HO CHI MINH NATIONAL ACADEMY OF POLITICS

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TODAY'S READING CULTURE AMONG
HO CHI MINH NATIONAL ACADEMY OF POLITICS
STUDENTS

SUMMARY OF DOCTORAL THESIS
MAJOR: CULTURAL STUDIES
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INTRODUCTION

1. The necessity of the thesis

1.1. Being studious and eager to read is a valuable cultural tradition of our nation. For many generations, that tradition has contributed to shaping the intelligence, soul, personality, and demeanor of Vietnamese people. Therefore, developing a reading culture will contribute to the comprehensive development of Vietnamese people, meeting the requirements of the new era.

1.2. With the development of information technology, the amount of information and knowledge available is increasing. Reading culture has become a matter of concern for the entire society because it creates opportunities for lifelong learning, helping people improve critical thinking, analytical ability, problem solving, and personal development. To promote the spirit of studiousness and love of reading throughout society, the Prime Minister approved the project to develop reading culture in the community by 2020, with a vision to 2030 in order to "contribute to improving people's knowledge, developing thinking, creativity, fostering personality and soul, forming a healthy lifestyle in Vietnamese people and society, and promoting the building of a learning society.".

1.3. The Ho Chi Minh National Academy of Politics is a national center for training and fostering leaders, middle and senior managers, and political theoretical scientists of the party, state, and political organizations in society. The Academy's students are leaders, managers, and resource officers of the Party, State, political organizations, and social organizations, so the issue of studying students' reading culture is even more important. becomes more important than ever.

For the above reasons, the doctoral student chose the topic ***"Today's reading culture among Ho Chi Minh National Academy of Politics students"*** as a PhD thesis in the field of Cultural Studies at the Ho Chi Minh National Academy of Politics.

2. Purpose and research tasks of the thesis

2.1. Research purposes

On the basis of clarifying theoretical issues about reading culture, the thesis identifies the current status of the reading culture of students at the National Political Academy of Ho Chi Minh, thereby predicting the changing trend, identifying the issues raised, and discussing solutions to develop the reading culture of students at the Ho Chi Minh National Political Academy in the coming time.

2.2. Research mission

- Overview of research related to reading culture;

- Clarifying some theoretical issues about reading culture;

- Survey and evaluate the current status of the reading culture of students at the Ho Chi Minh National Academy of Politics;

- Forecasting changing trends, identifying problems, and discussing solutions to develop the reading culture of students at the Ho Chi Minh National Academy of Politics in the coming time.

3. Research questions and hypotheses

3.1. Research questions

(1) What is the current reading culture of students at the Ho Chi Minh National Academy of Politics in terms of reading values and reading standards?

(2) What factors affect the reading culture of students at the Ho Chi Minh National Academy of Politics?

(3) How to develop the reading culture of students at the Ho Chi Minh National Academy of Politics in the coming time?

3.2. Research hypotheses

The reading culture of students at the Ho Chi Minh National Academy of Politics is strongly influenced by many factors, such as learning and professional work requirements, the Academy's institutions and structures related to reading, and personal factors of students such as qualifications, occupations, and training systems. Due to learning requirements and current work, most students have the habit of reading documents in the fields of social sciences and

humanities, especially political theory documents, while reading documents in the fields of natural sciences and technology is less common. Students are aware of the importance of reading culture but do not have enough motivation and conditions to develop a regular reading culture. Students do not have the skills to exploit and search for information in the digital environment and do not have the habit of reading documents in the library. There are differences in reading culture between groups of students according to level, profession, and training system.

4. Subject and scope of research of the thesis

4.1. Subject

Reading culture of students of the Ho Chi Minh National Academy of Politics.

4.2. Research scope

Given the limited time for research, the thesis limits the scope of research as follows:

Research subjects: students of the centralized training system, but limited to three subjects: master's students, graduate students, and advanced political theory students. These are highly representative subjects in both quantity and reading needs.

Regarding space: the thesis focuses on researching and surveying the reading culture of students at three training facilities of the Academy: the Central Academy, the Regional Academy of Politics I, and the Academy of Politics Region II.

