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# PROFESSIONAL ETHICS EDUCATION FOR STUDENTS OF NON-PUBLIC UNIVERSITIES IN THE CURRENT DIGITAL TRANSFORMATION CONTEXT

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## **Abstract**

*Ethics is expressed in all aspects and aspects of social life. Therefore, professional ethics is also part of human ethics, which is revealed in human labor activities. In other words, professional ethics is a branch of the social ethical value system, a form of ethics that has been practiced in specific professions. Vocational training has now created human resources to serve the cause of industrialization and modernization of the country. The effects of the market economy have been creating changes in moral values in society and among students. Due attention and appropriate solutions to professional ethics education solutions for students require a great deal of cares from higher educational institutions to create a unified impact orientation, limit negative influences and promote the positive aspects, actively help students practice ethical qualities in general and professional ethics in particular so that they can firmly enter the working and professional life after graduation. Professional ethics education for students in non-public universities is very necessary and urgent in order to make students - future generations of the country are pure, morally beautiful and rich in talent.*

**Keywords:** Professional ethics, professional ethics education, students non-public universities, digital transformation context.

## **Giáo dục đạo đức nghề nghiệp cho sinh viên các trường đại học ngoài công lập trong bối cảnh chuyển đổi số hiện nay**

### **Tóm tắt**

*Đạo đức được biểu hiện trong mọi mặt, mọi khía cạnh của đời sống xã hội. Do đó, đạo đức nghề nghiệp cũng chính là một bộ phận của đạo đức con người, nó được bộc lộ trong các hoạt động lao động của con người. Hay nói cách khác, đạo đức nghề nghiệp là một nhánh trong hệ thống giá trị đạo đức xã hội, là một dạng đạo đức đã được thực tiễn hóa trong những ngành nghề cụ thể. Công tác đào tạo nghề hiện nay đã tạo ra nguồn nhân lực phục vụ sự nghiệp công nghiệp hoá, hiện đại hoá đất nước. Những tác động của nền kinh tế thị trường đã và đang tạo ra những biến động về giá trị đạo đức trong xã hội và trong tầng lớp sinh viên. Nhà trường cần có sự quan tâm đúng mức và có những giải pháp giáo dục đạo đức nghề nghiệp cho sinh viên thích hợp nhằm tạo ra sự định hướng tác động thống nhất, hạn chế được những ảnh hưởng tiêu cực và phát huy được những mặt tích cực giúp sinh viên rèn luyện những phẩm chất đạo đức nói chung và phẩm chất đạo đức nghề nghiệp nói riêng để họ vững bước vào cuộc sống lao động nghề nghiệp sau khi tốt nghiệp ra trường. Giáo dục đạo đức nghề nghiệp cho sinh viên trong các trường đại học ngoài công lập là hết sức cần thiết và cấp bách nhằm làm cho sinh viên - những thế hệ tương lai của đất nước trong sáng, cao đẹp về đạo đức và giàu có về tài năng.*

**Từ khóa:** Đạo đức nghề nghiệp, giáo dục đạo đức nghề nghiệp, sinh viên các trường đại học ngoài công lập, bối cảnh chuyển đổi số.

## 1. Introduction

The development history of human society shows that since ancient times, morality has played a great role in social life, in the life of every human being. Ethics is a problem that is frequently raised and solved to ensure the existence and development of individuals and communities. Living in society, everyone must think about ethical issues in order to find ways, ways and means of operation to combine their own interests with the interests of the community, thereby ensuring for the existence and development of oneself and the community. Ethics contributes to perfecting human personality, helping individuals to have a sense and capacity to live a good life, to live usefully, to increase love for family, relatives, society and the whole of humanity.

Moral education is also a prominent issue in society at all times. It plays a particularly important role in moral life, is a direct method to form human personality. Therefore, social managers and educators have paid attention to moral education in order to form human personality according to certain purposes in accordance with the requirements of contemporary society. Moral education is also a form of expression of social life and the effectiveness of moral education is also one of the criteria for assessing the level of social morality.

