

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**BUILDING THE YOUNG CONTINGENT OF LECTURERS
ACCORDING TO HO CHI MINH'S IDEOLOGY
IN MILITARY ACADEMIES TODAY**

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INTRODUCTION

1. Rationale of the dissertation

President Ho Chi Minh is a national liberation hero, an outstanding cultural figure, and a great educator who laid the foundation for the revolutionary of Vietnamese education system. He is a shining example of self-study, self-discipline, and persistent self-improvement. During his lifetime, President Ho Chi Minh paid great attention to education in general and building the contingent of lecturers in particular. He had profound views on the position, role, mission, qualities, and capacity of teachers and solution to build the contingent of lecturers. He believed that “Without teachers, there is no education... without education, without cadres, there is no economic and cultural development”. Therefore, he always cared about and built a contingent of lecturers to be professional and meet the requirements of the new education system. That affirmed the value of Ho Chi Minh's ideology on building a contingent of lecturers.

In accordance with Ho Chi Minh's ideology, our Party has identified education and training as the priority national policy, in which placing particular emphasis on the position and role of the contingent of lecturers. The document of the 13th National Party Congress has clearly stated that along with promoting the position, role and social responsibility, it is necessary to strongly innovate the remuneration policy, build the contingent of lecturers and educational managers as a key strategic task. Besides, it is also essential to fundamentally arrange and innovate the system of pedagogical training institutions, synchronously implement mechanisms, policies and solutions so as to improve the living standards, enhance the qualifications and quality of the contingent of lecturers and educational managers. Inspired by President Ho Chi Minh's teachings and the Party's viewpoint, generations of teachers have constantly strived and dedicated their lives to the cause of national education.

Over the past years, the development of the teaching workforce in general and of the contingent of lecturers in particular has been actively implemented, especially there is a notable achievement in building young contingent of lecturers in education field. Thereby, education in Vietnam has built a contingent of lecturers with qualities and capacities to fulfil the requirements and tasks of education and training. It also relatively uniforms in structure, ensuring the quantity to meet the human resource development needs in the education and training sector. Most of academies have implemented reforms in line with promoting learners' dynamism, initiative, creativity, and active engagement. And lecturers also have taken the initiative in renewing

teaching methods, applying information technology, and integrating digital transformation into teaching, research, and management activities that contributing significantly to improving the overall quality of education and training in Vietnam.

However, the current problem is that there is an uneven quality of the contingent of lecturers among academies and among areas. In difficult areas, there is still a lack of contingent of lecturers with good professional capacity and pedagogical skills. Some lecturers have yet to actively embrace the application of information technology, digital transformation, or effectively innovate teaching methods, assessment approaches, and student education. They may also lack the ability to motivate students and foster their active engagement, creativity, and moral development. The Resolution of the 8th Central Conference of the 11th Party Congress pointed out that the contingent of lecturers and educational managers remain inadequate in terms of quality, quantity and structure, a portion of them have not kept up with the requirements of educational innovation and development, lacked of enthusiasm, violated the professional ethics, and in some cases, even break the law.

The building of young contingent of lecturers plays an important role in the comprehensive development of education and training, enhancing the position and reputation of the military academies, aiming to train high-quality human resources for the army. In recent years, building young contingent of lecturers in accordance with Ho Chi Minh's ideology in military academies has achieved certain results. However, there are still a variety of limitations, leading to inadequacies in the quantity, quality and structure of the young contingent of lecturers.

Currently, the development of young contingent of lecturers following Ho Chi Minh's ideology in military academies has been affected by various factors and new requirements such as international integration, the entering in a new era - the era of national development, digital transformation and the fourth industrial revolution, the arrangement and organization of the military organization, the building of a lean and strong army, the building of smart military academies, the requirements and tasks of building and defending the country in the new situation, the implementation of the Project "Building a contingent of lecturers and educational managers in the army for the period 2023-2030 and the following years", and the promotion of "Studying and following Ho Chi Minh's ideology, morality and style", and so on. These has presented both opportunities and challenges for the current efforts to develop a young contingent of lecturers in alignment with Ho Chi Minh's ideology at military academies.

Conclusion No. 91-KL/TW dated August 12th 2024 of the Politburo regarding the continued implementation of Resolution No. 29-NQ/TW dated

November 4th 2013 of the 11th Party Central Committee about "On fundamental and comprehensive innovation of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration" has affirmed that education and training in Vietnam have achieved many important results. However, the institutionalization of some contents of the Resolution into policies and laws to support the innovation of education and training, and the planning of the network of higher education institutions have been slow to be promulgated... Vocational education and higher education remain insufficiently aligned with the labor market and fail to meet the human resource demands of emerging industries and high-tech sectors. The foreign language proficiency, especially English, of trained workers remains low and does not meet the requirements of international integration. The rate of postgraduate study, especially in basic sciences, engineering, and technology is still low. The structure and number of contingent of lecturers in many localities are not reasonable and the quality is uneven. Financial policies and mechanisms for education are still inadequate...

Resolution No. 1657-NQ/QUTW dated December 20th 2022 issued by the Central Military Commission on innovation in education and training to meet the requirements and tasks of military building in the new situation has determined that building a contingent of lecturers and educational managers with sufficient quantity, ensuring quality, with a reasonable structure, meeting prescribed standards, and having enough staff to perform management and teaching tasks. Besides, by the end of 2030, 95% or more of teachers and educational managers will meet prescribed standards and 20-30% will be capable of working in an international environment.

That requires Party committees and leaders at all levels, especially in military academies, to thoroughly and comprehensively study Ho Chi Minh's thoughts on building a contingent of lecturers, and effectively apply them to build young contingent of lecturers to satisfy the requirements and tasks of building a lean, compact, and strong army. For the above reasons, the PhD student has chosen the topic "*Building young contingent of lecturers according to Ho Chi Minh's ideology in military academies today*" as the topic of his doctoral thesis in Ho Chi Minh study.