About time: The thesis researches the reading culture of students in the period from 2019 to 2023.

5. Methodology, approach and research methods of the thesis

5.1. Methodology

The thesis uses the methodology of dialectical materialism and historical materialism throughout the entire research process. Applying the views of Marxism-Leninism, Ho Chi Minh's thought, Documents and Resolutions of the Communist Party of Vietnam, and

the State's guidelines and policies on developing reading culture and other fields related to: education, information, library, journalism, publishing...

5.2. Approach

The thesis uses an interdisciplinary approach to study students' reading culture from a cultural studies perspective, placing the object of reading culture research in the theory of cultural studies. In addition, the researcher has collected, synthesized, and used research results from a number of different disciplines, such as library studies, education, psychology, etc.

5.3. Research methods

The thesis uses a number of specific scientific research methods, such as: analysis and synthesis methods; questionnaire survey methods; in-depth interview methods; observation methods; statistical and comparative methods; and an interdisciplinary approach.

6. New contributions of the thesis

Firstly, the thesis has systematically reviewed domestic and foreign research works according to the following issues: theoretical studies on reading culture (on the concept of reading culture, on factors affecting reading culture, on the role of reading culture), studies on the practice of reading culture in the world and Vietnam, studies on reading culture at the Ho Chi Minh National Academy of Politics.

Secondly, the thesis has established a theoretical basis for reading culture in accordance with the research perspective of the cultural studies sector; pointed out the basic elements of reading culture, which are reading values and reading standards; clarified the factors affecting reading culture; and clarified the role of reading culture for students.

Thirdly, the thesis has identified and evaluated the current status of the reading culture of students at the Ho Chi Minh National Academy of Politics in two aspects: reading values and reading

standards; From there, objective comments and assessments are made on the positive aspects and limitations, pointing out the causes of the limitations in the reading culture of students of the Ho Chi Minh National Academy of Politics.

Fourthly, the thesis has identified the factors affecting the reading culture of the academy, forecasting the changing trends of reading culture and the requirements for the reading culture of students of the Ho Chi Minh National Academy of Politics, especially in the context of digital transformation and the impact of the Fourth Industrial Revolution.

Fifthly, the thesis has proposed a number of feasible solutions and recommendations to develop the reading culture of students of the Ho Chi Minh National Academy of Politics in the current period.

7. The theoretical and practical significance of the thesis

7.1. Theoretical meaning

The thesis contributes to enriching the theoretical basis of reading culture in particular and cultural studies in general through research and evaluation of reading culture and the reading culture environment of students of the Ho Chi Minh National Academy of Politics.

7.2. Practical significance

The thesis will be the scientific basis for Ho Chi Minh National Academy of Politics to refer to in building and developing reading culture for students, especially reading culture at Ho Chi Minh National Academy of Politics, aiming to improve the training and scientific research of the academy.

The research results of the thesis can be used as a reference for cultural research training at the academy and other training establishments.

8. Structure of the thesis

In addition to the introduction, conclusion, list of references, and appendices, the thesis is structured into 3 chapters and 10 sections.

Chapter 1: Overview of the research situation, theoretical basis of the topic, and overview of the research area

Chapter 2: Current status of the reading culture of students at the Ho Chi Minh National Academy of Politics

Chapter 3: Discussing the development of reading culture among students of the Ho Chi Minh National Academy of Politics today

Chapter 1
OVERVIEW OF THE RESEARCH SITUATION AND THEORETICAL BASIS OF TOPICS AND OVERVIEW OF THE STUDY AREA
1.1. OVERVIEW OF THE RESEARCH SITUATION
1.1.1. Theoretical studies on reading culture
1.1.1.1. About the concept of reading culture

Through research studies, it shows that, in general, reading culture is mainly approached from two angles:

- Approaching reading culture as a cultural layer of the community, Milena Tsvetkova believes that reading culture is considered a cultural layer that represents the level of development of human civilization. Reading culture is formed and developed. developed with the advent of writing.