Professional ethics is not a new issue, but it is always urgent, especially in the current situation because besides the positive and progressive aspects of the process of opening up, integration, international exchange, the Industry 4.0, the era of digital transformation, the reverse side of the market economy, money, position and personal interests and group interests is creating consequences for the corruption and moral degradation of people, each person in many professions. Recent negative incidents in many industries and fields such as healthcare, education, business, construction, and agricultural production, etc., have caused a lot of damage in terms of property, health and even lives. Training

and fostering a workforce with full political and ethical qualities, having scientific, technical, professional qualifications, dynamism and creativity in service of socio-economic development, security and safety. National defense and security, meeting the development requirements of the country, is the responsibility of the State, the school, the family and the whole society. Professional ethics education for students at universities in general and professional ethics education for students studying at non-public universities in particular is always an important task because Students are potential human resources for economic - cultural - social development. Professional ethics education for students in non-public universities is very necessary and urgent in order to make students - future generations of the country are pure, morally beautiful and rich in talent.

## 2. Current status of professional ethics education in non-public universities

### 2.1. Current status of professional ethics expression of students at non-public universities

#### *- The meaning of professional ethics education*

The survey results show that: The meaning of professional ethics education for students is to help students constantly improve their professional qualities and competencies. This opinion has 97.7% of students. choice ranked 1st. The second is professional ethics education, which is to help students have a sense of community and society, with 94% of students choosing. The third is professional ethics education to help students have a sense of training and self-improvement, with 91.7% of students choosing. However, many students are still not aware of the role and meaning of professional ethics education.

#### *- Students' perception of the content of professional ethics education in line with the practice of their chosen field of study*

The survey results showed that the majority of students believed that all ethical content provided was in the professional

ethics of the industry they chose to study. The items all have an average score of over 3 on the 3,4,5 level - that is, from the appropriate level, quite suitable and very suitable. Thus, they do not have a clear distinction between ethics in general and professional ethics. The content of professional ethics that students think is most relevant to the practice of the industry they choose to study is “Self-discipline, seriousness and discipline at work” with an average score of 4.48 at level 5. - very consistent level. Next is the content “Educating a sense of responsibility and living with a conscience” with an average score of 4.41 at level 5, which is a very appropriate level, ranked 2nd; and ranked in third place is the content “Respect the regulations of the industry, the agency - the workplace” with an average score of 4.38 at level 5 - very appropriate level. Students' awareness of the contents of professional ethics is still very vague and misunderstood. Students' assessment of professional ethical qualities is still limited, not suitable with professional characteristics and requirements of society. Most of the students do not have a clear distinction between the requirements of ethical standards and the characteristics of the industry they choose to study.

*- Students' attitudes towards violations of professional ethics*

Through the survey results, we found that the majority of students disagreed with the expressions contrary to professional ethics, in which the content “lack of respect for customers” had 94.4% of students' objections; Environmental pollution in agricultural production is also a behavior that students oppose a lot, with 91.7% of students having objections. This is also the behavior that the public opinion on the mass media talks about a lot, so students understand quite well. Besides, behaviors that are contrary to professional ethics such as fraud in trading and indiscriminate exploitation of nature are also opposed by many students with 91.4% of the objections. In general, students find that behaviors

that are contrary to professional ethics are behaviors that negatively affect the interests of the community and society.

- The reality of students' professional ethics training. Through the survey, we found that students' professional ethics training activities take place infrequently. Most of the Items are average at level 3 - occasionally, there are 2 items at level 4 - fairly often, 1 Item at level 5 very often and 1 Item at level 2 - rarely. The students' professional ethics training is mainly through internships at production facilities, in localities with an average score of 4.42, corresponding to level 5 - very often, ranked first.

The second activity that students choose to practice their professional ethics is through vocational training activities of the faculty with an average score of 4.21 at level 4 - quite often, ranked 2nd. From the sessions in practice, students not only gain a deeper understanding of the knowledge and mastery of the skills of the subject, but they also learn the regulations and standards of doing right to create quality products. good. The 3rd path has an average score of 3.78 in level 4 - quite often, the children choose it through the mass media such as books, TV, Internet.etc. This is also a rich and diverse information channel, regularly updated by students.