2. Research objectives and research tasks

2.1. Research objectives

The objective is to clarify the basic content of Ho Chi Minh's thought on building a contingent of lecturers to apply and improve the quality and effectiveness of building young contingent of lecturers at military academies in the near future.

2.2. Research tasks

- To have an overview of related research, thereby determining the thesis content that needs to be further researched.
- To discuss the relevant concepts related to the thesis topic, analyze and clarify the content of Ho Chi Minh's ideology on building a contingent of lecturers, and determine the criteria for building young contingent of lecturers according to Ho Chi Minh's ideology in military academies nowadays.
- To evaluate the current status of building young contingent of lecturers, point out the achievements, limitations and causes of the building of young contingent of lecturers according to Ho Chi Minh's ideology in military academies today.
- To analyze and forecast the influencing factors and identify the issues raised in building young contingent of lecturers following Ho Chi Minh's ideology in military academies nowadays.
- To identify the directions and propose the basic solutions to build young contingent of lecturers according to Ho Chi Minh's ideology in military academies in the coming time.

3. Subject and scope of research

3.1. Research subject

Ho Chi Minh's ideology on building a contingent of lecturers and building young contingent of lecturers according to Ho Chi Minh's thoughts in military academies today.

3.2. Research scope

- *In term of the content:* This thesis focuses on studying Ho Chi Minh's thoughts on building a contingent of lecturers as a theoretical foundation for researching the building of young contingent of lecturers in military academies today. Besides, it also assesses the current situation of building young contingent of lecturers in military academies from 2020 to present, thereby determining solutions to build young contingent of lecturers in military academies from now to 2030 and the following years.
- *In term of space:* The dissertation systematically studies the viewpoints in Ho Chi Minh's ideology on building a contingent of lecturers, surveys the current status of building young contingent of lecturers on basic aspects at the military academies, including the Army Officer College No1,

the Army Officer College No2, the Political Officers College and the Telecommunications University. These academies have a long-standing tradition, have the largest scale of training for platoon-level officers, have the largest number of students, lecturers, young lecturers and representatives of training groups of military academies as command and staff of combined arms, party work, political work and representative officers of the army.

- *In term of time*: Đánh giá thực trạng xây dựng đội ngũ giảng viên trẻ ở các trường sĩ quan quân đội giai đoạn từ năm 2020 đến nay, vì đây là giai đoạn quan trọng, có ý nghĩa quyết định việc thực hiện các nội dung, chỉ tiêu mà Nghị quyết Đại hội đảng bộ nhiệm kỳ 2020 - 2025 của Đảng bộ Quân đội nói chung và của các trường sĩ quan quân đội nói riêng. Nội dung, giải pháp tiếp tục xây dựng đội ngũ giảng viên trẻ ở các trường sĩ quan quân đội từ nay đến năm 2030 và những năm tiếp theo.

The thesis assesses the current status of building young contingent of lecturers in military academies from 2020 to present since this is an important period of deciding to implement the goals and targets of the Based on this assessment, the dissertation will propose specific contents and solutions to further develop the young contingent of lecturers at military academies from now until 2030 and the following years.

4. Theoretical basis and research methods

4.1. Theoretical basis

The theoretical foundation of the dissertation is based on the fundamental viewpoints of Marxism-Leninism, Ho Chi Minh's thought, the guidelines and policies of the Communist Party of Vietnam, and the laws and regulations of the State, the Central Military Commission, and the Ministry of National Defense on education and training.

4.2. Research methods

On the basis of the Marxist-Leninist methodology, the dissertation applies a combination of research methods appropriate to each specific content:

- The thesis uses methods of analysis and synthesis, logical and historical approaches, textual analysis, reading, systematization, and generalization to provide an overview of scientific research works related to the thesis topic, as well as the content of Ho Chi Minh's ideology on building a contingent of lecturers.

- Methods such as observation, sociological surveys, statistical analysis, comparison, and mathematical approaches, and so on are applied to synthesize opinions, process data, and establish the basis for the researcher to make objective and scientific assessments. These methods support the analysis and evaluation of achievements, limitations, and underlying causes, thereby enabling the formulation of scientifically grounded and highly feasible

solutions for building the young faculty team in accordance with Ho Chi Minh's thought at military academies in the coming period.

5. New contributions of the dissertation

- To research and clarify the concepts related to the thesis topic, to analyze, systematize and clarify the basic viewpoints of Ho Chi Minh's ideology on building the contingent of lecturers.

- The dissertation develops a criteria for building the young contingent of lecturers in accordance with Ho Chi Minh's thought at military academies today.

- To analyze and evaluate the current status of building young contingent of lecturers in military academies, the point out the achievements, limitations, weaknesses and causes of that situation.

- To forecast the influencing factors and identify the issues raised in building young contingent of lecturers in military academies.

- To propose the scientific and feasible contents and solutions to contribute to build young contingent of lecturers in military academies in the coming time.

- The dissertation provides scientific arguments for building young contingent of lecturers in military academies in particular and universities across the country in general.

6. Theoretical and practical significance of the research

6.1. Theoretical significance

- The thesis contributes to clarify the theoretical issues on building young contingent of lecturers following Ho Chi Minh's ideology in military academies today.

- The dissertation contributes to affirm the position, role and value of Ho Chi Minh's thought on building a contingent of lecturers in building a contingent of lecturers nationwide in general and building young contingent of lecturers in military academies in particular in the coming period.

6.2. Practical significance

- The dissertation can be used as reference, research, teaching and learning material about Ho Chi Minh.

- The system of solutions proposed in the thesis helps the Party committees, leaders, and commanders of higher education institutions in Vietnam in general and in the army in particular to research and apply in building young contingent of lecturers.

- The research finding of the thesis contributes to provide and supplement scientific arguments and databases for research advisory agencies when developing resolutions, projects and plans on education and training in general, and on building a contingent of lecturers in particular.

