

# DEVELOPING HIGH-QUALITY HUMAN RESOURCES IN THE INTERNATIONAL ECONOMIC INTERGRATION IN VIETNAM TODAY

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Human resources always play a decisive role in the national socio-economic development of each country. In the context of the fourth Industrial Revolution which is taking place strongly, our Party and State attach special importance to building and developing high-quality human resources to meet the requirements of promoting industrialization and modernization of the country and international integration. The article focuses on analyzing the current situation and the need for high-quality human resource development, and on that basis, proposing solutions to develop high-quality human resources in the coming time.

**Keywords:** *Human resources; High-quality human resources; Integration; International economy.*

## 1. Introduction

Marxist-Leninist theory asserts that the law of movement and development of socio-economic life is the conformity between social production relations and the development level of social production force. On that basis, Vietnam determined the path to socialism with economic growth as the top goal. After nearly 40 years of Renovation, the achievements are remarkable, but the goal of becoming a modern industrialized country by 2020 has not yet become a reality. One of the major barriers preventing our country from achieving the set goals is human resources, especially high quality human resources - the most important factor in the social production force.

The quality of human resources is an important factor, used as a measure to evaluate the development of a country. Therefore, developed countries all identify human resource development as a top task.

Aware of that, our Party and State always affirm the view that people are the center of development. In the process of deepening international integration, in order to develop on a par with other countries in the region and the world, the 11<sup>th</sup> Congress of the Communist Party of Vietnam affirmed: "Develop and improve the quality of human resources, especially high-quality human resources, is one of the decisive factors for the country's rapid and sustainable development" (Communist Party of Vietnam, 2011).

## 2. Research overview

Research on the development of human resources in general and high-quality human resources in particular has been interested and researched by many authors, such as:

Le Thi Hong Diep (2010), Doctoral thesis in Political Economy "Developing high-quality human resources to form a knowledge-based economy in Vietnam". The thesis presents basic

concepts such as: human resources, high-quality human resources, characteristics of high-quality human resources of our country, the problem of developing high-quality human resources; analysis of population growth issues, structure of human resources, proportion of science and technology human resources, characteristics and requirements of the knowledge economy for high-quality human resources; propose basic solutions to develop high-quality human resources to form a knowledge-based economy in Vietnam.

Vietnam Institute of Education Development (2002), "From education development strategy to human resource development policy", Vietnam Institute of Education Development, Hanoi. This work gathers research results of a number of scientists and managers in many different fields of economic and social sciences with the goal of unifying viewpoints and policies on human resource development; propose policies on human resource development in order to successfully implement the objectives in the education and training strategy to develop high-quality human resources and revitalize the country.

Duong Van Quang, Banh Tien Long, Trinh Duc Du (Co-editors - 2009), Proceedings of the conference "Training human resources for international integration", The Gioi Publishing House, Hanoi. This work collects articles on training human Resources for international integration, especially high-quality human resources; Many articles have analyzed and evaluated the current situation of human resources, pointed out the limitations and inadequacies of our country's human resources in response to the requirements of international integration; clarify the issues of limitations due to education and training; identify basic issues for human resource education and training for international integration.

Vietnam Academy of Social Sciences (2008), Proceedings of the conference "Building a contingent of intellectuals in the period of accelerating industrialization and modernization of the country and international economic integration", organized by the The Central Propaganda Department of the Central Committee in collaboration with the Party Committee of the Vietnam Academy of Social Sciences, Hanoi, on March 28, 2008. Proceedings gather many articles that discuss in depth about the Vietnamese intellectuals; deeply analyze the current situation of our country's intellectuals; proposed many solutions and recommendations, especially policies and mechanisms to attract and use intellectuals and talents, in order to build a contingent of Vietnamese intellectuals to meet the requirements of the period of accelerating industrialization, modernization of the country, international economic integration.

Le Quang Hung (2011), Doctoral thesis "Development of high-quality human resources in the Central key economic region", Institute of Development Strategy. Approaching from an economic perspective, the thesis has presented the importance of developing high-quality human resources in the central key economic region; assess the current situation including advantages, disadvantages and causes of high-quality human resources here; pointed out a number of requirements and solutions to develop high-quality human resources in the key economic region in the central region, with special emphasis on education and training.