- Researching reading culture as a form of behavior for each person in society is a fairly common approach; however, from this perspective, there are also many different concepts: There are concepts that emphasize the element of reading habits (Elisam & Charles, Ruterana, Evans Wema,…); there is a concept that emphasizes the element of reading skills (E. D. Opekhtina, G.M. Kodzaspirova,…); there is a concept that emphasizes each individual's reading ability and level (Tran Thi Minh Nguyet, Đoan Tien Loc, Cao Thanh Phuoc, Nguyen Chi Trung,…); there is a concept that emphasizes the element of reading value (Kamalova & Koletvinova); there is a concept that emphasizes all three behavioral factors: reading,

reading value, and reading standards (Nguyễn Hữu Viêm, Nguyễn Thị Ngọc Linh); and there is a concept that emphasizes the cognitive, behavioral and meaningful elements of reading (Nguyen Hoang Vinh Vuong),...

Although the expressions are different, all viewpoints agree that reading culture is a creative activity of humans to meet human needs. Reading culture is expressed through many elements: reading purpose, reading content, reading tastes, reading needs, reading level, active reading, reading methods, reading skills, reading habits, reading attitudes, etc. These elements reflect the reading values and reading standards of the reading subject.

1.1.1.2. About factors affecting reading culture

Many studies have shown that reading culture is influenced by many factors, including both objective and subjective factors: political, economic, cultural, educational factors; institutional factors related to reading activities (libraries, publishers, book distribution, etc.); scientific and technological factors; personal factors of readers (gender, level, occupation, hometown, family education, etc.).

1.1.1.3. About the role of reading culture

Research projects all confirm that reading culture greatly contributes to fostering and improving knowledge and forming and developing human personalities.

1.1.2. Research on reading culture practices in the world and Vietnam

Many projects have researched, surveyed, and evaluated the current state of the community's reading culture in the social and school environment. Provide some solutions from family, school, and society to improve the reading culture of target groups, especially students.

There is one grass-roots scientific project researching the current status of the reading culture of students at the Academy of Politics Region I in 2016. The study researches reading culture from

four elements: reading needs, reading interest, and reading skills. reading skills and dealing with reading materials.

1.1.3. Overview of the main results of published works and the contents of the thesis focusing on research

Through a review of research projects, it has been shown that there have been many domestic and foreign research projects that address reading culture in both theoretical and practical aspects. These research projects have contributed to clarifying a number of theoretical issues about reading culture, studying the current situation, and proposing solutions to develop reading culture in the social and school environments. There is no research on the reading culture of students at the Ho Chi Minh National Academy of Politics, but there has been a study on the reading culture of students at the Academy Region I. However, this research only stops at the regional level. and has been carried out since 2016. Meanwhile, the current domestic, international, and Ho Chi Minh National Political Academy's context is very different from 2016. Besides, the research does not come from the perspective of looking at cultural studies, there are still unresolved issues left open:

Firstly, the connotation of reading culture has not been made clear, and the components constituting reading culture have not been unified from the perspective of cultural studies majors.

Second, there have been no studies that have comprehensively researched the reading culture of students at the Ho Chi Minh National Political Academy, especially in the current new context.

Therefore, the research problem of the thesis is that the current reading culture of students at the Ho Chi Minh National Academy of Politics is completely new, not overlapping with any current works.

1.2. THEORETICAL BASIS OF THE THESIS

1.2.1. The basic concepts

- Culture is a system of values and standards crystallized in the process of practical human activities to satisfy human development needs.

- Reading is an interactive activity between the reader and the document in which the reader uses his senses, especially vision, thinking, and knowledge, to decode and comprehend information in the document.

- Reading culture is a system of reading values and standards that are crystallized in reading activities and the results of reading activities to satisfy the development needs of individuals and communities.

- The reading culture of students at the Ho Chi Minh National Academy of Politics is a system of reading values and standards crystallized in reading activities and the results of reading activities to satisfy the development needs of students. Ho Chi Minh National Institute of Politics and the community.

- Developing a reading culture is the process of changing the reading culture of individuals and communities in both quality and quantity in a positive direction, from low to high, from simple to complex, from less perfect to more perfect.

