



Education of Business Ethics Standards for Vietnamese Economics Students in Current International Integration Context

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ABSTRACT

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In the current international integration context, Vietnam is deeply and widely participating in the globalization process, which is an invitation that cannot be denied the grim "rules of the game" of domestic and international markets: competition and elimination. That requires Vietnamese business people to quickly improve their personality, intelligence, solidarity and consensus, build a strong business community, with a solid "Vietnamese business culture" baggage, proactive, ready to face new challenges (T. K. H. Do, 2009; T. P. H. Do, 2009). Currently, there are still a lot of students, including the biomass of economics, who are not aware that a strong economy is an economy that not only has clear and honest political institutions, economic development. bring social benefits, no corruption, but also an economy in which businesses must have business ethics... creating confidence for domestic and foreign investors. Therefore, it is necessary to educate Vietnamese students of economic disciplines who will directly participate in the business process ethical standards in business (Nguyen, 2015; Nguyen, 2012; Nguyen, 2013).

Keywords:

business ethics standards, education, ethics, Vietnamese students.

1. The need to educate business ethics for students of economics in the current international integration context

Economics students are sitting on school, how do they perceive their professional ethics? When entering the market, if they are only equipped with specialized knowledge, is it enough for them to become good businessmen without violating the ethical standards of society? Therefore, the education of business ethics standards for students, especially students in the economic sector, is a necessary job. Especially in the period of international integration, it is creating new advantages, but besides that, there are difficulties and challenges for students after graduation, the effects are very difficult to detect that if we are subjective it will infiltrate and degrade the morality and lifestyle of the young generation. The manifestations of corruption, negativity, luxury and wastefulness are affecting students more and more. Therefore, in the new period, students must have a firm courage, recognize business ethics standards, thereby have the right behavior, in accordance with

the ethical standards of society when participating in business activities. business process. Firstly, in the context of international integration, which is global, the business ethics system of each country cannot but be international. Therefore, it is necessary to accept the progressive and modern values and ethical standards of mankind, and enrich the business ethics system of domestic enterprises. The previous social ethical standards, under the influence of international integration, have undergone fundamental changes (Ngo, 2022; Nguyen, 2022). In the past, the interests of society and the collective were paramount and absolute, while individual interests, including genuine interests, were overlooked. In the process of international integration and the current socialist development of Vietnam, individual interests are gradually getting adequate attention, gradually overcoming the thinking of absolutizing social interests in solving the important problems. relationship between personal interests and social interests. Consciousness about human rights, one's citizenship, respect for international law is enhanced. Human rights are universal legal guarantees that protect individuals and groups against acts or omissions that compromise human dignity, rights and fundamental freedoms (Do & Valco, 2021; Do, 2022). International integration with the policy "Vietnam is ready to be a friend, a reliable partner of countries in the international community, striving for

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peace, independence, cooperation and development.” Vietnam is always open and ready, willing to exchange, open arms to welcome friends and strengthen dialogue and international cooperation, including in the field of human rights on the basis of equality, construction, mutual respect and understanding. With that spirit, Vietnam has actively participated in international conventions and human rights, participated in many fields of cooperation on human rights within the framework of multilateral forums as well as in bilateral relations, and achieved great results. many positive results. Students in particular, in the general trend, will enhance their understanding of human rights, citizenship and a sense of respect for international law to best promote their role in the cause of national construction and development. and international cooperation.

Second, students represent a generation of young, dynamic, creative and flexible intellectuals, which is partly conditioned by the youth full of dreams and wants to explore. After graduation, students will become human resources directly participating in the economic workforce, who perform operational tasks in business, so they should be equipped with awareness of their business ethics right from the start, even when sitting in the lecture hall. The international integration process not only requires students to have knowledge in all aspects, be able to absorb and be creative in science and technology, to become good workers, talented scientists. They are proficient and experienced in management and business. And they must have enough political courage and moral qualities when participating in the economy as a business entity. However, is their perception of business ethics really correct when ethical issues related to business relationships between enterprises and stakeholders such as employees, competitors in complex business environment today.

Third, being prepared with a good knowledge base on business ethics standards and learning about possible situations in the actual business process will be a preparation for students when embarking on the practical business activities in the future. Educating business ethics standards has a great effect on students. It helps to define and guide the behavior of people in business relationships, including investors, customers, employees, etc.