In general, the above studies have mentioned many contents related to high-quality human resources in the context of international economic integration, in which some authors have analyzed and mentioned Basic theoretical and practical issues of high-quality human resources in Vietnam in recent years. A number of research works have also mentioned the causes and solutions to improve the quality of high-quality human resources in Vietnam today. These are also important contents for the author to refer to and inherit in this article, in order to further improve the research contents, especially the content on solutions to develop high-quality human resources in the context of current international economic integration.

### 3. Research methods

The article is based on the theoretical basis of Marxism-Leninism, Ho Chi Minh's thought, the Party's viewpoints and lines, and the State's policies on the education and training development strategy, human resources and high-quality human resources development in Vietnam. Using the methodology of Marxism-Leninism, Ho Chi Minh's thought; close combination of theory and practice, correct and appropriate use of analytical and synthesis methods, logic and history methods, sociological investigation, summarizing practical results are the main methods applied in this article. On that basis, the author proposes some basic measures to promote high-quality human resources in the context of international economic integration in Vietnam today.

### 4. Research results

#### 4.1. The concept of high-quality human resources

In the cause of national renovation, our country's high-quality human resources have developed rapidly, making important contributions to the country's great achievements of historical significance in all fields of social life. Education - training has made an important and decisive contribution to the development of that human resources of the country.

Approaching the concept of high-quality

human resources must come directly from the concept of human resources and the reality of the country, region, and field in specific periods. Accordingly, high-quality human resources are the educated, highly qualified and especially capable of creativity, flexibility, and quick adaptation to rapid changes in production technology and industry. It is the “leading”, “spearhead”, “high-quality” department, which plays a pivotal role in all human resource activities in all areas of social life. High-quality human resources is a historical concept. At different stages, the requirements for “high quality” of this department are different, but regardless of the difference, this part is always “higher quality”, more comprehensive than the remaining part of human resources, has a key role and ability to lead the development of human resources in general to serve the needs of socio-economic development of the country, localities and fields in each specific historical period.

From the above analysis, it can be understood that high-quality human resources is a part of human resources in general, but a special part, including people with college, university or higher education, or people with experience, professional expertise, good problem-solving ability, working in different fields of social life, making positive contributions to community development.

For our country today, high-quality human resources is clearly defined by the Party in the XI Congress, which is the high-quality division of human resources, including people who not only have talents and expertise in their fields area of activity and expertise, but also full of revolutionary morality, absolute loyalty to the Party, Fatherland and people, truly “possess both political integrity and professional competence” like President Ho Chi Minh taught. Those are the “excellent” people, the “leader” in all aspects, the fields of activity, the core of the national human resources.

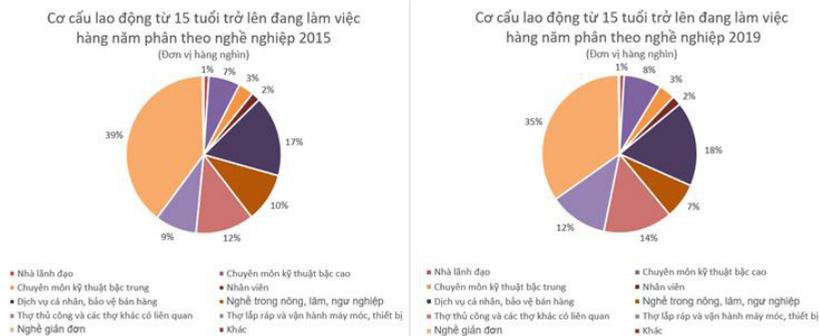
High-quality human resources need to be understood comprehensively with quantitative, qualitative and structural factors. All three factors: quantity, quality and structure of dialectical

relationship with each other in a unified whole create strength, working ability, the “leading” role as a nucleus and the development of human resources.

