in the borrowing room. Resources for readers are very diverse, and rich in content and genre. It is a positive factor for users to improve their ability to learn, self-study, read, and develop self-study ability.

(3) *Serving photo documents*: This model library helps individuals or small groups of students get study materials on time. Photocopying some documents to meet the needs of finding knowledge in a timely manner, meeting the requirements of the subject / curriculum is not optimal, but it is crucial. Libraries implementing this model always consider not to violate the Intellectual Property Law 50/2005/NA11 (National Assembly). There are rules: “Cases of using published works that do not require permission, do not have to pay royalties and remuneration include: Self-reproducing a copy for personal research and teaching; Reasonably cite the work without misleading the author to comment or illustrate in his work; Citations of works without misleading the author for use in newspapers, periodicals, radio and television programs, and documentaries; Citation of works for teaching in schools without misrepresenting the author’s intention, not for commercial purposes; Copy the work to store in the library for research purposes, etc”.

(4) *Organizing conferences, and seminars*: Each year the library has specific plans to connect users with library activities, including Discussion on the topic of the conference, and awarding

prizes to readers; Displays, exhibits, and stacks art books; Hanging banners to propagate and introduce Vietnamese reading culture day; Introduce readers to one book a day; Competition “My most impressive book”; Scientific seminars on library expertise; Popularity about reading culture ambassador contest; Design “green” reading room.

### **3.3. The purpose and the role of models to serve readers at the library**

*Purpose:* Library service creates positive habits for students in learning, self-study and reading activities. Libraries create conditions for reading activities to be more and more effective, in building a learning society, developing a reading culture, and developing self-study capacity for students.

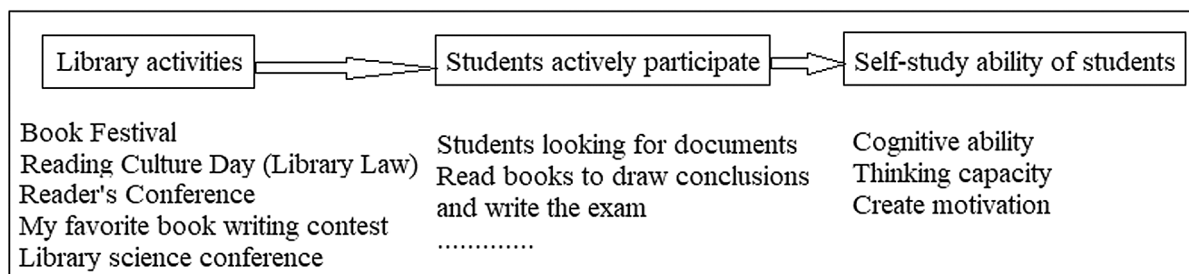
*Role:* Models to serve readers at the library to honor the importance and value of the library and the resources contained in the library, such as: books, newspapers, magazines, theses, and all kinds of documents in print, electronic versions; reading activities of students, encouraging students to read books, collect, store, publish, share; apply the knowledge read to real life, thereby promoting creativity in work more and more effectively. These activities are also direct/indirect activities to self-study content and develop self-study capacity for students. In the above models, the contest model “My most impressive book” is the model that promotes good reading ability because students themselves have to read many books to feel, compare, contrast, and choose content suitable for the context, and contest rules as the deepest impression on students. A book that impresses students can inspire students to set plans, dreams, and aspirations for the future. Reading is an indirect way to educate necessary skills for students, such as writing, reading, note-taking, analysis, synthesis, etc., throughout the learning and training process at school.

Developing self-study capacity for students through models of serving readers at the library is a positive sign on both sides from the library and readers. The interaction with the orientation of librarians helps students to choose the right learning materials in a timely manner, creating trust and encouragement for students in learning activities; creating comfort when students use, and study at

the library because the library is a place to facilitate learning, self-study, and independent work for students. These are the skills, techniques and habits that are indispensable in the luggage of students after graduation. Besides, it shows that the library’s tasks are becoming more and more important in education and training activities; The library has contributed to improving the quality of education, and training human resources for society. The learning and self-study process of students in general when studying and practicing at university is the most common learning method, through the support of other factors including the library. The library is the cultural and educational agency outside the school, in other words the second lecture hall, the library is the second school of the learners. Therefore, libraries play an important and necessary role in developing students’ self-study capacity. The library is a place to provide materials for students to read and learn; but reading is the basic method of self-study, as Maksim Gorky, the outstanding writer of Russian literature, wrote: “... The process of reading makes people more clear about the meaning of life and human mind in life, etc....” (Hanoi Industrial Textile Garment University, 2019).