The path that they have the least choice of is through extracurricular activities with an average score of 2.50 in level 2 - rarely, ranked 11th and through group self-management with a high score of 2.50. average is 2.64 of level 3 - occasionally. Thus, the student's self-training in professional ethics has not been really positive. The activities that they participate in can be very rich and diverse, but the sense of self-training to acquire the ethical qualities required by the profession is still very limited.

**2.2. The current situation of professional ethics education for students at non-public universities**

*- The reality of awareness of managers*

*and lecturers about the importance of professional ethics education for students*

When asked about the importance of professional ethics education for students, we found that the majority of educators rated professional ethics education for students as “very important”, the same opinion (accounting for 70.6%); at the level of “important” accounting for 29.4% and there is no opinion that professional ethics education for students has a normal or unimportant role. It can be seen that, in the current digital transformation context, there are good moral values that create the spiritual foundation of the society and at the same time are mixed with non-ethical issues contrary to fine customs and traditions.

*- The actual situation of achieving the goals of professional ethics education in non-public universities*

Through the survey results, we found that the goal of professional ethics education for students at non-public higher education institutions is low, reflected in the average score of only level 3 of the level 3, average or less, that is, the effectiveness of achieving the goal is not high. In which, the goal of providing knowledge about professional ethics is still the goal of achieving the highest results with an average score of 2.99, ranked first in level 3 as achieving average efficiency; The second is the attitude-forming target, ranked in second place with an average score of 1.83 on a level of 2 - this is a low level of effectiveness; The goal of training professional ethical behavior for students with an average score of 1.79 is ranked 3rd in level 1 - the level has not been effective. The goal of professional ethics education is one of the very important goals of training programs at higher education institutions. However, this goal is currently not being achieved highly.

*- The current situation of selecting content of professional ethics education for students at non-public universities*

The survey results show that the inclusion of moral education content in

teaching and education at non-public higher education institutions has the average score of 3 - sometimes, 2 items are included with an average score of level 4 quite often, 2 items with an average score of level 2 are rarely; 1 content with an average score of 1 is never. The content of professional ethics education is currently focused much on professional ethics education for students at non-public higher education institutions, which is “Living and working in compliance with the Constitution and the law” has an average score of 3.63 on a level 4 - quite often. This is a mandatory minimum requirement when students graduate from practice. However, the new law is only “Moral minimum”, compliance still requires enforcement from the authorities. The second content of professional ethics education that is evaluated to be used the most is “Spirit of career commitment” with an average score of 3.61 at level 4 - quite often. Currently, starting a business is a requirement of the Ministry of Education and Training for universities, colleges and vocational schools.

*- The current situation of choosing to use professional ethics education methods for students at non-public universities*

Through the collected survey data, we find that the methods of moral education used are quite rich and diverse. However, the frequency of using a certain method is not high. The mean score for frequency use of the majority methods at level 2 - infrequently and level 3 - is occasional. There are 2 methods used with an average score of level 4 - quite often.

Education of professional ethics is also a content of knowledge like other scientific subjects. Therefore, it is necessary to have an appropriate method and form of organization to convey the contents of professional ethics to learners. The method of professional ethics education for students at higher education institutions mainly uses the presentation method as the main one (with an average score of 3.56 in level 4 - quite often, ranked 1st.). Ethical education

is not just a presentation of the requirements and ethical standards that each profession needs, it is important that the lecturers have a diverse and rich organization and method so that people. Learners have the opportunity to experience through real-life situations. From there, learners gain a deep understanding and partly translate that understanding into specific ethical behaviors. Professional ethics are mainly forged through students training or practice sessions. Therefore, the method of organizing activities for practice and training is chosen with an average score of 3.51 at level 4 - quite often, ranked 2nd. The persuasive method is used in the teaching process directly by teachers in class or in seminars. The method of conversation, the method of explanation and the method of example are very few selected. These are the 3 methods with the lowest average score of level 2 which is rare and ranks last in the hierarchy. Thus, professional ethics education for students at non-public higher education institutions still mainly uses two methods of presentation and organization of practice activities without a flexible combination. Active, rich in different methods to promote positivity for students when acquiring professional ethics.