7. Structure of the dissertation

The dissertation is structured as follows: introduction, content (4 chapters, 10 sections), conclusion, list of author's published works related to the thesis topic, list of references, and appendix.

Chapter 1 LITERATURE REVIEW

1.1. RESEARCH SITUATION RELATED TO THE THESIS TOPIC

1.1.1. Researches on building contingent of lecturers

In recent years, there have been a number of researches on building a contingent of lecturers that achieving important results. Up to now, there several foundational and systematic research works have been carried out on this topic by some authors such as Dang Si Loc, Luong Thanh Han, Tran Hau Tan, Vu Xuan Tien, Nguyen Ngoc Cuong, and so on. In general, the published researches on building a contingent of lecturers are diverse and comprehensive and there is a general consensus in evaluation of lecturers, content and solution of building a contingent of lecturers. This is an important basis and premise for graduate students to inherit, select, deploy and research to realize the objectives and tasks set out in the thesis.

1.1.2. Research works on Ho Chi Minh's ideology on building a contingent of lecturers

Research on Ho Chi Minh's ideology on building a contingent of lecturers has has attracted considerable attention from many scholars, including Ngo Van Ha, Ly Viet Quang, Dinh Quang Thanh, Nguyen Minh Hai, and so on. With different approaches and research methods, these scholars have initially generalized and analyzed to clarify the basic viewpoints and values of Ho Chi Minh's ideology on building a contingent of lecturers. That is an important theoretical and practical basis for graduate students to inherit and apply in carrying out the tasks of the thesis topic. However, up to now, there has not been any specialized work that directly discusses "*Building young contingent of lecturers according to Ho Chi Minh's ideology in military academies today*" in a comprehensive and systematic manner.

1.2. OVERVIEW OF RESEARCH FINDING RELATED TO THE TOPIC AND RECOMMENDATIONS FOR FURTHER RESEARCH

1.2.1. Research results achieved

Through the review and evaluation of studies related to the dissertation topic, the following research findings can be summarized:

Firstly, the existing studies have researched about teachers, the building of contingent of lecturers, and defined that Ho Chi Minh was an

excellent educator who laid the foundation for Vietnam's revolutionary education. However, these studies have not discussed in depth the concept of "young lecturers" and have not clearly defined young lecturers in terms of age or young in terms of teaching experience.

Secondly, they have explained and pointed out the relationship between the building of a contingent of lecturers and other elements in Ho Chi Minh's educational thought. However, they have not yet systematically generalized and clearly stated the viewpoints in Ho Chi Minh's thought on building a contingent of lecturers.

Thirdly, these researches has shown that the application of Ho Chi Minh's ideology in building a contingent of lecturers must be flexible and suitable to the specific characteristics and conditions of each academy. However, there has been no study on the application of his ideology in building young contingent of lecturers in military academies.

Fourthly, these studies have assessed the qualities, abilities, working style, and teaching methods of the contingent of lecturers, but not predict the factors affecting the building of young contingent of lecturers following Ho Chi Minh's ideology in military academies.

Fifthly, these research works have initially mentioned the pedagogical activities of the contingent of lecturers in the army and take place in a special environment - the military pedagogical environment. However, there has not been any work that has generalized the current military academies and the characteristics of the young contingent of lecturers in military academies.

In general, there has not been any in-depth, systematic, and independent scientific study specifically focused on building the young contingent of lecturers at military academies in accordance with Ho Chi Minh's ideology. Therefore, this remains a new and pressing issue, which the doctoral candidate has chosen to further explore in this dissertation.

1.2.2. Recommendations for further research

Through research and evaluation of works related to the thesis topic, the PhD candidate has identified the research gaps that the thesis aims to address as follows:

Firstly, to continue to clarify the concepts of "young lecturers", "young lecturers in military academies"; "building a young contingent of lecturers according to Ho Chi Minh's ideology in military academies today". In which, the researcher has clearly defined the "young lecturers in terms of age".

Secondly, to generalize and systematize the viewpoints in Ho Chi Minh's thought on building a contingent of lecturers, clearly define the criteria for evaluating the building of young contingent of lecturers

according to Ho Chi Minh's ideology in military academies nowadays.

Thirdly, to analyze and evaluate the current situation, point out the advantages, limitations and causes, thereby identify the issues that need to be focused on solving in building the young contingent of lecturers following Ho Chi Minh's ideology in military academies today.

Fourthly, to forecast the influencing factors such as international integration, the fourth industrial revolution, digital transformation, requirements and tasks of building and defending the country in the new era, streamlining the apparatus in the current political system, and so on, and determining the direction of building young contingent of lecturers following Ho Chi Minh's ideology in military academies in the coming time.

Fifthly, to propose practical and specific solutions in building young contingent of lecturers in accordance with Ho Chi Minh's ideology in military academies nowadays.

Chapter 2

SOME THEORETICAL ISSUES ON BUILDING YOUNG CONTINGENT OF LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMIES TODAY

2.1. CONCEPTS RELATED TO THESIS TOPIC

2.1.1. The concept of teachers

President Ho Chi Minh has used the terms teacher to refer to “a female teacher”, “a male teacher”, “a young teacher”, “a lecturer”, “a young lecturer”, “an instructor”, “a young instructor”, “an educator”, “a professor”, “a culturalist”, “soldier in the education sector”, and so on in his works, speeches, and articles on education. He often defined teachers through their positions and roles which consists of those who work in the field of education and teaching, being an intellectual labor, being an official of the Party and Government, being a soldier on the cultural and educational field. Therefore, teacher is a synthesis of the qualities and abilities of an instructor, intellectual, official and soldier, whose mission is to help learners develop their innate potential and contribute to the society development.

According to the Article 3 of Law on Educators No. 73/2025/QH15 promulgated by the National Assembly of Vietnam on June 16th 2025, (1) Educators are the core force of the education sector holding an important position in society, and are respected, protected, and honored, (2) Educators play a decisive role in ensuring the quality of education; play an important role in developing human resources, building a learning society, a digital society, and an advanced culture that is rich in national identity.