### **3.4. Relationship between reader service model and self-study ability**

Libraries play an essential role in self-study activities, developing reading culture for students and readers. The content of reading culture, the development of reading culture has the core elements of reading activities; reading for self-study, reading for thinking, associating, and relating to interesting components and objects; Reading to develop self-study ability. From the library’s perspective, along with the task of serving readers at the library, the activities of self-study and library development have close and dialectical relationships. Through student service models, the library improves each school year towards the best learning, and self-study for students. This is the driving force that motivates students to use the library and actively participate in library activities. From there, students have time and opportunities to access new materials, new skills, home skills and expertise. Fig.1 below illustrates the relationship between library activities and students’ self-study ability, including:



**Figure 1. Illustrate the relationship between library activities and self-study ability**

Through the reality of the role, position and tasks of the university library, the process of serving students, as well as the survey results on the current situation of students at Dong Thap University, the user service models have close relationships with students' self-study ability, as follows.

- *Popular contacts:* In this relationship, between the library and the development of self-study capacity exist because of the mutual binding and impact on each other such as documents, reading activities; To maintain reading activities, to develop an oriented reading culture, to find documents for reading activities is the basic foundation of self-study ability and self-study capacity development.

- *Cause-effect relationship:* The existence of the library and activities and student service models are the foundation for students to develop internal resources; develop academic capacity, conduct scientific research, and improve learning outcomes, improve the quality of education and training in the school organization.

- *Contacts support:* Readers are objects to maintain the existence and development of the library. Each development trend of the reader society is still an important factor, the reason for the existence of libraries in general; On the contrary, the library is the engine and foundation for reading activities, reading culture, developing learning capacity, and self-study ability of students in particular. The development of the library, together with the development of students' self-study ability is a supporting factor for each other to create real learning value towards developing professional skills to meet social needs.

- *The relationship of quality and quantity:* Any system or operating model is unified between quality and quantity. A change in quality will

affect quantity and vice versa. Also, the library's models/operations are getting more and more efficient, which has demonstrated the development of the library from the traditional library to the present because the library is a place to provide and supplement different sources of documents for self-study, self-reading, self-research, development of reading culture, and self-study capacity. In the process of accumulating knowledge from reality to be quantitative, it cannot be done in a certain time, but must go through a process, and a long time. When enough knowledge about quantity has been accumulated, quality will change positively at a higher level. According to the Bloom scale, the knowledge that learners accumulate at the following 4 levels, including: Memorizing (remembering), understanding, applying, creating; that shows the level of completion required by the subject in practice. Based on the Bloom scale to find out supporting factors for self-study activities, and develop self-study capacity for students. The evaluation criteria of the Bloom scale shows the self-study ability of students. The elements of remembering, understanding, applying, creating... are perfected in students at a good level through reading, exploring, self-study actively and making constant efforts. These are the most basic factors to assess students' self-study ability and develop students' self-study ability. In developing students' self-study ability, the library clearly shows the roles, tasks and missions throughout teaching and learning activities in the school. Through teaching and serving teaching activities, the author summarizes the important content in (Table 1) below; Table 1 illustrates four levels of quality and quantity relationship when readers have self-study ability.