*- The reality of the effectiveness of forces involved in professional ethics education for students at non-public higher education institutions.*

*The survey results show that there are 5 educational forces involved in professional ethics education with average scores of level 4 - good level; 3 participating educational forces have average scores of level 3 - normal level; 1 has an average score of 2 - a low level of effectiveness. Professional ethics education is one of the important tasks of any non-public higher education institution. This task does not belong to only one person but belongs to all educators: from school administrators, faculties, lecturers, educational administrators. And for professional ethics education to be effective, it is necessary to have the full*

participation of all these stakeholders. Through the survey, we found that there are 3 main forces: teaching teachers (with an average score of 3.91 at level 4 - good level, ranked 1st); Dean of Faculty (average score of 3.74 at level 4 - good level, ranked 2nd), School management board (with average score of 3.62 at level 4 - good level, ranked 3rd). In addition, the student union, youth union and political affairs department also have important influences in propagating and organizing diverse and rich activities so that students have the opportunity to participate in real-life situations. experience, thereby helping students to better understand the role and meaning of the profession in society, so that students are motivated to cultivate ethics in general and professional ethics in particular. The impact of the class on each individual in professional ethics education is very low, with an average score of 2.26 at level 2 - a low level of effectiveness.

*General assessment of the status of professional ethics education activities for students at non-public higher education institutions*

Regarding “Content, curriculum” was evaluated with the highest average score of 3.91 at level 4 - good level; The teaching method is assessed with the lowest average score of 1.82 in level 2 - a low level of effectiveness. Through the collected data, we find that currently “Content, curriculum” for the purpose of educating professional ethics for students is still limited. In most higher education institutions, there is not a separate subject on professional ethics, but mainly integrated in specialized subjects. When teaching, lecturers are often more inclined to specialized knowledge because the time spent in class is not enough. In addition, the contents of professional ethics education are also mentioned in the first political lessons of the year for students, but there are no in-depth topics in this field to help students gain a systematically and methodically aware of professional ethics. The teaching method of the lecturers

(average score of 1.85 ranked 5th) also has many limitations, not really sticking to the requirements that society is interested in, the requirements of professional ethics are not for students, but lack of practical situations for students to experience and deepen the theory. Facilities are also (with an average score of 2.74, ranked 4th) as a problem that greatly limits the teaching and learning of lecturers and students.

### **3. Professional ethics education solutions for students at non-public universities in the current digital transformation context**

#### ***3.1. Solution 1: Strengthening the leadership of the Party's grassroots organizations is a decisive factor in success in educating students on professional ethics***

The appropriate and correct professional ethics education will govern the lives and regulate the behavior of students, directing their learning and training activities towards noble goals, good skills, good skills, High consciousness in learning and labor contributes significantly to the process of formation and comprehensive personal development and at the same time creates the best conditions for students to participate in all school activities, contributing to building the school grow up every day. In order to achieve the set goal, it is necessary to strengthen the leadership of the Party grassroots organization, which is a decisive factor for success in educating students on professional ethics.

The leadership role of the Party and movement activities of mass organizations are very important in educating students' moral sense. It has the effect of orienting and reinforcing steadfastness on the chosen path, avoiding deviations and setbacks, especially in today's rather complicated social context. In order to do this well, it is necessary to ensure: The comprehensive leadership role of the university's Party Committee in vocational training for students to become good workers in terms of expertise and professional ethics according to the standards, training courses to meet the needs of the domestic and foreign

labor market. In moral education and student management, party organizations play a leading role, orienting awareness and actions, building long-term strategies and plans, directing work through cultural activities movement of mass organizations, not replacing, not overlapping functions and tasks.

#### ***3.2. Solution 2: Integrating and relating professional ethics education contents into classroom subjects***

This solution is the process of organizing professional ethics education activities through the teaching process. Through observing and studying the lectures of the subjects, we realize the fact that the subject content contains only specialized knowledge of the subject, almost very few subjects have any mention of the subject matter. In the stage of testing and evaluation, the criteria set out for students to achieve are mainly related to specialized knowledge. Therefore, professional ethics education activities have not really been demonstrated in a methodical manner in the teaching process. Integrating and relating the content of professional ethics education into classroom subjects needs to be done as follows:

- *Integrating professional ethics education in determining course objectives.*

- + Redefining the objectives in the lecture, attaching the task of educating professional ethics in each subject. Teaching and learning activities are the central mission of the school, through the teaching of subjects to perform the function of imparting knowledge, training skills and at the same time forming professional ethical qualities.