The Article 4 of Law on Educators No. 73/2025/QH15 promulgated

by the National Assembly of Vietnam on June 16th 2025 states that (1) Teachers are educators who teach and provide education for preschool education programs, general education programs, continuing education programs, university preparatory programs, and special education programs for people with disabilities. They also teach and educate in training programs at the elementary and intermediate levels of vocational education institutions, (2) Lecturers are teachers who teach training programs from college level and above; training and fostering programs for cadres, civil servants and public employees in schools of state agencies and political organizations; training and fostering programs for officers, non-commissioned officers, professional soldiers, defense workers and civil servants; training programs for leaders and state management cadres on tasks and knowledge of defense and security in schools of the people's armed forces.

2.1.2. Concepts of lecturer and contingent of lecturers

Lecturer definition: Lecturers are those who teach training programs at college level or higher, have clear personal background, have good moral character, have enough health to perform their duties, and have qualifications that meet the regulations of the Ministry of Education and Training. Lecturers perform three main functions as teachers, scientists and service providers, serving the community. The concept of teacher includes the concept of lecturer. A Lecturers are also teachers that they have in common role of teaching. However, lecturers are different from other teachers in that lecturers are not only teachers, they are also scientists and social service providers.

Lecturers at military academies are those who have basic and specialized training in pedagogy in specialized fields, are responsible for teaching and scientific research in academies, military schools, universities and colleges. Lecturers have met all necessary conditions and standards to be appointed to the lecturer title by competent authorities in accordance with state regulations, teaching and research institutions on promulgating standards and regulations on recognizing professional technical and professional titles.

Contingent of lecturers' definition: The contingent of lecturers is a group of people who work in the education field and teaching, organized into a unified force with the share mission of fulfilling the educational goals set for their group or organization. They work in a planned and coordinated manner through material and spiritual benefits within the framework of legal regulations and social institutions. In a narrow sense, the contingent of lecturers are teachers who teach and manage education in universities, academies, and colleges.

2.1.3. Concept of young contingent of lecturers

The young contingent of lecturers in the army are cadres of the Party and the army, responsible for teaching training programs from college level and above and scientific research at academies, military schools, universities

and colleges, and fully meeting the standards for the title of lecturer prescribed by the Ministry of National Defense and the Ministry of Education and Training. They are under the age of 40 and play an important role in the young intellectuals of the army and the country.

2.2. HO CHI MINH'S THOUGHT ON BUILDING CONTINGENT OF LECTURERS

2.2.1. Ho Chi Minh's views on the position, role, mission of teachers and the importance of building a contingent of lecturers

Firstly, teachers hold a position and role in implementing the goals and content of education, making significant contributions to a range of social aspects.

Secondly, teachers have a grave but glorious responsibility, which decides in the operation of the education system and the quality of education.

Thirdly, teachers are soldiers on the cultural and educational field.

Fourthly, building a contingent of lecturers plays an important role in achieving the goal of "national independence associated with socialism".

2.2.2. Ho Chi Minh's views on the content of building a contingent of lecturers

2.2.2.1. Building a number of contingent of lecturers

According to President Ho Chi Minh, it is important to build an adequate quantity of contingent of lecturers in order to enhance the education system and effective teaching. Also Uncle Ho states that teaching is a unique form of labor. To deliver truly high-quality lessons in class, a teacher must spend time on preparing lesson plans and doing research. Therefore, the fewer the teachers are, the more work the teachers have such as teaching load, lessons, and classes. That leads to not have enough time for researching and preparing lesson plans, hence the quality of teaching has declined.

2.2.2.2. Building quality contingent of lecturers

Firstly, building the political qualities

Teachers believe in and are absolutely loyal to the revolutionary cause of the Party and the nation.

Teachers are truly enlightened in the revolutionary spirit and have patriotism closely associated with the love for socialism.

Teachers are always ready to accept and complete all assigned tasks.

Second, forming the moral qualities

Teachers have a deep love for their country and for Vietnam.

Teachers are truly exemplary in morality.

Teachers have a pure professional conscience, a passion for their career, and genuine care for their students.

Teachers always uphold the spirit of solidarity and help each other to fulfill all tasks well.

Thirdly, building professional qualities, expertise and teaching methods

Teachers are good at their major.

Teachers have a scientific work plan, know how to organize, and have a scientific working method to complete their task.

Teachers have a scientific teaching method.

Teachers continuously strive for lifelong learning.

2.2.2.3. Building the structure of contingent of lecturers

Ho Chi Minh paid great attention to form the contingent of lecturers' structure since this structure directly affects the quality of education and training. Therefore, it requires managers and management agencies to calculate to ensure a balanced ratio of teachers that not to have a shortage or surplus, ensuring qualifications, gender, age, and so on. According to Ho Chi Minh, it is necessary to comprehensively develop the structure in terms of professional fields, gender, and ethnicity to ensure balance and rationality.

2.2.3. Ho Chi Minh's views on solution to build the contingent of lecturers

2.2.3.1. Training, fostering and developing the contingent of lecturers while promoting the spirit of self-training and self-improvement

The training, fostering, and developing the contingent of lecturers along with promoting each individual's spirit of self-training and self-improvement is the solution that President Ho Chi Minh persistently and persistently carried out throughout his revolutionary life.

2.2.3.2. Creating a democratic and united working environment in an academy

According to President Ho Chi Minh, creating a democratic and united working environment in an academy is an indispensable solution in building a contingent of lecturers. It is essential to create the most favorable conditions in all aspects so that teachers can become a force with enough capacity and qualifications to fulfill their mission, which leads to contribute to creating great sources of motivation to build a contingent of lecturers.

2.2.3.3. Promoting emulation movements in academy and highlighting exemplary individuals and good deeds, and replicating outstanding role models.