**Table 1. The levels show the quality and quantity relationship in self-study capacity**

No.	Level of knowledge accumulation	Required level of study
1	Knowledge - Remembering	Complete basic course requirements.
2	Knowledge - Understanding	Successful completion of test/subject requirements
3	Knowledge - Applying	Successful completion of an essay/theme
4	Knowledge - Creativity	Successful completion of scientific research

The information in Table 1 shows the level of task completion, students’ learning activities through midterm tests, assessment of learning progress and final exams. The Bloom scale represents a student’s level of completion of learning content and subject requirements. The level of memory and understanding of knowledge is the most basic foundation that shows the student’s learning ability, self-study ability, and level of completion of the subject’s requirements. The remaining levels such as application, creativity, etc. Students perfect their subject knowledge at a higher level. If the Bloom scale is taken as a common standard for evaluation, each lecturer must design teaching and assessment content flexibly and appropriately for the audience. In addition, the Bloom scale helps teachers adjust activities, methods, and forms of teaching as well as design content to assess student learning outcomes. Likewise, it represents the amount of knowledge required in each textbook and reference material that the library has an additional task to meet the teaching and learning needs of teachers and students in the school. Thus, the relationship between quality and quantity in learners’ self-study ability is very important. If it is determined by the learners

themselves, students will understand the level of knowledge gained, including: remember/understand/apply/create. Since then, students have constantly tried, knowing how to find information, documents with support, serving the learning goals of the library.

**3.5. Equipment to support library activities**

The library is equipped with a number of supporting equipment for library activities, serving students for self-study, including: Many computer suites support students to study, look up documents, register timetables, study online, and use computers to complete reports, topics, and course projects. The system of automatic book loan and return machines, the book return machine operates 24/7, which is very convenient for students to return books in the evening or during holidays. The 24/7 return system operates 24 hours a week (Fig.2). This device is used by students to competently borrow/return books, helping students return books more conveniently, students do not have to go to the library during office hours. This is an important improvement, convenient for students, helping students to take the initiative in time so that borrowed documents are not overdue.



**Figure 2. Automatic loan and return machine and automatic book return system 24/7**

#### 4. The reality of students' self-study ability

##### 4.1. Students' perception on self-study and autonomy development

Through actual observations in serving students along with the results of student surveys, we found that: Students of Dong Thap University have the spirit of self-discipline in learning as well as diligently seeking knowledge to meet the subject needs and the need to firmly grasp the knowledge framework in the curriculum. As well as content, knowledge surpasses textbooks on other life skills that students need. The strength of students is their hard work, dynamism, good interaction with lecturers as well

as when communicating with library staff when they need to orient, search, borrow/return, and look up documents. Students correctly understand the concept of self-study as well as develop self-study ability, and the benefits of self-study ability. Students commented on the basic elements of self-study and self-study capacity development, including self-study capacity, other capacities mobilized for self-study, cognitive capacity (memory, attention and problem-solving); academic background; learning methods, learning materials. These factors are shown through the survey results with the content and statistics in Table 2 as follows:

**Table 2. Factors developing self-study capacity**

No.	Self-study elements	Percentage
1	Support learning materials for self-study	68.00
2	Students have correct and scientific learning methods	65.80
3	Self-study ability (self-study sense)	53.20
4	Students with certain academic background	49.40
5	Cognitive skills (basic and advanced levels)	46.80
6	Mobilize all your abilities for self-study.	36.40

The data in Table 2 shows that students have the right sense of self-study; understanding of self-study related to students' abilities and skills and cannot ignore the role of supporting factors as learning materials (references, textbooks) accounted for the highest figure, at 68.00%. Next, the right learning method, science accounts for 65.80% and self-study ability accounts for 53.20%. The remaining three self-study factors are below 50.00%. It shows that students have the right awareness of self-study as well as supporting factors for self-study in order to develop students' self-study capacity.

##### 4.2. The role of the library in developing self-study capacity

The university library is a place to provide and supplement documents and study materials for teachers and learners in order to perform well in teaching and learning activities. A library is a place for students to study freely and discover knowledge. That role is confirmed through the practice of teaching-learning activities of lecturers and students. The content of this survey was commented on by students as in Table 3 below:

**Table 3. The library of factors supports the development of students' self-study ability**

No.	Information evaluates the role of the library	Percentage
1	The library supports knowledge, documents, and self-study space	81.40
2	Read books, do homework, study documents at the library effectively	68.80
3	The library is the second lecture hall to support self-study	65.80
4	Library space is easy to spread about self-study of individuals/groups	52.80
5	Librarians can navigate, and find materials for self-study students	51.50
6	Librarians can explain students' questions about self-study.	46.30