**4.2. Current situation of high-quality human resources in Vietnam**

According to data from the Center for Forecasting Manpower Needs and Labor Market Information Ho Chi Minh City (FALMI) and data according to the General Statistics Office, by the end of 2019, Vietnam has over 96 million people, of which more than 48 million people are of working age, this is also our biggest advantage, having an abundant and young workforce. Although compared with previous years, the number of people of working age has decreased, but it is growing day by day in terms of labor structure shift from using simple labor to a group of qualified workers, especially high-skilled workers today. In which, the group of workers in the high-level professional and technical sector accounted for 8% of the structure, 1% higher than the agriculture, forestry and fishery sector in 2019.

It can be said that the unskilled labor force with primary skills is still a large labor force in Vietnam, accounting for more than one third of the total number of employees. However, medium-skilled and technical workers only accounted for 3% of the total number of employees, nearly 3 times lower than those with high technical skills (8% in 2019), and 12 times lower than those with high technical skills (8% in 2019). In order to increase the competitiveness of Vietnamese workers, simple workers need to be supported to learn a job or re-train so that these workers can move from the primary technical occupation to the specialized sector. In addition, it is necessary to foster workers belonging to the group of assemblers, craftsmen and other workers (currently this group of workers accounts for a quarter of the total number of employees) to become skilled workers with advanced professional and technical qualifications. his is a positive and inevitable shift in line with the trend of world economic development, especially associated with the 4.0 industrial revolution.



Source. General Statistics Office (Graph: Vietnam Chamber of Commerce and Technology, HCMC, 2019)

The quality of Vietnamese labor in recent years has been gradually improved, partly meeting the requirements of enterprises and the labor market. Vietnam's technical workforce is capable of mastering science and technology and can handle complex positions in production and business. However, if assessed objectively, even though the labor restructuring is taking place rapidly, in general the quality of human resources is still limited.

*Firstly*, the quality of Vietnam's human resources has not yet met the needs of the goal of industrialization and modernization of production and international economic integration. Most of the production units, positions requiring high skills and techniques still have to use foreign workers. Outputs of vocational education and higher education still have a large gap compared to market demand. Enterprises are always in a state of thirst for human resources in many positions, while thousands of students graduate every year. In addition, the requirements for high-quality human resources due to the impact of integration have not been met. According to the forecast of human resources demand in 2021 provided by FALMI, the demand for trained human resources accounts for 79,17%, the demand for human resources with primary vocational qualifications, skilled technical workers accounted for 22.77%, intermediate qualifications accounted for 19.93%, colleges accounted for 15.80%, universities accounted for 20,67%. That shows that simple labor and unskilled labor are on a decreasing trend. There will even be a period when those workers need to be trained. In particular, the impact of the 4.0 industrial revolution has promoted the high-tech integrated industry structure to become a mandatory trend for human resources. The 4.0 industrial revolution will certainly create great changes in labor supply and demand as well as in labor structure. In some areas, the organic ratio will change, machines, robots, and artificial intelligence will gradually replace human labor. This will certainly have a big impact on the existing workforce, which has not kept up with the changes, forcing them to change jobs or lose their jobs. According to the International Labor Organization (ILO), Vietnam is one of the countries most affected by the 4.0 industrial revolution. Currently, Vietnam will face many challenges in terms of the quality of human resources such as the low technical and professional qualifications of the labor force, accounting for just over 20% of the labor force.

Being aware of the labor restructuring in the coming time helps us to take the initiative, making an important contribution to the formulation of appropriate policies to develop high-quality human

resources to meet the needs of the development and international economic integration. However, in order to develop sustainably, it is necessary to have the right and long-term solutions to address the limitations and inadequacies of the human resource factor.