1.2.2. Elements of reading culture

1.2.2.1. Worth reading

Reading value is a core and important element in reading culture, with a role in orienting, governing, and regulating the reading activities of individuals and communities. Reading value is expressed through the purpose, need, and meaning of reading.

1.2.2.2. Reading standards

Reading standards are rules and behavioral patterns in reading activities, implemented by members to achieve reading values. Reading standards are reflected in reading habits, reading skills, skills in finding reading materials, and in how to deal with materials and the reading environment.

1.2.3. Factors affecting reading culture

Reading culture has a huge impact on society, but like other elements of culture, reading culture is also influenced by many factors, such as political, economic, cultural, and social factors.

education, institutions, science, technology, and personal factors of the reader.

1.2.4. The role of reading culture for students

- Provide information and knowledge to serve students' learning and research.

- Contribute to developing professional capacity.

- Contribute to improving political bravery, fostering revolutionary ideals and moral qualities in officials, and building comprehensive development in officials.

- Meet the aesthetic and entertainment needs of students.

1.3. OVERVIEW OF HO CHI MINH NATIONAL POLITICAL ACADEMY

Ho Chi Minh National Political Academy is an agency directly under the Party Central Committee; placed under the direct, comprehensive, and regular leadership and direction of the Politburo and the Secretariat; is a national center for training and fostering leaders, middle and high-level managers, political theoretical scientists of the Party, State, and socio-political organizations; is a national center for theoretical scientific research on Marxism-Leninism and Ho Chi Minh's ideology; research on guidelines, policies, and laws of the Party and State; research on political science, science, and technology; Studying leadership and management serves teaching and learning, contributing to providing scientific arguments in planning the policies and guidelines of the party and state.

The organizational structure of the Ho Chi Minh National Political Academy includes five affiliated academies: Region I Academy of Politics (in Hanoi); Regional Academy of Politics II (in Ho Chi Minh City); Regional Academy of Politics III (in Da Nang); Regional Academy of Politics IV (in Can Tho); Academy of Journalism and Communication (in Hanoi); 10 functional units; and 18 research, teaching, information, and publishing institutes at the Central Academy.

Chapter 2
CURRENT STATUS OF READING CULTURE OF STUDENTS OF HO CHI MINH NATIONAL POLITICAL ACADEMY

2.1. VALUE TO READ

2.2.1. Students' reading purposes

- Read to supplement knowledge, improve political theory level, and update viewpoints, guidelines, and policies of the party and state.

- Read for work.

- Read for learning and scientific research.

- Read for entertainment.

Survey results show that reading for work is the purpose chosen by most Academy students (83.9%), followed by reading for study (70.9%), 30.3 for scientific research. (41.2%), entertainment (41.2%), and finally other purposes. 23.5%

2.1.2. Students' reading needs

- Regarding the content of reading materials, the field of social sciences, including political theory, receives the most attention (95.1%), followed by the humanities (81.6%), science, technology, and technology. technology (21.1%), natural sciences (15%), medical and pharmaceutical sciences (9.1%), and agricultural sciences (9.1%).

- Regarding the type of reading materials, 86.9% of students often read electronic documents, and 67.9% of students often read printed documents. This shows that traditional reading methods (paper documents) and modern reading methods (electronic documents) coexist side by side and are used flexibly by students, depending on conditions and contexts.

- Regarding document language, students' need to read documents in foreign languages is not great. English (30.3%), French (4.9%), Russian and Chinese (2%), Japanese and other languages (0.5%).

2.1.3. Meaning of Reading

- Increase knowledge, understanding, and skills: 65.5% of students think that reading helps achieve better learning results, 63% think that reading brings success at work, and 86.3% of students think that reading helps them fully develop themselves.

- Improve learning outcomes and work quality: 91% of students apply reading knowledge to work, 79.8% to study, 36.8% to scientific research, 76.8% to communicate and behave, and 64.2% to daily activities.

2.2. READING STANDARDS

2.2.1. Students' reading habits

- *Time spent reading:* For printed documents, 49.1% of students spend 1 to 2 hours reading; with electronic documents, 55.1% of students spend 1 to 2 hours reading.

Compared to the average reading time of people in countries with high reading indexes, the reading time of students at the Ho Chi Minh National Political Academy is not much lower.