On June 11st 1948, President Ho Chi Minh issued the Call for Patriotic Emulation to call on all people to actively compete to destroy "hunger", "ignorance", foreign invaders, and so on. He clearly pointed out the purpose, the forces involved, the method of emulation and the responsibility of each citizen. Emulation is patriotism, and those who are patriotic must emulate. Those who compete are the most patriotic. And contingent of lecturers could not remain outside of this movement.

2.2.3.4. Always caring about the material and spiritual well-being of teachers.

President Ho Chi Minh has deeply understood teachers - their thoughts, feelings, and aspirations. Even when the country was facing great hardship and material conditions were still limited, he always made timely efforts to visit and encourage teachers' morale. Ho Chi Minh always mentioned the noble mission of teachers, acknowledged the difficulties and shortages they endured, recognized their achievements, and regarded them as heroes.

2.3. DEVELOPING A CONTINGENT OF LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMY TODAY - CONCEPTS AND CRITERIA

2.3.1. Concept of building a contingent of lecturers following Ho Chi Minh's ideology in military academies today

Building a contingent of lecturers according to Ho Chi Minh's ideology in military academies today is an activity that uses a comprehensive set of policies, contents, and measures in a unified process from awareness, planning, sourcing, selection, training, fostering, management, usage, and implementation of appropriate policies and regimes to form in reality a young contingent of lecturers with political qualities, ethics, expertise, skills, capacity, and physical strength in a reasonable number and structure with the participation of all organizations and forces to meet the requirements of the tasks of military academies in the new situation.

2.3.2. Criteria for building a young contingent of lecturers following Ho Chi Minh's ideology in military academies today

Firstly, awareness, responsibility, capacity of the subjects and forces participating in building young contingent lecturers.

Secondly, content of building young contingent lecturers.

Thirdly, solution for building young contingent lecturers.

Fourthly, the performance outcomes and the ability to meet the requirements of young contingent lecturers.

Chapter 3

SOME PRACTICAL ISSUES ON BUILDING YOUNG CONTINGENT LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMIES TODAY

3.1. OVERVIEW OF MILITARY ACADEMIES AND CHARACTERISTICS OF YOUNG CONTINGENT OF LECTURERS IN MILITARY ACADEMIES TODAY

3.1.1. Overview of military academies

Currently, the military has 11 academies within the national education system that responsible for training platoon-level officers at the university

level. Over the past years, under the leadership of the Party, directly led by the Central Military Commission and the Ministry of National Defense, the military academies have promoted the tradition of more than 80 years of building, fighting and growing of the Vietnam People's Army. They have trained tens of thousands of officers who have contributed to the cause of national liberation, as well as the construction and defense of the Socialist Republic of Vietnam. In response to the requirements of the Party's revolutionary tasks, the national cause of industrialization and modernization, and the mission of building a revolutionary, regular, elite, and modern Vietnam People's Army, military academies have thoroughly grasped and effectively implemented the resolutions and directives of the Party at all levels on education and training. In particular, focusing on building a contingent of lecturers in general and young contingent of lecturers in particular according to Ho Chi Minh's ideology.

Within the scope of this research, the researcher has focused on surveying and researching four schools in the system of military academies such as the Army Officer College No1, the Army Officer College No2, the Political Officers College and the Telecommunications University. These institutions have a long-standing tradition in education and training, and possess a strong faculty and educational management team, both in terms of quantity and quality.

3.1.2. Overview of characteristics of young contingent of lecturers in military academies today

Firstly, young contingent of lecturers is well-trained, dynamic, creative, have practical military knowledge, standard military style, but do not have much experience in teaching, research and work.

Secondly, young contingent of lecturers is responsible for teaching and researching in many different specialized fields.

Thirdly, young contingent of lecturers works in a self-disciplined and strict environment.

Fourthly, some young lecturers face difficult family circumstances, which significantly affect their ability to fulfill their assigned responsibilities and duties.

3.2. BUILDING YOUNG CONTINGENT OF LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMIES TODAY - STATUS AND CAUSES

3.2.1. Achievements and causes

3.2.1.1. Achievements

The young contingent of lecturers has an important position and role in contributing to the quality of education and training of military academies. Therefore, the Party committees and the command systems at

all levels in military academies have paid attention to building young contingent of lecturers following Ho Chi Minh's ideology to meet the academies requirements and tasks. It can be said that in the period from 2020 to 2024, the building of contingent of lecturers in general and the building of young contingent of lecturers according to Ho Chi Minh's ideology in particular in military academies has achieved certain results.

Firstly, the awareness and responsibility of relevant forces regarding the position and role of young contingent of lecturers as well as the task of building young contingent of lecturers.

Secondly, the quantity, quality and structure of young contingent of lecturers.

Thirdly, solutions for building young contingent of lecturers.

- The planning, sourcing, and selecting young contingent of lecturers have been carried out in a systematic manner.

- The training and professional development of young contingent of lecturers have been closely and synchronously directed by military academies.

- The management of young contingent of lecturers has increasingly become strict and scientific that contributes to promoting the role and responsibility of young contingent of lecturers.

- The deployment of young contingent of lecturers has increased reasonably, as well as the effective implementation of policies for young contingent of lecturers so that they can feel secure and excited in performing their duties.

Fourthly, the task performance outcome and the ability of young contingent of lecturers to meet the requirements.

3.2.1.2. Reasons for achievement

Firstly, the Party Committee, the Board of Directors of these academies, the functional agencies, the Party Committees, and the commanders of the faculties have closely directed and conditions for the building of young contingent of lecturers following Ho Chi Minh's ideology.

Secondly, all participating forces always uphold the spirit of responsibility to create a combined strength in the building of young contingent of lecturers.

Thirdly, the ensuring of material and technical facilities increasingly better meets the requirements of the tasks of the academies in the new situation.

Fourthly, military academies have been actively building and standardizing their young contingent of lecturers.