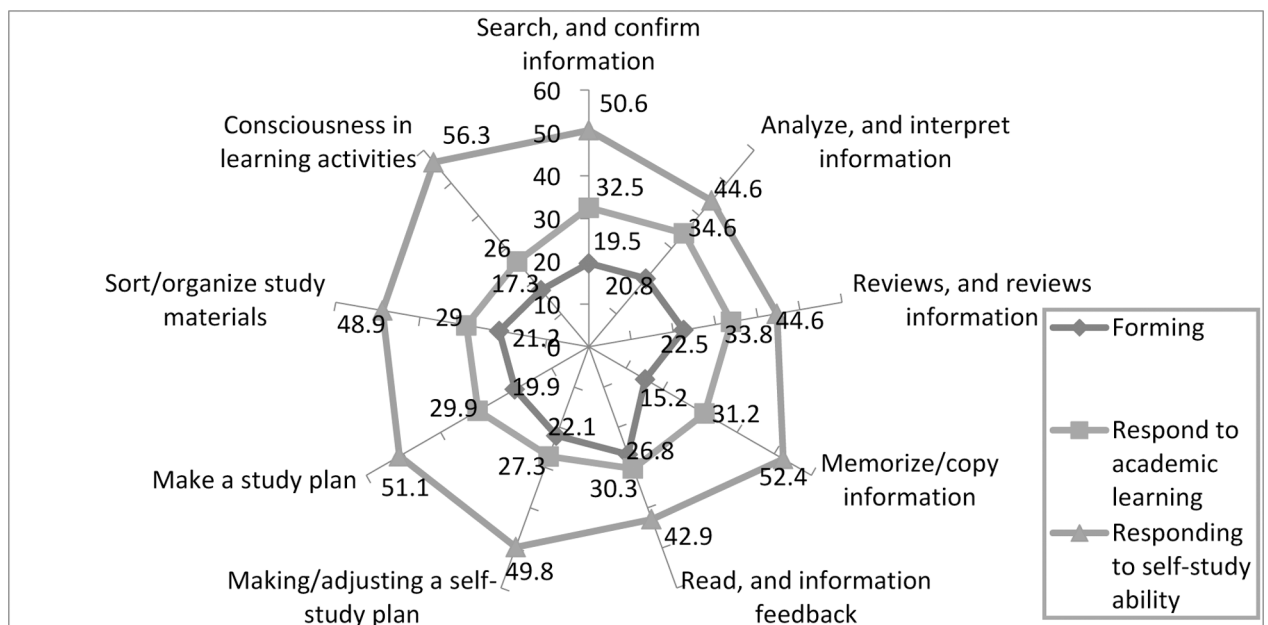


The statistics in Table 3 show that the role of the library in providing knowledge, documents and self-study space for students is very good; this content accounted for 81.40%, the highest among the investigated factors. Next, students think that reading books, doing exercises, and researching documents at the library is very effective; This content accounted for 68.8% of students considered the library as the second lecture hall to support students' self-study, accounting for 65.80%. The above three factors show that the library plays a very important role in the process of supporting students' self-study and developing self-study capacity. Materials, learning materials and self-study space are the advantages of the library in developing students' self-study capacity. In terms of service, students rated an average of 51.50% highly appreciated library staff in finding and orienting documents for readers. The factor that students rated the lowest was the librarian who explained the students' questions in learning and self-study activities with only 46.30%. It is true to reality because of the professional qualifications of librarians, each individual's understanding level

is different, so it is good to answer questions for students in such learning activities. Because the library operates under the motto, serving readers is serving themselves, the interests of learners must be given priority.

### 4.3. Three levels of developing students' self-study ability

The level of development of students' self-study ability is shown at 3 levels including: self-learning capacity is being formed; academic ability to meet learning at a basic level; and learning ability to meet students' self-study ability. Among the factors that develop students' self-study ability, the library plays a very important role in the formation of skills for students such as: reading the document; guiding students to find documents quickly; meeting learning needs; self-studying. The survey results show that students' self-study ability tends to develop, although each factor has not achieved the highest ratio, also clearly sees the positive side of students in the process of learning and training. The statistics are shown in Fig.3 below.