- + The effective exploitation of the combination of professional ethics education into the teaching of subjects is necessary in order to foster and raise awareness and the right attitude towards professional ethical standards for students. At the same time, when integrating the teaching content of the subjects, it will contribute to enriching the

lessons, especially in the current context of educational innovation and digital transformation.

+ Integrating the content of professional ethics education in the subject content

- *Selecting appropriate content related to the discipline, determining the integration ability of each subject, integrating the subjects in an appropriate manner, skillfully make students grasp the new problems of practice in the discipline.*

+ Integrate the lesson content with educational stories and educational events so that students have the opportunity to exchange, analyze and express their views, on the basis of helping them orient their career values. The effective exploitation of the combination of ethics education into teaching activities of a number of subjects is necessary in order to foster and raise the right awareness and attitude towards professional ethical standards for students. Lecturers select content related to the values and professional ethical standards of each industry and each job.

### **3.3. Solution 3: Educating professional ethics through effective extracurricular activities**

Ethical education activities through extracurricular activities effectively create conditions for students to demonstrate what they have learned in subjects, in life and know how to apply that knowledge. This is also a path linking theory with practice to create a unity between perception and action and especially it helps students practice the right behaviors, making an important contribution to the perfection of personality.

Through effective extracurricular activities, students apply their knowledge of learned professional ethics into their real life, students have the opportunity to observe, experience and get valuable experiences for yourself. This is also a way for students to turn the educational process into a self-education process. Professional ethics education through effective extracurricular activities is organized as follows:

- For each content, it is necessary to clearly identify the educational force directly implementing it: lecturers, administrators, Youth Union, Student Union, etc.

- Develop specific and clear programs in which the goal is to educate professional ethical qualities, form and foster feelings and attitudes towards the profession, and practice good habits and behaviors.

- Schedule time and space for each activity: The time to organize for an activity must be specific date, time and have a clear location.

- School leaders direct the faculties to coordinate with functional departments to develop plans and replicate the examples and examples of teachers according to the university's standards.

- Each activity when organizing needs to have a clear theme and topic. Having determined that activity goal is to propagate the contents of professional ethics education, the role of professional ethics education in the context of the era of technology 4.0, digital transformation...

- The achieved results must be assessed on three aspects of students' consciousness, which are awareness, attitude and behavior.

### **3.4. Solution 4: Education of professional ethics through internships and vocational training at production facilities, agencies and factories**

Internships and vocational training are practical activities for students to have the opportunity to experience with real career situations. This is where students have real spaces, real environments to study and demonstrate professional ethical behavior. Through internships and vocational training, students also realize more deeply the ethical qualities of the profession. Internship and vocational training activities will help students better understand the role, meaning of their profession and their future work. Students observe the manifestations of professional ethical behavior. Students are exposed and initially familiarized with the rules and regulations of the workplace, the social requirements for the profession.

Students experience professional ethical standards such as conscience - professional responsibility, love of nature, respect for the living environment, dare to commit and start a business etc...

Doing:

- *Step 1: Prepare for the activity*

The lecturer is in charge of meeting and advising students on compliance with the rules and regulations of the internship place and at the same time giving the required content to write the internship report. The lecturers are in close contact with production facilities, agencies and enterprises in the localities where students come to practice to coordinate in the process of students performing the internship. Assign the leader of each group to practice at a facility to urge students to comply with the rules and regulations at the internship site. Lecturers in charge must prepare surveys and harvests to distribute to students weekly. Lecturers discuss with staff at the institution where students practice to collaborate in moral education for students.