*Secondly*, in terms of physical strength, the stature of Vietnamese workers is still low, endurance and endurance are still limited. A study on the fitness of 454 Vietnamese young people aged 17 to 26 years old by the Ministry of Health in July 2019 showed that 18.6% of the male group were malnourished, up to 36.4% of the female group. Compared with the results in 1997, the increase in height was not statistically significant in both sexes, but in weight increase was significant. The time spent on exercise of Vietnamese youth is less than 1 hour/week. According to the results reported by the Ministry of Health on December 30<sup>th</sup>, 2020, a survey conducted by the General Statistics Office and the National Institute of Nutrition in the year 2019 - 2020 showed that men in our country have the average height. is 168.1cm (11cm lower than the standard of the World Health Organization - WHO), for women is 156.2cm (7cm lower than the standard of the WHO). In general, general endurance and health indicators, youth of Vietnam are ranked very poorly compared to youth of other countries in the region, especially when compared to Japan. This is one of the factors that negatively affect the quality of human resources in the integration period.

*Thirdly*, in terms of integration capacity, although Vietnamese workers are smart, skillful and industrious, their ability to use foreign languages and social practical skills is still very limited. According to the Swiss educational organization, for countries that do not use English as their mother tongue, Vietnamese people's ability to use English ranks 7<sup>th</sup> in Asia, after Singapore, Philippines, Malaysia, India, Hongkong, Korea. The above survey also shows that the level of English proficiency in Vietnam has improved, showing that Vietnamese youth have begun to integrate into the global trend. However, to meet the speed of national integration, English proficiency is still a huge barrier for the majority of workers. Regarding social practice skills, Vietnamese workers are generally assessed as weak. Many businesses commented that Vietnamese workers are almost unfamiliar with the industrial society, working sporadically and lacking cooperation. This is a big challenge in the integration process, especially when the labor market is opening up to compete with other countries in the region and the world.

*Fourthly*, in terms of responsibility and consciousness, a part of employees still lacks

awareness in complying with regulations. Due to the profound influence of traditional agricultural production, Vietnamese workers have a mentality of small, scattered and unprofessional production. The sense of discipline organization of a part of Vietnamese workers still has certain limitations in complying with the regulations of the enterprise, especially regulations on labor safety... That has created bad consequences, affecting the operation of the entire production system of enterprises, affecting investment psychology, especially for foreign-invested enterprises.

On the basis of analyzing the current situation of human resources in Vietnam, the following basic reasons can be pointed out:

*Firstly, the content and curriculum of general education in our country still have certain limitations and inadequacies that cannot be completely overcome.*

Not paying attention to basic life skills education for students (skills education is formal, impractical and ineffective), still “heavily based on teaching literacy”. Weak life skills lead to poor career choices. The streamlining of career orientation and communication for high school students has also not been effectively implemented. The degree-favouring mentality also contributes to the situation of “overabundance of teachers and shortage of workers”. In addition, the impact of community psychology on interests, causing many students to choose careers that do not match the needs of society, are not the key business fields in the socio-economic development strategy associated with integration. The work of education and training still has many shortcomings, not meeting the needs of the market in both quantity and quality. In terms of quantity, there is a lack of linkage between training units and market demand. Training units are still facing the situation of “training what they have, not according to what society needs”. This leads to the unemployment rate among students after graduation is still high, due to incompatibility with the needs of the market.

*Secondly, the management of education and training of human resources still has many shortcomings and overlaps.*

This is one of the basic reasons leading to the lack of labor qualifications to meet the needs of industrialization and modernization. At the 2020 Education Workshop “Autonomy in higher education - from policy to practice” organized by the National Assembly Committee for Culture, Education, Youth, Adolescents and Children on November 27<sup>th</sup>, 2020, World Bank representative Mr. Christophe Lemièr pointed out some limitations in the current university

autonomy in Vietnam. One of the limitations is that the management of education is overlapping between the three ministries, namely the Ministry of Education and Training, the Ministry of Science and Technology, the Ministry of Labor, War Invalids and Social Affairs, and these three ministries work without smooth coordination. Besides, the picture of education management in our country is shown through three laws including Law on Education, Law on Higher Education and Law on Vocational Education. Basically, these three laws have no difference, showing fragmentation, discontinuity, and overlap. Education management staff, lacking in number and limited in capacity, most of them are still limited in foreign languages and information technology; The capacity of many managers is not commensurate with their training qualifications.