- *Regular places to read documents:* 78.1% of students read at home and work, 19.3% of students read at the academy's library, 14.5% read in the classroom during breaks, 5.5% read at public libraries, and 1.4% read at other locations (cafés, train stations, on trains, planes, etc.). This shows that students rarely have free time to go to the library to read books, but mainly take advantage of their free time to read.

- *Number of documents often read:* 60.5% of students read 1-2 books/month, 26.9% read 3 or more books/month, and 12.6% read less than 1 book/month. Compared to the national average, the students of the Ho Chi Minh National Political Academy read more. This result also accurately reflects the reality and requirements of Party school students.

- *Media and equipment used when reading:* 86.1% of students use mobile phones, 83.5% use personal computers, 63.7% read printed documents, 20.2% use tablets, and 15.6% use devices to read e-books.

Stable income has helped students at Ho Chi Minh National Political Academy have an advantage in diversifying reading media and devices.

2.2.2. Students' document-searching skills

- *Address to search for documents:* 92.1% search on the Internet, 62% buy at bookstores, 57% read at the library, and 45% follow instructors' instructions.

- *Document lookup skills:* 100% of students easily look up documents on the Internet; 25% of students still have difficulty looking up documents on the Academy library's website; and 35% of students have difficulty looking up documents on the websites of other libraries.

2.2.3. Students' reading skills

- *Ability to evaluate and select materials:* Most students have the ability to evaluate and select reading materials that suit their own needs. When choosing reading materials, 87.3% are based on content criteria, 57.1% are based on scientific criteria, 56.1% are determined by document name, 51.9% are based on document summary, 46.9% are based on author's reputation, 43.7% choose based on publisher reputation or website address, 35.4% based on publication time, 16.6% read according to trends, and 4.2% choose documents available on the shelf.

- *Reading method:* Reading on topics of interest is the reading method chosen by most students (82%). While reading, take notes: write down interesting points (52.4%), write a summary of the content (34.3%), and record thoughts that arise while reading (new ideas that arise, critical opinions, and reviews (22.3%).

2.2.4. Dealing with students' materials and reading environment

The vast majority of students have a serious attitude during the reading process, are conscious of appreciating documents and reading space, and behave politely when communicating with librarians and other readers. The remaining few are cases of losing books, borrowing

overdue books, or leaving documents in the wrong place when used, but not many, and the rate is very low.

Most students actively share knowledge and documents with relatives and the community through exchange activities, teaching, scientific research, posting articles in magazines, social networks, book donation activities, etc., thereby contributing to inspiring and spreading the reading culture to many people.

2.3. FACTORS AFFECTING READING CULTURE OF STUDENTS OF HO CHI MINH NATIONAL POLITICAL ACADEMY

2.3.1. Political, economic, cultural, and educational factors

Political factors are the foundation and play a guiding role in students' reading culture. Economic factors help students possess the desired documents and information. Cultural and educational factors are the driving force behind consolidating, maintaining, and spreading the reading culture among students.

2.3.2. Institutional and institutional factors

Create a legal corridor to develop reading cultural institutions and, at the same time, directly impact students' reading culture.

2.3.3. Scientific and technological elements

Create opportunities to access diverse and rich sources of information and participate in widespread information exchange, thereby improving the quality of the reading culture.

2.3.4. Personal factors

Factors such as age, education level, occupation, political, social, and economic status, foreign languages, and computer skills all have a great impact on each individual's reading culture.

2.4. GENERAL ASSESSMENT

2.4.1. About the reading culture of students at the Ho Chi Minh National Academy of Politics

- *Advantage*

+ Most students determine their correct reading purpose, which is to read to gain knowledge for studying, for work, for scientific research, and for entertainment.

+ Reading has brought many important meanings to students, helping them to develop themselves comprehensively, achieve good results in study, succeed in work, and have a rich spiritual life.

+ Students of Ho Chi Minh National Political Academy have promoted their role well in spreading reading culture in the community, contributing to promoting the development of reading culture.

+ Students of Ho Chi Minh National Political Academy have healthy reading habits suitable to their conditions and requirements for training and striving.