- *Step 2: Deploy the activity*

Lecturers assign and assign work to students, asking students to complete reports on time. Provide and guide students to familiarize themselves with the rules and regulations of the place of practice. Lecturers cooperate with staff at the internship to guide and support students in observing and practicing work. Analyze and clearly show students professional ethical standards and values that are reflected in actual professional activities. Collaborate with staff at the internship to assess and monitor students' attitudes and ethical behavior. Guide students to observe the work at the internship site. Thereby, students can see how ethical attitudes and behaviors of officials in production units, agencies and enterprises are revealed. Initially, students can comment and evaluate which attitudes and behaviors are consistent with professional ethical standards. Observation sheets can be used for students to collect information.

There should be a clear and specific internship plan for students with the best preparation. Higher education institutions must have close links and coordination with production establishments to combine teaching between theory and practice to help students understand deeply the values, the professional ethical standards.

### ***3.5. Solution 5: Education of professional ethics through activities of Ho Chi Minh Communist Youth Union, Student Union and cultural, artistic and sports activities***

Activities of the Union and the Student Union have a great influence on the quality of education and training of non-public universities in general and on the formation and construction of professional ethical qualities for students in particular. Therefore, for many years, the Union of non-public universities has organized rich and effective activities of unions and associations to serve the training activities of the school. The movement activities have created a playground for students, students to show their intellectual bravery. The activities "Return to gratitude", "Drink water, remember the source", care and support for children with disabilities, children with special difficulties so that students can both learn and practice vocational skills while cultivating morality. Recreational activities, culture and art, physical training and sports, forums are indispensable requirements of youth, helping students improve their understanding in absorbing classroom subjects. The university delegation has organized many contests on understanding about social culture, participating in traditional festivals of the school and the locality, cultural exchange activities between schools to help students have real life capital, contributing to the formation of the university into moral beliefs, moral sentiments. These activities have really helped students to open their minds, develop physically, create favorable conditions for them to communicate, form moral qualities and be able to integrate into the social community later. In addition, the



university's leaders have created favorable conditions in terms of facilities and funds for the university's union and student union to work to promote the positivity, initiative and creativity of the youth in non-public universities. The Ho Chi Minh Communist Youth Union of non-public universities has often paid attention to fostering students with noble feelings of love for their homeland and country: "I am for everyone, everyone is for me", "Love people as if you love yourself", "Forgetting yourself for a great cause", "Donating blood for humanity"... From that, a clean, healthy lifestyle and pure ethical behaviors are formed in accordance with the values. To effectively implement measures to educate professional ethics through activities of Ho Chi Minh Communist Youth Union, Student Union and cultural, artistic, physical training and sports activities at universities. The public should focus on the following issues:

- Exploiting and promoting well the role of the Ho Chi Minh Communist Youth Union, considering it as an important force to raise awareness and practice ethical behavior for union members and students.

- The organization of activities must be practical with educational meaning, suitable for modern society in order to form new cultural values following traditional humanitarian values.

**3.6. Solution 6: Education of professional ethics through the movement of studying and following Ho Chi Minh's ideology and moral example in schools**

The cause of national renewal has been placing increasing demands on the formation and development of good moral qualities of Vietnamese people, while creating new advantages and challenges for each of us in the field of ethics. Moral education is one of the outstanding issues in Ho Chi Minh's moral thought. He especially emphasized the role of morality and was always interested in moral education in the cause of human cultivation. The renovation process in our country is now in need of generations of good citizens

and a contingent of staff with both virtues and talents. Therefore, the strengthening of moral education is one of the requirements of the socio-economic renovation, an urgent requirement of human development in the new period in our country.

Ho Chi Minh - one of the revolutionary thinkers and leaders who paid great attention to education, especially moral education and made a great contribution to the development of new moral ideas. Ho Chi Minh founded a completely new quality social education system. That system takes the entire population as an object, combining family education with school education and social education. Science combined with humanity is a prominent feature in Ho Chi Minh's thought on a new education system, including moral education. Inheriting the good moral tradition of their forefathers, studying and following Ho Chi Minh's moral example is one of the important measures to overcome the decline in morality and lifestyle of students while still in university, contribute to maintaining political and social stability, creating a driving force for fast, effective and sustainable development. The most basic problem when implementing the movement to study and follow Ho Chi Minh's moral thought in university is that each student must be fully aware of the position of ethical issues, regularly self-discipline, and make efforts to learn, practice, cultivate according to the great Uncle Ho's example.