*Thirdly, in terms of quality, the education and training system is still very heavily based on theory and lacks skill training.*

A statistic and comparison shows that the 4-year study period in a university class in Vietnam is 2,138 hours compared to 1,380 hours in the US (Huong Giang, 2019). The curriculum in Vietnam is 60% longer than in the US, theoretical subjects account for three-quarters of the time. Although the methods and forms of teaching organization have been greatly improved and invested, they have not yet approached the world’s popular methods and forms of organization of higher education, which are still content, imposes a fixed-curriculum system, heavily based on knowledge transmission. Although, around 2009, universities and colleges across the country began to apply a series of training methods under the credit system, but in general, it is still very formal, but the content has not escaped the spirit of the fixed-curriculum system discipline, restricts the student autonomy. The examination and evaluation of outputs of the education and training system is still inefficient. Although the Ministry of Education and Training has many regulations and requirements for the output standards of training programs of training units, it is often changed and inconsistent, leading to the quality of the output products. Output of training units between years is uneven. Most training units only focus on assessing professional knowledge, while the organization and quality assessment of foreign language skills, social practice skills, ethics and attitudes necessary for international integration economy is still superficial.

*Fourthly, investment in human resource development is still limited.*

Human resources are an important resource in the economic development strategy. This resource creates material and spiritual wealth for

society. Therefore, investment in human resource development is always the focus of the development strategy of all countries. However, the investment in human resource development in our country is still very modest. Financial resources from the state budget investment are not enough to meet the minimum conditions to ensure the quality of labor force training activities, health care and promotion, improve the environment and working conditions of employees and the cultural enjoyability. As for education, currently the level of investment in education in Vietnam is very low. We have not fully exploited the resources in society, nor have we attracted many international resources for education and training to develop human resources.

### 5. Discussion

In order to solve the problem of meeting enough high-quality human resources for the cause of industrialization and modernization of the country, especially in the current period of international economic integration in Vietnam, we would like to propose a synchronous implementation. Some basic solutions are as follows:

*Firstly, improve the ability to predict and plan economic development strategies, promote the work of streamlining, propaganda and career orientation for students at all levels*

To do this job well, first of all, it is necessary to make a good review and assessment to ensure that the true nature of the situation is reflected, which is an important basis for mapping out future development trends. From there, set goals and choose appropriate solutions and tools to achieve those goals. Reference and study of economic development models of countries in the region and the world is also an interesting channel. However, model learning also needs to promote dynamism and creativity in application, avoiding formal and impractical teaching. Only by doing well forecasting and planning can we accurately assess the market's demand for human resources and make a worthy investment for the development of our country's human resources in the coming time.

On the basis of forecasting and planning, it is necessary to specify the key business areas of the integration process in the coming time. Since then, communication orientations for students from small school levels, so that they gradually form their initial orientations about careers. Towards the end of high school, it is necessary to organize counseling and career guidance sessions for students to choose a career in accordance with market demand, limiting the situation of "both shortage and excess exists". Doing this helps to control labor resources well, and at the same time develop them in accordance

with the national economic development strategy, limiting the spread in investment in human resource development.

*Secondly, increase the level of investment in education and training activities*

Investment in education is an investment in sustainable development, which is a leading national policy. Education development means improving and developing human resources. Promote socialization and diversify resources for educational development, helping to reduce the burden on the State's financial resources. Attracting foreign resources is also an effective solution. Vietnam has an abundant labor force, which is a potential market to attract investment and development of educational services from FDI capital. The context of globalization is a very good opportunity for Vietnamese education to quickly integrate with the world, take advantage of international experiences to innovate and develop, and improve competitiveness in the process of international integration.

*Thirdly, perfecting mechanisms and policies related to education and educational management, paying attention to the physical development of employees*

If Vietnam wants to improve the quality of its human resources, it is imperative to renovate educational activities, especially higher education. Education reform, first of all, should start with legislative work. It is necessary to amend, supplement and merge many legal documents on education in order to ensure that the state management of education is unified, and to minimize the cumbersomeness of the management apparatus. Implement reform of remuneration policies and salary regimes for teachers and lecturers. This is the pioneer and core force in improving the quality of training future human resources for the country.