Fifthly, the young contingent of lecturers has made great efforts to self-study, practice, and constantly strive to fulfill all assigned responsibilities and tasks.

Sixthly, the spirit and responsibility of the young contingent of lecturers.

Seventhly, international integration and the fourth industrial revolution also open up numerous opportunities for the young contingent of lecturers.

3.2.2. Limitations and causes

3.2.2.1. Limitations

Firstly, the awareness of some Party committees and leading cadres regarding the position and role of young lecturers and the building of young contingent of lecturers remains incomplete and insufficiently profound.

Secondly, the quantity, quality and structure of the young contingent of lecturers do not meet the practical requirements of military academies.

Thirdly, the solutions to build a young contingent of lecturers is not suitable and effective.

- The planning, sourcing, and selection of young lecturers is formal, not suitable, not consistent, and slow to innovate.

- Although considerable efforts have been made in training and fostering young lecturers, there have been instances and areas where this work has not received adequate attention.

- The management of young lecturers in some faculties and departments has been neither truly rational nor effective, and remains inconsistent.

- The policy related to young lecturers in some cases have not been given sufficient attention.

Fourthly, although there is a pressing requirement to accelerate the standardization of the young faculty team at military officer academies, the processes of talent sourcing, selection, planning, training, professional development, and utilization of young lecturers have not kept pace.

Fifthly, the working environment of military academies has not been sufficiently attractive to recruit and retain highly qualified young lecturers who have not been trained within the military system.

3.2.2.2. Causes of limitations

Firstly, the awareness of some individuals regarding the position and role of young lecturers and the building of young contingent of lecturers is remains simple.

Secondly, difficulties related to logistical and resource support have significantly affected the quality and outcomes of efforts to build the young contingent of lecturers.

Thirdly, a variety of young lecturers still lack a strong sense of responsibility and self-awareness, and have not made sufficient efforts to improve themselves in order to meet the demands of their duties.

Fourthly, some inadequate policies have significantly affected the building of young contingent of lecturers.

Fifthly, the impact of the process of developing a market economy and international integration.

Sixthly, the self-discipline and self-improvement of a portion of young lecturers, particularly in terms of political courage, revolutionary ethics, and learning capacity, have not been carried out regularly and consistently.

3.3. FORECASTING FACTORS AND ISSUES IN BUILDING YOUNG CONTINGENT OF LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMIES TODAY

3.3.1. Forecasting factors affecting the construction of young contingent of lecturers following Ho Chi Minh's ideology in military academies today

Firstly, the international integration.

Secondly, the digital transformation in the context of the Fourth Industrial Revolution and the building of a smart, specialized, and modern military education system.

Thirdly, the mission of national defense and military development in the new era.

Fourthly, the restructuring of military organization and personnel toward lean, compact, and strong in the new era, the era of national development, and the requirements and tasks of military academies.

Fifthly, the promotion of the study and following of Ho Chi Minh's ideology, morality, and style.

3.3.2. Issues arising in the building of young contingent of lecturers according to Ho Chi Minh's ideology in military academies today

Firstly, addressing the gap between the requirement to enhance awareness and responsibility among relevant individuals in developing the young contingent of lecturers and the current limitations in perception and accountability among some Party committees and leaders regarding the role, position, and importance of young lecturers and the task of building a contingent of lecturers.

Second, solving the problem between the content and solution on building and the current situation of limitation of process of selection, training, fostering and usage of young lecturers, and between the high requirements for education and training in the army and the limited adaptability of young lecturers to technology and digital transformation in the new era, the era of national development.

Third, solving the problem between idealizing the criteria for young lecturers according to Ho Chi Minh's thought and the current method of evaluating the task completion results and the ability to meet the task requirements of young lecturers, which is still inclined towards administrative forms.

Fourth, solving the problem between the requirement of

comprehensive development of young lecturers according to Ho Chi Minh's thought and the current limited conditions for ensuring mechanisms and policies for young lecturers and the building of young contingent lecturers.

Fifth, solving the problem between expanding cooperation in building young contingent of lecturers with the characteristics of academies and keeping military secrets.

Chapter 4

RECOMMENDATIONS ON DIRECTIONS AND SOLUTIONS FOR BUILDING YOUNG CONTINGENT OF LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMIES TODAY

4.1. DIRECTION FOR BUILDING YOUNG CONTINGENT OF LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMIES TODAY

4.1.1. General direction

The direction of building young contingent of lecturers following Ho Chi Minh's ideology in military academies must first and foremost align closely with the overall development direction of military institutions in general and military academies in particular. And also continue to thoroughly grasp and effectively implement the directives, resolutions, decisions, projects and plans issued by the Central Military Commission and the Ministry of National Defense on education and training to meet the requirements and tasks in the new situation.

4.1.2. Specific direction

Firstly, thoroughly grasp the objectives and directions for building young contingent of lecturers in accordance with the spirit of Resolution No. 1657-NQ/QUTW dated December 20th 2022 issued by the Central Military Commission on innovation in education and training to meet the requirements of the task of building the army in the new situation, and closely follow the leadership and direction of the Central Military Commission, the Ministry of National Defense and the annual increase and decrease in the number of students.

Secondly, arrange and organize the personnel in accordance with the functions, tasks, types of training organizations and practical situations in military academies to create a reasonable and balanced structure in young contingent of lecturers.

Thirdly, ensure the effective implementation of all stages and steps in the process of building and developing the young faculty team in a scientific and rigorous manner.

Fourthly, focus on improving the quality of young lecturers in military academies with strong political will, moral character, standard lifestyle and professional working style.

Fifthly, promote scientific research activities and create the most favorable conditions for young lecturers.

4.2. RECOMMENDATION ON BUILDING YOUNG CONTINGENT OF LECTURERS ACCORDING TO HO CHI MINH'S IDEOLOGY IN MILITARY ACADEMIES IN THE COMING TIME

4.2.1. Awareness solutions in building young contingent of lecturers

Firstly, enhance the awareness of Marxism-Leninism, Ho Chi Minh thought, the Party's guidelines and viewpoints on cadres and cadre work, education and training development strategies, and building young contingent of lecturers in the new period.