Fourth, besides the responsibility of business people, it is to increase profits and improve management efficiency. Educating business ethics standards for students is to train responsible people, thereby creating prestige and building the image of the business in public. A generation of students with creative thinking and ethical decision-making is an important goal at economic universities in Vietnam.

In order for Vietnam's economy to develop more and more, to compete with other countries, with the ambition of a rich and strong Vietnam as mentioned by President Ho Chi Minh. Vietnam needs a young generation with global business knowledge and ethics. Therefore, the education of

business ethics standards for students in the current international integration context is extremely urgent and has strategic value.

2. Educational content of business ethics for Vietnamese economics students today

Business ethics education is the education of principles, standards and ethical behavior for students so that they can participate in business activities properly (T. K. H. Do, 2009). Therefore, the education of business ethics standards for students should aim at some of the following contents:

Firstly, educate the general ethical standards of the society, which includes business ethics standards.

In order for students to perceive and form a sense of ethics in business, students must first have a sense of social ethics in general. Students must know how to recognize and evaluate an ethical person through the following standards. A certain individual is modest or arrogant. Does the individual respect those around him or not? That individual has the virtues of courage, honesty, gentleness, and morality. Theoretically moral education also provides learners with understanding of ethical principles, ethical principles of conduct, which means practicing morality in society to become a subject in society. a society with morality, personality and self-immunity against evils and evils from the environment. Ethical education for students to have a creative, independent, and live responsibly with themselves, their family and social community in line with the goals of rich people, strong country, democracy, justice and civilization.

Through that, economic schools provide society with a qualified, dynamic, sensitive, patriotic, international-minded workforce with a sense of responsibility, rationality and integrity. idealistic, nostalgic, have the will to strive, overcome difficulties, live responsibly and always towards the community. Pursuant to the 2005 Vietnam Education Law on higher education, Article 2 of the Education Law defines:

“The educational objective is to train Vietnamese people to develop comprehensively, to have ethics, knowledge, health, aesthetic and professional, loyal to the ideals of national independence and socialism; forming and fostering the personality, quality and capacity of citizens, meeting the requirements of the cause of national construction and defense”

and "the goal of higher education is to train learners with political qualities, morality, have a sense of serving the people, have knowledge and practice capacity commensurate with their training level, and have good health to meet the requirements of national construction and defense” (Vietnam National Assembly, 2005).

Thus, the specific educational goal for economics students is to train ethical, energetic, ambitious and patriotic

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entrepreneurs. They will become future entrepreneurs who dare to take risks, take responsibility for themselves, their families and the social community in line with the goals of rich people and strong country. Before educating students about ethical standards in business, it is necessary to educate them to deeply understand the ethical standards of Vietnamese society. Students grasp traditional Vietnamese ethical standards and acquire new ethical issues arising in the business process. Since then, it is they who contribute to perfecting the business environment to bring legitimate benefits to all participants as well as the common interests of the whole society.

Second, educate students about self-conscious and creative labor.

Labor is a creative activity aimed at improving natural and social conditions. It begins with the individual reforming himself in accordance with his own interests, contributing to the progress of society. Humans are fundamentally different from animals in that they know how to organize their work, create and use tools of work to serve the needs of life and promote the development of society. Not only limited to ordinary muscular activities, "labor" is understood as "self-conscious" and "creative". Only conscious, creative activities are considered "labor" because they include both muscular and intellectual activity. And only when the activity brings benefits to people, it is considered labor. All laziness or passive activity, lack of consciousness as well as only repetitive labor according to habit, available trails (lack of creativity) are contrary to the true meaning of the word "labor". Therefore, voluntary and creative labor today has really become an extremely important ethical standard for everyone, especially in production and business activities.

We are entering a period of profound and rapid transformation unprecedented in human history. Facing the challenges and requirements of the new era - the era of development based mainly on information and knowledge resources, with the trend of globalization attracting the integration of all countries in the world. All genders, to varying degrees, have to make revolutionary changes in education and training. Therefore, the new era requires people to have a new way of thinking, and new knowledge and skills. More specifically, that new person must be able to think independently, have a systematic thinking method and a holistic view; have creative capacity and innovative spirit; and especially must be able to adapt to frequent, diverse, complex and volatile changes; capable of effective action and a spirit of cooperation in the multicultural environment of a globalized world. Therefore, educating students about the spirit of self-conscious and creative work is that we are equipping the future workforce with an important moral quality in the market economy.