The State needs to be more determined in implementing the outlined physical development policy. Although, the Prime Minister signed Decision No. 641 "On the approval of the overall project on developing the physical strength and stature of the Vietnamese people" in the 2011 - 2030 period, but so far the achieved results are still very limited. It is necessary to have the cooperation of the whole society in propagating and applying scientific nutrition, promoting movements to improve public health. Paying attention to children's early physical development, building a good physical foundation, sensitive reflexes to help increase adaptation to the environment. For employees, good physical condition is directly proportional to the ability to adapt to the working

environment, sensitivity and creativity, reflecting the competitiveness of human resources.

*Fourthly, improve training content, programs and methods, develop strict evaluation standards for training units*

The content of training programs and curricula must be built in a concise manner, close to each industry and highly specialized, avoiding redundant knowledge, outdated or overly academic knowledge, and at the same time focusing on training foreign language ability, social practice skills, professional ethics, traditional culture, and special attention to physical education activities, forming movement habits among students. At the same time, stimulating the connection between training institutions and the market through policies to encourage enterprises to participate in the vocational training process. It is necessary to develop a model of vocational schools belonging to enterprises, which has been applied by many countries in human resources training. Towards the development of joint training programs, scientific research, professional exchange and working experience with foreign units, in order to facilitate early exposure to the modern industrial working environment. Actively learn from the educational reform experience of countries around the world. Resolutely eliminate the scholastic teaching method, which is heavily academically theoretical. Innovating teaching methods must be in the direction of combining many flexible methods, but the focus must be on promoting the active and active role of learners.

Regarding facilities, it is possible to apply standards on facilities and training equipment according to regional and international standards. Regarding the quality of output standards, it is

necessary to review and agree on quality assurance criteria and standards. Tighten the inspection and assessment of outputs of training units, focusing on key occupations in the immediate future. Evaluation of output standards should pay attention to evaluate the following factors: foreign language skills; social skills; ethics;... Standardization of staff and lecturers needs to make an overall review of the management team and the force of teachers and lecturers, proceeding to develop a standardized roadmap to meet the development goals of human resources force.

## 6. Conclusion

International economic integration is a wise choice in the process of national renovation. Through integration, Vietnam affirms itself in the international community as a peaceful and responsible country. The achievements from the unremitting efforts and rise of the whole nation during the past time have been recognized and appreciated by the international community. However, it is undeniable that the integration process has created many strong impacts on the entire economic - political - cultural - social life of the country. These impacts are increasing in the direction of our country's proactive and extensive integration. In the face of such impacts, we have not been completely proactive, but the process of international economic integration so far still has many limitations, especially the limitation of high-quality human resources. Therefore, for effective and sustainable international economic integration, Vietnam needs to improve the efficiency of human resource development. Human resource development is to improve internal resources, make good use of opportunities, step by step firmly towards socialism./.

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## PHÁT TRIỂN NGUỒN NHÂN LỰC CHẤT LƯỢNG CAO TRONG HỘI NHẬP KINH TẾ QUỐC TẾ Ở VIỆT NAM HIỆN NAY

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**N**guồn nhân lực luôn đóng vai trò quyết định đối với sự phát triển kinh tế-xã hội của mỗi quốc gia. Trong bối cảnh Cách mạng công nghiệp lần thứ tư đang diễn ra mạnh mẽ, Đảng và Nhà nước ta càng đặc biệt coi trọng việc xây dựng, phát triển nguồn nhân lực chất lượng cao, đáp ứng yêu cầu của sự nghiệp đẩy mạnh công nghiệp hóa, hiện đại hóa đất nước và hội nhập quốc tế. Bài viết này bàn một số vấn đề về thực trạng phát triển nguồn nhân lực chất lượng cao trong giai đoạn hiện nay và đề xuất những giải pháp nâng cao chất lượng nguồn nhân lực chất lượng cao, trong thời gian tới.

**Từ khóa:** Nguồn nhân lực; Nhân lực chất lượng cao; Hội nhập; Kinh tế quốc tế.