Secondly, thoroughly grasp and implement the resolutions, directives, regulations, and plans at all levels regarding the building of young contingent of lecturers.

Thirdly, diversify forms and measures of education, thoroughly ensure suitability, practicality and effectiveness.

4.2.2. Solutions on content in building a young contingent of lecturers

4.2.2.1. Solutions for planning, resourcing and selecting young contingent of lecturers

Firstly, planning a young contingent of lecturers must be proactive, meeting the increasingly high requirements of teaching and scientific research tasks.

Secondly, building a plan for developing a young contingent of lecturers that ensure a solid succession of teaching generations.

Thirdly, building a plan for a young contingent of lecturers by creating a source of faculty and department heads that ensures connectivity, inheritance, and development.

Fourthly, the planning and implementation of the building of young contingent of lecturers must be truly democratic, objective, synchronous and consistent.

Fifth, the planning of building of young contingent of lecturers should not only accurately forecast the number and structure of personnel, but also represent a science and an art in analyzing, assessing, and identifying pedagogical and research talents for military academies

4.2.2.2. Solutions to enhance training and development of young lecturers

Firstly, strengthen the training and fostering to improve qualifications, capacity, and moral qualities, and synchronously implement

many measures to build young contingent of lecturers in order to meet the prescribed standards.

Secondly, focus on investing funds to open English language training classes, organize professional training courses, foster pedagogical methods, and skills in using information technology and software for young lecturers.

Thirdly, focus on the management of young lecturers and need to conduct closely and comprehensively.

Fourth, strictly implement steps-by-steps the building of young contingent of lecturers.

Fifthly, encourage young lecturers to participate in writing books and documents for teaching and learning.

4.2.2.3. Solutions to build standards to standardize young contingent of lecturers to meet requirements and tasks

Firstly, the Party Committee and the Board of Directors of military academies should pay more attention to build and supplement the standards of young lecturers.

Secondly, the standardization of the young contingent of lecturers at military academies must be viewed as part of the overall reform effort and aligned with the national educational philosophy of "teaching people, teaching knowledge, and teaching vocational skills" with the goal of fostering the comprehensive capacity development of young lecturers.

Thirdly, deploy and implement synchronously and effectively many policies and measures to build young contingent of lecturers in the direction of standardization, associated with improving teaching quality.

Fourthly, regularly organize training courses on pedagogical methods, scientific research, information technology, foreign languages, require young lecturers to attend training at coaching at academies and schools inside and outside the army and abroad, and arrange rotation, preparatory assignments, and practice at units throughout the army.

4.2.2.4. Solutions to improve mechanisms and policies for young lecturers

Firstly, it is essential to combine training and professional development with policy implementation, creating all favorable conditions for young lecturers to work with peace of mind and strive to fulfill their duties effectively.

Secondly, in addition to the general policies of the Party, the State and the army towards young lecturers, military academies and faculties need to have specific policies, measures and policies to care for and support young lecturers.

Thirdly, it is necessary to provide orientation and thoroughly raise awareness among relevant forces about the position and role of lecturers, especially young lecturers, as one of the "core" forces within military

academies.

Fourthly, based on the policy regulations issued by the Ministry of National Defense and in accordance with practical conditions, military academies should gradually supplement and improve mechanisms and policies to ensure appropriateness.

Fifthly, there should be mechanisms and policies to encourage and develop talents to improve the professional quality, positivity, creativity, enthusiasm, responsibility and professional ethics of young lecturers.

4.2.2.5. Solutions to promote the role and responsibility of workforces in building young contingent of lecturers

Firstly, the Party Committee and the functional agencies of military academies need to have specific policies, measures, mechanisms and strategies to build young contingent of lecturers in a synchronous manner.

Secondly, they should regularly direct, assign tasks and determine targets for building young contingent of lecturers so that the Party Committees of the faculties can strive and clearly define the implementation roadmap.

Thirdly, promote the positivity, proactiveness, role and responsibility of departments and faculty teachers in selecting, training and using young lecturers.

4.2.3. Solutions on self-training and the continuous improvement of professional knowledge and skills

Firstly, it is important to recognize that qualities and competencies are shaped by numerous factors, in which self-study, self-discipline, self-training, and self-development play the most decisive role in the quality of their teaching and scientific research.

Secondly, proactively develop self-training, self-development, and self-discipline programs and plans that are truly scientific, practical, and effective.

Thirdly, build and practice a strong determination in self-training, self-improvement and self-improvement.

Fourthly, strengthen the inspection and supervision of self-training and self-improvement of young lecturers.

Fifthly, the faculty and department staff must be exemplary and pioneers in self-training and self-improvement, and build an exemplary pedagogical environment in self-training and self-improvement.

4.2.4. Solution on cooperation in building young contingent of lecturers

4.2.4.1. Cooperation among military academies and with agencies and units in the army

Firstly, strengthen close coordination among academies in research and summarize practices that make as a basis for innovating program content and teaching methods.

Secondly, proactively collaborate to improve the quality of planning, training, and standardization of the young contingent of lecturers.

Thirdly, strengthen coordination in developing teaching modules according to goals and requirements to improve the qualifications of young lecturers.

Fourthly, proactively coordinate the effective organization of field trips, internships, and rotations of young lecturers into leadership, management, and command positions at agencies and units across the military.

4.2.4.2. Cooperation between military academies and non-military schools

Firstly, military academies must raise awareness among educational forces, especially management staff, about the necessity of cooperation to build young contingent of lecturers.

Secondly, the academies should cooperate and coordinate in organizing training courses to improve professional qualifications and skills that are each party's strengths, exchange lecturers between schools and academies in accordance with legal regulations, conduct scientific research and jointly participate in domestic and international research projects, co-organize national and international scientific conferences and seminars in the basic fields of education and training, and conduct scientific research.