**Figure 3. The factors demonstrate students' self-study ability in a positive way**

The three levels of developing students' self-study ability tend to increase gradually, from the level of formation to the level of responsiveness to academic learning, and the level of response to self-study ability is the highest. It shows that

students have a high sense of learning and self-study ability. The rate of formation is 15.2% in the content of remembering/writing information, the highest rate at this level is reading and discriminating information accounting for 26.8%.

The second level is the ability of students to self-study to meet the academic requirements of higher learning; the lowest rate in this level is 26.0% - awareness of learning activities; the highest is 34.6% - analyzing and interpreting information. The level of skill development to respond to self-study is higher than the other two levels in terms of content, accounting for 44.6% to 52.4%. Although the rate is not high, the trend of self-study in the consciousness of students is increasing. This is an important factor marking the positive progress in the learning and training of students.

#### 4.4. Difficulties of students in developing self-study ability

The self-study ability of each student is formed from many different factors, with different circumstances, they will have different ways of learning and practicing self-study. In a specialized learning environment, the conditions of support from schools and libraries to facilitate learners are the same and equal for all students. However, in a professional learning environment, students have recognized the causes leading to difficulty in developing self-study ability, through the survey results as shown in Table 4 below:

**Table 4. Difficulties in developing students' self-study ability**

No.	Students' difficulties	Percentage
1	Lack of study skills, due to not being trained early	59.70
2	Lack of time	56.70
3	Lack of direction from subject teachers, and academic advisors	28.60
4	Lack of guidance/help from librarians	21.60
5	Lack of academic encouragement from family, teachers, and friends	20.80

The results of Table 4 show that many students lack study skills because they are not trained early, this factor accounts for the largest proportion in the survey, which is nearly 60.00%; The time factor is also very important for the process of training and developing students' self-study ability. The content lacks orientation from subject lecturers, academic advisors, and librarians' guidance accounts for a very small proportion, from 28.60% to 21.60%. It does not mean that students have little difficulty but show a very high sense of self-study; students know the need to study and practice to meet professional needs,

as well as the challenges in the process of striving, training and finding knowledge. Students' sense of self-study and development of self-study ability is under the influence or influence of encouragement which is not too great. It shows that students have a sense of self-study, and practice self-study ability; Learning materials as well as learning space at the library are important factors for effective self-study and self-study capacity development.

#### 4.5. Student learning outcomes when participating in library activities

**Table 5. Learning results are commented on and evaluated by students**

No.	Ranked academic	Percentage of students' academic results	
		Not supported by librarians	Supported by librarians
1	Excellent	2.20	3.00
2	Good	13.90	26.40
3	Rather good	66.20	66.20
4	Medium	5.20	16.90
5	Weak	0.0	0.0

Developing self-study capacity for students to improve learning results as well as improve the

quality of education in schools. Self-study ability is a good, positive quality, which is also the consciousness

of students in most universities today. This is based on the view: students can learn more from interacting, looking up documents, and orientation of librarians in the process of supporting and serving students. The cooperation of students with librarians in the process of interaction and communication so that each turn of serving readers is most effective shows that students are good listeners. One of the best ways to understand and remember something well is to explain it to others. Clearly, learning and collaborating help students develop their ability to work with others as well as enhance students' positive perceptions. Shown through improved student learning outcomes, this content is shown in Table 5.

In the ratings of student learning outcomes, the average rating in learning as well as other levels is increasing gradually. That shows, the role of the library is very necessary, very important in the process of learning, training, and developing self-study capacity for students. The information in Table 5 is a positive sign in the operating models of university libraries. Therefore, promoting these models along with implementing measures in research is a positive resonance for students to practice self-study effectively, and increases the real learning value for students.