Third, educate honesty. The negative impact of international integration and market economy makes many

students think that market value is the truest value, self-interest is the only interest that people pursue and follow. money that can defy all moral values of the society, the interests of the community. Without education on honesty in business, when students graduate from school, they can pursue personal material interests that can defy the law, social ethics and by deceitful deeds to achieve their goals. get personal benefits. Therefore, education on honesty in the business process is an education for students to realize that not to use tricks, frauds, and tricks to make a profit at all costs, but need to put the word "credibility" first. , being honest with customers and partners about product quality, reasonableness of prices, sincerity when negotiating, clarity of contracts. No illegal business, tax evasion; does not produce or trade in prohibited items. Not allowed to destroy the environment, pollute the living environment of the community; do not use harmful chemicals in the production of products that are harmful to human health. At the same time, there are no acts that harm traditional customs; not infringing copyright, making counterfeit goods, imitation goods, stealing trademarks, blatant dumping. Educate students on honesty so that students are aware of the importance of "credibility" in business. It is the key to the success of the business. Entrepreneurs do not keep credibility, failure is only a matter of time. Economics students, future entrepreneurs who develop a sustainable Vietnamese economy need honesty. They cannot trade the immediate benefits with tricks and tricks. In the flat world, no information can be hidden, especially false and negative information. Only genuine business; focus on quality, new credibility can exist and develop long-term; That's what economics lecturers need to emphasize in the process of teaching students.

Fourth, education about corporate responsibility towards society.

In the globalized economy, as people's awareness of the risks to the environment is increasing, the requirements for social responsibility are also increasing (Nguyen, 2013). Therefore, enterprises behave in a way that ensures the interests of the community in addition to the interests of enterprises. At the 6th National Party Congress (December 1986), Vietnam's economy opened a new turning point to help get out of the crisis. The Communist Party of Vietnam advocates abolishing the bureaucratic subsidy mechanism and building a socialist-oriented multi-sector commodity economy. Since then, that thought has been increasingly confirmed and concretized by many specific guidelines and policies. The socialist-oriented market mechanism has been gradually improved, creating equal conditions in business for all economic sectors, and legitimate enrichment is encouraged. In the context of comprehensive integration, in recent years, many Vietnamese enterprises have focused on building a philosophy to guide their business activities with high efficiency. However, this is a new issue, it has not really been recognized and evaluated properly. There are still many

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businesses that do not really appreciate business ethics. Therefore, it is really necessary to educate to train a generation of young entrepreneurs who are good at business and socially responsible.

The goal of business ethics education is to make students understand the benefits of businesses as well as those of customers and society. Business must of course be profitable, but not for profit but forgetting responsibility to consumers, partners and society. Those responsibilities are expressed through activities in the business process of the enterprise, from exploiting raw materials, organizing production processes, marketing and consuming products. Exploiting raw materials needs to ensure that there is no adverse impact on the environment, products that ensure the health of consumers and advertising must also show the right quality of the product.

Until now, there are still many people who still equate the two concepts of business ethics and social responsibility. We can sympathize with this confusion, as the two concepts are very closely related. But there is a big difference that morality regulates behavior mainly by voluntary, while responsibility contains an element of obligation. Social responsibility is the commitment of businesses to employees, consumers and society, including the responsibility to protect the natural environment (Nguyen, 2013). Therefore, lecturers need to clarify these two concepts for students so that they can apply it properly in business practice in the context of international integration.

Fifth, respecting human dignity and ensuring the legitimate interests of human beings.

Enterprises must also respect the capacity and care for the development potential as well as the private life and other legal freedoms of the parties involved. For customers, it is necessary to respect the needs and preferences and ensure to satisfy customer psychology. Must respect suppliers, distribute like customers and respect their business plan. Not for the sake of slandering competitors, businesses need to aim for healthy competition.