+ The Academy of Ho Chi Minh National Political Academy has good abilities in evaluating, selecting reading materials, and knowing how to identify the necessary sources of documents for themselves.

+ Most are conscious of appreciating documents, respecting copyright and intellectual property, and strictly implementing regulations on scientific citation.

- *Limitations and causes of limitations*

+ Although students' time for reading is quite high, it is not commensurate with the position and role of Party school students.

+ Some students' reading materials are sometimes passive, hesitant to read, or lazy to read classic works.

+ I haven't formed the habit of reading documents at the library, especially outside of office hours.

+ The demand for reading foreign literature is not high. The rate of students reading foreign documents is still low.

Cause of limitation:

+ During the process of focusing on studying at the National Political Academy of Ho Chi Minh City, students are also influenced by other tasks from their families and host agencies.

+ The situation of reading in response, only reading during exams, tests, and assessments has not been thoroughly resolved.

+ The academy does not have a strategy for developing a reading culture for students. Propaganda and reading culture education activities at the academy have not received adequate attention.

+ Information: library work still has some limitations and inadequacies, so the number of students who know and use information about library products and services is still modest compared to the total number of students in the whole country. Academy system.

+ Some lecturers do not pay attention to introducing documents, asking students to read, check, and evaluate them.

+ The diverse development of types of services on the Internet causes students' reading time to be somewhat affected.

2.4.2. On factors affecting the reading culture of students at the Ho Chi Minh National Academy of Politics

Political, economic, cultural, and educational factors; institutions and institutions of reading; Science, technology, and the personal factors of each student have two-sided impacts, both positive and negative, on the reading culture of students at the Ho Chi Minh National Academy of Politics today. In order to develop the reading culture of students at the Ho Chi Minh National Academy of Politics in the coming time, it is necessary to strongly promote positivity while limiting negative factors effectively and in accordance with the practical conditions of the country in general and of the Ho Chi Minh National Academy of Politics in particular.

Chapter 3
DISCUSSING THE DEVELOPMENT OF STUDENTS'
READING CULTURE HO CHI MINH NATIONAL
POLITICAL ACADEMY CURRENTLY

3.1. TRENDS OF CHANGING READING CULTURE OF STUDENTS OF HOCHI MINH NATIONAL POLITICAL ACADEMY

3.1.1. The trend of reading electronic documents goes hand in hand with traditional reading methods

With the strong development of science and technology, the volume of books, newspapers, documents, and other information-carrying objects increases exponentially and becomes increasingly rich and diverse in form. If in the past information was stored on paper in the form of writing and images, now information is also stored on CDs, DVDs, magnetic tapes, magnetic discs, electronic documents, or in the form of electronic documents. audio, video. The digital transformation makes paper documents no longer the only way to access knowledge for students. The trend of reading electronic documents and using online libraries and information services will become more popular. Although the method of reading electronic documents is dominant, it does not mean that the method of reading paper documents for students disappears; it still exists side by side, bringing diversity to the reading culture.

3.1.2. Reading space, reading time, document searching skills, reading methods, and reading media change

Digital technology and the internet make students' reading not only take place within libraries, bookstores, and reading rooms but also in cyberspace. Previously, with paper documents, reading time depended on the opening hours of the library or bookstore, but today, students can take advantage of any free time to read and can read anytime, anywhere.. However, it also requires readers to have knowledge and skills in information technology and know how to

search for and exploit documents in cyberspace and in digital databases. These are contents that are increasingly changing strongly and rapidly towards the trend of being more accessible and popular with readers.

3.2. ISSUES FACING THE READING CULTURE OF STUDENTS OF HO CHI MINH NATIONAL POLITICAL ACADEMY CURRENTLY

3.2.1. Requirements of the Communist Party of Vietnam for the study of political theory by cadres and party members

The Party's views and policies on studying political theory, along with the current status of students' research and learning of political theory, have created a requirement for the Ho Chi Minh National Political Academy to continue to innovate, improve the quality of training, and foster political theory for leadership and management staff. From there, promote the need to research, study, and read political theoretical documents of cadres and party members, considering it a regular task to ensure that each cadre and party member has enough capacity. and qualities that meet the requirements in the new situation.