### **5. Some measures to develop self-study capacity for students through models serving readers at the library**

Developing self-study capacity for students is a necessary and urgent job in a professional educational environment. However, to facilitate this work requires the synchronization of many units and subjects as well as the equally important support of equipment and learning materials. The library is a place to provide and guide readers to timely access documents for the subject/theme/thesis. This is an important factor that positively improves the learning capacity of students and improves the quality of education and training in schools. The author proposes several solutions to this problem:

#### **5.1. Self-study ability education for students with support agents**

The survey results in Table 4 show that students face many difficulties in forming self-study

capacity. Therefore, self-study capacity education for students is necessary to be implemented early, family factors are fundamental and important to form good habits for students. Second, self study is the support and education for students at school, with teachers, friends, and support staff, along with rich and diverse learning resources and self-study space at the library.

Libraries play a very important role in developing students' self-study capacity. Through the operation model of the library along with the mission and vision of the library to meet the needs of exploiting and using resources for learning and research activities of students. Librarians in association with faculties carry out the task of educating students on self-study ability in the following ways:

- Guide students to find/share documents;
- Introduce materials that are good/suitable to the subject/topic/dissertation/dissertation content to students;
- Encourage students to read books on the same topic with many different authors, so that students can comment, compare, and choose appropriate and necessary books;
- Donating books/curriculum to first-year students;
- Librarians can view course outlines, and reference materials to guide students;

All these activities help students realize the importance of learning. Students receive real value when choosing and reading a good/suitable book for them to find foundational knowledge beyond textbooks. That is the value of knowledge, the value of activities to serve readers at the library, the importance, the survival, and the reason for the library to exist and develop.

#### **5.2. Implement models of thematic activities at Le Vu Hung Resources Center**

Every year, the library still conducts annual activities to encourage and attract students to the library. In parallel with that activity, the library added many new documents and books in time to meet the learning needs of students. However, in terms of self-study and self-study capacity development for

students, it is necessary to add a number of models/ activities in each school year, as follows. The library prepares a plan and submits it to the Principal to report on the cost estimate for the implementation of library

activities in order to create a learning and entertaining environment for the purpose of developing self-study capacity for students. The library implements some more models like the content of Table 6 below.

**Table 6. Library models need extra implementation**

No.	Add to the models	Execution time	Performed by
1	Students read books by topic	Holiday/ anniversary	Libraries reward students
2	Jointly organize graduation ceremonies and introduce good books to students.	Graduation ceremony	Libraries and faculties give books to excellent students.
3	Faculties introduce to the library good/ interesting materials and students actively participate in library activities.	At the end of each administrative year	The library cooperates with faculty to reward students

### 5.3. Need to add open rules for all subjects for students

To develop self-study ability for students, reading, self-learning at the library is very important. The survey results in Table 2 show that students mobilize all their abilities for self-study, accounting for 36.40%. Therefore, teachers need to influence students to have more reading habits; Faculties of training combined with libraries to supplement open regulations for subjects are aimed at developing students' self-study capacity. Specifically, each module needs to specify one to two days or a number of sessions. Students are required to go to the library to refer to documents and complete self-study content. This must be confirmed by librarians serving students in service rooms and function rooms of the library. This measure helps students to have self-discipline in information search, active learning materials and self-study content to be improved more effectively. This measure entails some new content such as libraries needing to add staff to support the professional/ specialist work of students studying. This is consistent with the reality of libraries that are underrepresented and are in the process of forming and developing electronic libraries.

### 6. Conclusions

Developing self-learning capacity for students is a long-term job with a synchronous cooperation

of teachers - learners inside/outside the classroom. Developing self-study capacity for students to connect library activities with the support of librarians as the core. Librarians are dedicated to identifying readers' needs and showing respect for their readers, which is very important. Students and readers in general are considered friendly guests of the library, they help librarians successfully complete their annual tasks. This is the first independent research project on developing students' self-study ability with the direct/ indirect involvement of the library. The content of the article reflects important research results from practice, which is a practical contribution to building a theoretical framework for research on developing self-study capacity for students with a participating library. Students who actively interact with librarians to complete their research have positive results, proportionally when students are served, oriented, and use documents in a timely manner, the learning results are much improved. In addition, the study has some limitations such as the scope of the study of students at Dong Thap University, the author has not selected a type of student. For example, freshman, sophomore, third-year or final-year student. Research has not compared the self-study ability of students with different majors. However, these limitations are also new openings for future research./.

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