There are many proofs that business ethics is a basis for forming, consolidating and developing business culture of enterprises (Nguyen, 2012). It is a necessary condition to achieve financial goals and ensure the sustainable development of enterprises in the market economy. And it is no coincidence that many countries in the world have built trust in production and business activities thanks to a system of correct business ethics standards. As a result, they have an effective competitive advantage, create business prosperity and contribute to the prosperity of the country. Therefore, entrepreneurial ethics is a great soft power, the resource of every businessman and business community in each country and each locality. Products and services of enterprises in countries with high business culture such as Japan, Germany, and the United States always win the trust of customers and bring great advantages to enterprises.

3. Some solutions to improve the effectiveness of business ethics education

Business ethics standards are the basis for guiding entrepreneurs to think and act right. From setting out appropriate long-term / short-term business strategies to develop good relationships between people in business. To be able to train a team of future entrepreneurs who are both talented and virtuous is regular and systematic work, so that the young generation after entering the job market can meet the needs. of the construction and defense of the country, it would be a mistake to think that schools are only responsible for professional training.

First, Strengthening moral education for students. Before wanting to educate business ethics standards for students, it is necessary to strengthen ethical education activities in general. Because only when students are aware of the common ethical standards in society, will there be a basis for awareness of business ethics. Moral education activities for students are the main and regular activities in the school through subjects such as political theory and law. At the same time, it can also be through the activities of the Student Union, the Youth Union.

Second, for educational subjects, the author of this article recommends that the Vietnamese Ministry of Education and Training include the subject Business Ethics in the curricula of all schools in Vietnam. In order to create a future workforce with ethical behavior, as well as contribute to ameliorating violations of business ethics in Vietnam, thereby facilitating Vietnam's integration into the world economy. gender. It is recommended that all universities and colleges in the economic sector include business ethics subjects in their training programs and have programs on professional ethics that extend to other majors, for example. such as mining, construction, agriculture, and processing technology (Nguyen, 2008).

For teachers who teach these subjects, it is necessary to be fully aware and know how to exploit the scientific content well in the process of teaching the subjects they are in charge of. must always be respected. Lecturers need to equip students with basic and modern knowledge about business, forming professional values, attitudes, manners, and ethical behavior in the relationships of the employees. children with future work. To be able to do this, it is required for teachers to teach this subject to take some of the following measures. All teachers of Business Ethics must have a deep awareness of the subject's goals, of their responsibilities to students. They also need to specifically define business ethics education goals for students in each lecture. Identify the scientific content in each part, each chapter, and each lesson to design the lesson content in the direction of positive student activities, highlighting the basic and the essence of those contents. profound impact on the professional ethics of students after graduation. Determine methods and forms of organization for students to self-study and self-study, create

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a positive learning and research atmosphere. Integrating into the lesson content with educational stories, situations that have or may happen in practice in the production and business process, from which lecturers can analyze and express opinions on the basis of help them orient their career values in the future.

Third, combine education at school with self-training in business ethics education. We cannot deny the important role of family, school and society in moral education in general and business ethics in particular for students. However, if there is only one-way impact of these factors, it is not possible to achieve the highest effectiveness of moral education. It requires students' self-awareness and training. Because, if there is a lack of personal self-awareness, no matter how hard the educational subjects try, they cannot achieve the desired results.

Educating business ethics for Vietnamese students in the current economic sector is a purposeful and organized process to stimulate students' activeness and self-discipline so that they can understand the moral standards in business. On that basis, students gradually form ethical needs and behaviors, and then develop into business ethical qualities of students after graduation that can meet the requirements of the industrialization in Vietnam.

CONCLUSION

Business ethics are complex issues within a country, but they are even more complicated in a global context. To form each business ethical environment, certain conditions must be established including: social sustainability, institutional legitimacy and government accountability; legitimacy of private property and property, faith in the future of society and oneself, belief in one's ability to provide for one's family, and the knowledge that the system works and how to join that system. There should be solutions to further raise students' awareness of business ethics standards, considering it as an indispensable basic baggage for economics students upon graduation. Educating students so that right from the school chair, they are deeply aware that a business with a strong culture is able to combine the good traditional values of the nation while also meeting ethical standards. international ethics and culture. Therefore, the education of business ethics standards in the context of international integration is now a requirement for the professional qualifications of students majoring in economics.

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