3.2.2. Industrial Revolution 4.0 and digital transformation

The 4.0 industrial revolution and digital transformation create opportunities for students to access rich sources of information but also require them to have skills in searching for documents in a digital environment. The explosion of information and the online environment not only create difficulties for students in finding documents but also in determining the authenticity, relevance, and updateness of the information found. Therefore, the problem is that students must be able to evaluate and select information and must have advanced reading skills far beyond what is necessary to understand a traditional paper document. In the network environment, with the ability to easily access and copy documents, if students lack a sense of respect for the law and copyright, it is easy for students to violate copyright. Therefore, another problem facing students today is the issue of behavior in the online environment.

Faced with the changing trend of students' needs and reading habits, if they do not promptly seize opportunities and apply the achievements of the 4.0 industrial revolution to library activities, this institution will face challenges. facing the risk of falling behind and gradually losing its position and role as the main source of information for students. Therefore, digital transformation and service innovation are important issues facing academy libraries today.

3.2.3. The issue of innovating training content and programs; innovating teaching, testing, and evaluation methods at Ho Chi Minh National Academy of Politics

From the inadequacies in training, the current problem for the Ho Chi Minh National Political Academy is the need to continue to innovate training, testing, and evaluation methods to put pressure on students to read documents. . Innovating teaching and learning methods according to the motto "Learners are the center, lecturers are the driving force, and the school is the foundation" requires students to proactively update information and knowledge on the knowledge base. The basic theoretical knowledge that the lecturer provides to fully and comprehensively understand the problem and considers self-study as a need, habit, daily behavior, a standard, and a moral value of officials and party members.

3.3. SOME RECOMMENDATIONS FOR DEVELOPING READING CULTURE OF HO CHI MINH NATIONAL POLITICAL ACADEMY STUDENTS

3.3.1. For the Ho Chi Minh National Academy of Politics

3.3.1.1. Promulgate policies to develop a reading culture in the academy system

The academy needs to develop a reading culture development strategy to establish goals and set appropriate policies to develop the reading culture of students throughout the academy system. The strategy needs to stipulate the responsibilities of each faculty, department, institute, and lecturer in organizing, guiding, and introducing professional books and results of scientific research

projects to students. Stipulate students' responsibilities in proactively and voluntarily building and implementing plans to develop personal reading culture; seriously carry out self-research and self-study activities in lecture halls and libraries during and outside of office hours as prescribed.

3.3.1.2. Strongly innovate teaching methods; diversify forms of inspection and evaluation

The academy needs to continue promoting positive teaching methods and diversifying forms of testing and assessment that promote self-study, self-research, independence, and creativity in students. Making the task of reading reference materials to consolidate, supplement, and expand knowledge of lectures and textbooks a mandatory requirement for students, thereby forming reading habits for students.

3.3.1.3. Improve the quality of textbook content and political theory books to meet students' reading needs

Improve the quality of training programs and textbooks; The content of textbooks needs to ensure consistency across programs in terms of knowledge standards, pedagogy, systematicity, updates, etc., ensuring there are enough learning tools for all programs. training and fostering of the Academy. In addition, it is necessary to focus on compiling and publishing political books and books that directly fight against wrong and reactionary views in order to protect and develop Marxism-Leninism, Ho Chi Minh's ideology, and human rights. points, guidelines, policies, and laws of our Party and State to directly serve the training and fostering of the Academy's leadership and management staff. Applying science and technology to publishing activities to publish key political theory books in the form of e-books.

3.3.1.4. Improve the quality of political theoretical and scientific information in the Academy's journals and newsletters

The Academy's magazines and newsletters need to actively and proactively innovate the content and methods of providing

information, focusing more on exploiting domestic and international news sources to meet the diverse needs of students.

3.3.2. For the libraries of the Ho Chi Minh National Academy of Politics

- Improve the quality of information resources

- Innovate the way the Academy library system operates to adapt to current student reading trends.

- Guide students in the necessary skills to develop a reading culture.