Thirdly, the leaders of academies should exchange, share and propose knowledge creation, adaptability, policies, solutions and orientations for higher education development.

4.2.4.3. International cooperation in building young contingent of lecturers

Firstly, thoroughly grasp the viewpoints of the Party, the Central Military Commission, and the Ministry of National Defense on international training cooperation, including building young contingent of lecturers.

Secondly, to innovate thinking in international integration in education and training and building young contingent of lecturers. It is an important solution in improving the effectiveness of international cooperation of universities in Vietnam in general and military academies in particular in the new context.

Thirdly, promote international cooperation in training young lecturers, exchange through the scholarship system, invest in facilities, and innovate education and training programs.

Fourthly, foster the initiative and autonomy of academies in diversifying and expanding partnerships with prestigious organizations and universities in the world in education and training, and build and develop young contingent of lecturers.

Fifthly, focus on developing appropriate international cooperation content and programs, organizing practical and effective sightseeing, research and exchange activities.

CONCLUSION

President Ho Chi Minh - the one who laid the foundation for the construction of Vietnam's revolutionary education. Throughout his life, he always paid attention to the development of education and training, especially the building a contingent of lecturers who are professional and meet the requirements and tasks of education and the Vietnamese revolutionary cause in each period. His views on building a contingent of lecturers affirmed the position, role and mission of teachers, including lecturers, because they are the ones who decide the success of the content and goals of education and training. Hence, Ho Chi Minh has focused on building a contingent of lecturers with comprehensive development in political and moral qualities, sufficient in quantity, ensuring quality and structure.

In the new context, despite many changes in the world, Ho Chi Minh's thought on building the teaching workforce remains fully relevant and aligned with the developmental trends of the modern era. Therefore, applying Ho Chi Minh's thought on building a contingent of lecturers in a flexible, creative, practical and effective way will help Vietnamese education system have a team of exemplary and dedicated teachers that contribute to the decision to train high-quality human resources to successfully carry out the cause of industrialization and modernization of the country. This affirms the consistent policy of our Party that education and training together with science and technology are the priority national policies and the key driving force for national development.

In recent years, thoroughly understanding Ho Chi Minh's ideology, the viewpoints, policies and guidelines of the Party and State on building a contingent of lecturers, the Central Military Commission and the Ministry of National Defense have issued many directives, resolutions, plans, projects, and so on to lead and direct the improvement of the quality of building a team of military teachers, including building the young contingent of lecturers following Ho Chi Minh's ideology in academies. Therefore, up to now, military schools in general and military academies in particular have basically built young contingent of lecturers that contributes to the successful implementation of the motto " The training quality of the school is the combat readiness capability of the unit".

However, the current problem is that the young contingent of lecturers at military academies still reveals shortcomings, limitations, and inadequacies in terms of quantity, quality, and structure. A number of young contingent of lecturers have not kept up with the development of science and technology, digital transformation, and so on and have not met the requirements and tasks of education and training in the entire army, and the requirements for building military academies in the new context. Some

young lecturers lack of enthusiasm, self-cultivation, training, and striving, and even violate professional ethics, and in some cases, seriously break the law and discipline. The causes of this situation include both objective and subjective reasons, but the subjective cause is the main one. Therefore, building and improving the quality of young lecturers according to Ho Chi Minh's ideology in military academies is one of the important and urgent requirements and tasks today.

In order to build young contingent of lecturers in military academies today who are professional, having solid teaching methods, high determination, overcome all difficulties and hardships, even sacrifice their lives to fulfill the duties and tasks of lecturers and officers in the army, it is necessary to fully, synchronously and thoroughly implement a system of groups of solutions. In which, it is necessary to pay special attention to the role, responsibility and high determination in the group of solutions for self-training, fostering, regularly improving the quality and comprehensive capacity of the young lecturers themselves. The solution groups are closely related, creating premises and conditions for each other in building young contingent lecturers in military academies today.

Building young contingent of lecturers following Ho Chi Minh's ideology in military academies today is both a fundamental long-term issue and an urgent immediate issue. It is also the responsibility of Party committees, Party organizations, and commanders at all levels, first and foremost in faculties and departments. In the coming time, military academies must flexibly and creatively apply the viewpoints of Ho Chi Minh's ideology on building a contingent of lecturers, only then can overcome the shortcomings, limitations and weaknesses of the young contingent of lecturers and the building of young contingent of lecturers. Gradually improving the quality of young lecturers is a condition and premise to improve the quality of education and training in military academies in particular and the entire army in general that aims to build a strong, compact and elite Vietnam People's Army, creating a solid foundation, striving to build a revolutionary, disciplined, elite and modern people's army and People's Public Security force by 2030, strengthen in politics, ideology, ethics, organization and cadres. Besides, it also contributes to the development of Vietnamese education in the context of a market economy and international integration, taking quality and output efficiency as a measure, and bringing vietnam into a new era, the era of the Vietnamese people's rise.

LIST OF WORKS RELATED TO THE DISSERTATION THAT THE PHD CANDIDATE HAS PUBLISHED

1. Do Van Trung (2024), “Ho Chi Minh’s thought on building the teaching workforce and its application in developing the young contingent of lecturers in military academies today”, *Journal of Vietnam Communist Party’s History*, No. 405.
2. Do Van Trung (2024), “Ho Chi Minh’s thought on educators and the development of the teaching workforce”, *Journal of Ho Chi Minh Studies*, No. 65 (9-10/2024)
3. Do Van Trung (2024), “Building the young contingent of lecturers in military academies today in accordance with Ho Chi Minh’s thought”, *Political Theory Journal*, Special Issue, Quarter IV, 2024.
4. Do Van Trung (2024), “Applying Ho Chi Minh’s thought on “the teacher” to the building of the young contingent of lecturers in military academies today”, *Journal of Political Theory and Communication*, Special Issue No. 2 (10/2024).