**3.7. Solution 7: Educating professional ethics through the self-education process of students**

Promoting the dynamism, creativity, independence and self-control of students is both a goal and an educational principle. Especially in the current period, when we are demanding to train a generation who loves socialism and has a high sense of civic responsibility... the promotion of creative dynamism in learning, training in students is a principle that should be mastered in all activities. In order to build professional ethics, to form in students the necessary

moral qualities for future workers, it is necessary to help them turn the university's educational process into a process of self-education and self-training. Self-education and self-training is the expression of a high level of consciousness and morality of students. At this level, under the guidance and help of teachers, students are properly aware of what are the required professional ethical qualities, so that they can have an orientation to build and practice ethics. His professional ethics towards the set goal is to become a true worker. The fact shows that students who have a sense of self-education and self-training often have high academic results and soon form necessary professional ethical qualities. Reality also proves: professional ethical qualities formed through self-education and self-training are often sustainable and profound.

### ***3.8. Solution 8: Closely combine education between family, university and society***

The family is the cell of society, the place where the nation's good traditional moral values are kept, the place where values are transferred, young people are nurtured and human personality is formed. In particular, grandparents and parents must be really exemplary, setting an example of morality, love and care for the young generation. In order to educate students about morality, each family needs to uphold morality and family etiquette, promote traditional moral values, make those values shine more and more and contribute to fostering ideology, noble feelings for the next generation.

Raising children to be useful members of the family and society is a legitimate desire of parents. The strength of family education is that the family has the conditions to care and pay attention to each of its members, know the strengths and weaknesses, understand the psychology, personality as well as the capacity of the family. From there, there are methods to positively affect each object on the basis of love and responsibility. Moral education in the family is mainly about

educating standards and principles of ethical behavior, creating the first "capital" for people to join in the moral life of the community and society.

The university not only lecturers literacy and vocational training but also a place to lecturers, so that each student who completes their career will become useful citizens for the country. At the same time, the university must be a place to build and strengthen the unified educational relationship with the family and social organizations. University is the place where people are educated in the most systematic and comprehensive way. The knowledge learned at university is diverse, rich and profound. The intellectual and ethical baggage that people acquire at university will follow them throughout their lives, helping them to have knowledge in life and behave ethically in accordance with the requirements of social standards.

Along with the family and the university, society also plays a huge role in educating students about professional ethics. The concept of society is understood as the life environment outside the university and family. The role of social education is reflected in the orientation of values, especially the moral values of society to the young generation.

## **4. Conclusion**

Currently, when the division of labor is deepening, the characteristics and requirements of professional ethics are more evident in all professions. Specifically: medical profession, pedagogy, business, lawyer, journalist, auditor, etc. each profession has its own ethical standards. It requires people in the profession to understand, respect and seriously implement the ethical standards that the profession requires.

In order to carry out the process of training vocational students with professional skills, social understanding and professional ethics to meet social needs. Currently, the non-public universities have many students who are studying different

professions, but the purpose of the future is to practice in different fields of socio-economic life. Professional competence is a necessity, an important requirement. But their sense of service and dedication depends on the “mind”, the “virtue”. Professional qualifications are good, but professional behavior is anti-human, pragmatic, because of low personal needs...is unacceptable. Therefore, through theoretical and practical research, we propose some solutions for professional ethics education for students of non-public universities and to implement the solutions well, we realize the solutions exist in a dialectical relationship with each other, this solution is both a premise and a complementary condition, each solution

has advantages and disadvantages and will complement each other more perfectly.

In the process of building and applying professional ethics education solutions for students in non-public universities, it is necessary to take advantage of the help and educational power of unions, associations, clubs and organizations, unify educational impacts, to create a resonant force that brings the highest efficiency in building professional ethics for students. Only in this way can we train workers who are both “pink” and “specialized” with “virtue” and “talent”, ready to work anywhere and anytime, dedicating their whole life to the construction and defense of the Socialist Vietnamese Fatherland.

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