- Promote propaganda work on reading culture to stimulate students' reading needs and interest

- Improve the capacity of information and library staff

3.3.3. For students of the Ho Chi Minh National Academy of Politics

- Raise students' awareness of the value of reading

- Enhance learning of political theory through self-study and self-reading of documents to form reading habits

- Practice reading standards

REQUEST

1. For leaders of the Ho Chi Minh National Academy of Politics

- Raise awareness of the role and importance of reading culture in the Academy's scientific research, training, teaching, and learning of political theory.

- Promulgate policies, plans, and strategies for developing a reading culture throughout the academy system.

- Invest in upgrading and improving facilities, information technology infrastructure, and equipment to serve students' reading activities (library, learning resources, internet system, etc.).

- Direct units to strictly implement the document deposit policy throughout the Academy system.

- Strengthen reading culture education for students.

- Build and develop a team of information and library staff with sufficient political, ethical, and professional qualifications to meet digital transformation requirements.

2. For leaders of the Institute of Scientific Information, Ho Chi Minh National Academy of Politics

- Strengthen the management of information and library products and services systems.

- Develop library policies and activities to develop library and information product and service systems in the context of digital transformation.

- Promote digitalization, the collection of endogenous digital resources, and the and the connection of domestic and international databases.

- Strengthen the training and fostering of library staff.

- Develop long-term, medium-term, and short-term plans to upgrade the information and library systems in the context of digital transformation.

3. For leaders of academies under the Ho Chi Minh National Academy of Politics

- Develop a plan to develop a reading culture in accordance with the unit's practice in each specific period.

- Continue to thoroughly grasp the teaching staff's application of active teaching methods to train students' ability to self-study and research.

- Pay attention to investing properly in funding and facilities for the library to build a friendly, modern, and effective reading environment for students.

- Direct the Scientific Information Center to contribute to the overall development of library work and actively coordinate and share information resources with libraries in the Ho Chi Minh National Academy of Politics.

- Build a team of information and library staff to meet the requirements of the new situation.

CONCLUDE

Researching students' reading culture from a cultural perspective, the thesis author approaches reading culture in the following aspects: reading values and reading standards. The thesis analyzed factors affecting reading culture and the role of reading culture in academia.

The reading value of Academy students is the system of knowledge of social sciences and humanities, in which political theoretical knowledge is the main one, received, spread, and shared by students during the research process. Study and practice at the academy. The reading purpose of students of the Ho Chi Minh National Academy of Politics is to read for studying, for work, and towards the values of truth, goodness, and beauty in order to comprehensively develop both physically, intellectually, and personally. ministries and party members. Most students are aware of the role of reading culture and have positive habits towards reading. The Internet, social networks, electronic documents, and smartphones are popular reading sources and media for students. As people with a certain level of both theoretical and practical knowledge, students have the ability to evaluate and select documents, have scientific reading methods to understand and comprehend the content of documents, and have the ability to manipulate documents. Apply the knowledge you have read into practice, and actively share and spread the knowledge you have read with the community.

Besides the achievements, students' reading culture still has limitations, such as: some students do not spend much time reading and studying documents, are afraid to study classic works, and do not have the habit of studying classics. Accustomed to reading documents at the library, limited skills in searching for documents in the digital environment, etc. The reasons are: a small number of students have not determined the right motivation for learning; training still has some shortcomings; the academy has not issued a policy to develop a

reading culture throughout the academy system; and there are no mandatory regulations to put pressure on students to read documents. Academy libraries serve mainly traditional methods; electronic documents and online services have not yet developed strongly.

The reading culture of students the Ho Chi Minh National Academy of Politics is developed and transformed under the influence of objective and subjective factors. Students' reading culture will be improved under the favorable impact of objective factors such as their living environment and learning environment.

From the current status of students' reading culture, the changing trend in students' reading culture has posed a number of problems for the development of the reading culture of current Academy students. Developing a reading culture among students requires systematic changes from students to relevant parties such as educational management levels, teaching staff, information systems (bibliographies), and newspapers. Journalism, publishing... in the Academy system.

A LIST OF THE AUTHOR'S RESEARCH WORKS
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