

HO CHI MINH NATIONAL ACADEMY OF POLITICS

NGUYEN THI MINH THU

**EDUCATIONAL CULTURE IN THE
MILITARY SCHOOLS OF THE
VIETNAM PEOPLE'S ARMY TODAY
(Case studies of Military Technical Academy,
Political Academy - Ministry of National Defence,
College of Artillery Officer's Training)**

SUMMARY OF DOCTORAL THESIS

SECTOR: CULTURAL STUDIES

Code: 9229040

HA NOI - 2025

**The thesis was completed at
Ho Chi Minh National Academy of Politics**

Supervisor: 1. Assoc. Prof. Dr. Le Thi Bich Thuy



2. Dr. Nguyen Thi Thu Hoai



Reviewer 1:

Reviewer 2:

Reviewer 3:

**The thesis will be defended before the Thesis Judging Committee
at Academy level meeting in Ho Chi Minh National Academy of Politics**

At

**The thesis can be found at the National Library of Vietnam
and Library of Ho Chi Minh National Academy of Politics**

INTRODUCTION

1. Reason for choosing the topic

Education is a pillar of national development and the foundation of a nation's future. In the military domain, education holds strategic significance because "the training quality of the school is the combat readiness capability of the unit," serving as the strength to safeguard the Fatherland early and from afar. Military schools of the Vietnam People's Army are unique military-pedagogical organizations, bearing the characteristics of military units while also functioning as centers of education, training, and scientific research. The distinctive nature of their organization and educational activities, along with the mission of building the army and protecting the country, has created the unique features of military educational culture. Moreover, throughout their establishment and development, each military school has built its own traditions and values. These values form a diverse mosaic in the overall picture of military educational culture, yet with a high degree of unity.

In the context of deepening globalization, the industrial revolution, and digital transformation, military schools are required to undergo strong and comprehensive innovations to meet the mission of building a revolutionary, regular, elite, and modern army. In this process, educational culture has become a central factor that functions to orient values, shape the identity, foster the character of "Uncle Ho's Soldiers," and importantly contribute to improving training quality, aiming toward the sustainable development of military education. However, up to now, educational culture has not been researched in a truly comprehensive and in-depth manner. Therefore, the PhD candidate has selected the topic "Educational Culture in the Military Schools of the Vietnam People's Army Today (Case studies of the Military Technical Academy, the Political Academy, and the College of Artillery Officer's Training)" in order to clarify the manifestations, values, and role of educational culture in military schools. This study is oriented toward developing a humane, modern, and sustainable military educational culture, meeting the requirements of building a revolutionary, regular, elite, and modern Vietnam People's Army.

2. Research purpose and tasks

2.1. Research purpose

Based on clarifying theoretical issues of educational culture and educational culture in military schools, the dissertation identifies the context and current situation of the educational culture in the military schools of the Vietnam People's Army today from a cultural studies perspective. Through that, it discusses the issues that arise and recommends solutions to develop a military educational culture that is rich in identity, humanistic, modern, and sustainable.

2.2. Research tasks

To achieve the above purpose, the dissertation undertakes the following tasks:

- Provide an overview of related research on educational culture in military schools, and clarify theoretical issues regarding educational culture in military schools from a cultural perspective (clarifying key concepts, structure, and role; relevant theories and viewpoints; and the analytical framework of the dissertation).
- Outline the research sites and identify the contextual factors influencing the educational culture in military schools.
- Survey the current status at the three selected schools (the Military Technical Academy, the Political Academy, and the College of Artillery Officer's Training) according to the four elements of educational culture; analyze the commonalities and the specific characteristics among the types of schools with different training functions and missions.
- Discuss the issues raised and recommend solutions to develop an educational culture in military schools that is rich in identity, modern, humanistic, and sustainable.

3. Research subject and scope

3.1. Research subjects

The research object of the dissertation is the educational culture in the military schools of the Vietnam People's Army today, approached from a cultural studies perspective.

3.2. Research scope

- *Research participants:* The dissertation's research was conducted on key groups of lecturers, academy management staff, and cadets at the three selected military schools.

- *Research content:* The educational culture in military schools is examined through four elements: the hierarchy of cultural values, cultural personality, cultural practices, and external expressions.

- *Research locations:* The dissertation includes practical surveys at three institutions: the Military Technical Academy, the Political Academy, and the College of Artillery Officer's Training.

- *Research period:* The dissertation focuses on data collected from 2020 to 2025.

4. Methodological basis and research methods

4.1. Methodological basis

The dissertation is carried out on the methodological foundation of dialectical materialism and historical materialism; and grounded in Marxist viewpoints, Ho Chi Minh's thought, and the Party's viewpoints on culture, education, and building a revolutionary army.

4.2. Research methods

- *Research Approach:* The dissertation employs an interdisciplinary approach, combining cultural studies with related disciplines such as military pedagogy, educational management, military psychology, and sociology.

- *Research Methods:* The dissertation utilizes a combination of research methods, including the analysis-synthesis method, the comparison-contrast method, and the sociological survey method, as well as techniques like categorization and systematization of documents, and the mathematical statistics method.

5. Theoretical and practical significance

Theoretical significance: The dissertation helps to supplement and clarify certain theoretical issues of cultural studies in the field of military education, thereby contributing to the theoretical body of knowledge on educational organization culture and military culture.

Practical significance: The dissertation contributes to identifying the current situation and issues posed for the educational culture in military schools today. The research results can serve as reference materials for cadets, instructors, educational management officers, and researchers in the fields of culture and military education. In addition, the dissertation provides a scientific basis for

leaders and commanders of educational institutions, as well as for the functional agencies of the Ministry of National Defense and the Central Military Commission, to devise guidelines and measures that help improve the quality of education and training and develop high-quality human resources to meet the requirements of building the Vietnam People's Army in the new period.

6. New contributions of the thesis

- The dissertation is a systematic and specialized study on educational culture in the military schools of the Vietnam People's Army from a cultural perspective. It clarifies the concept, structure, and role of educational culture in military schools, and proposes a new analytical framework by inheriting and further developing the results of previous research.

- By using an interdisciplinary approach combined with multiple research methods, the dissertation identifies the context and current status of educational culture through practical research at the three selected schools. The study helps to clarify the distinctive characteristics of the educational culture in the military pedagogical environment and points out the unity in diversity of the educational culture in today's military schools.

- The dissertation analyzes and discusses the issues that have emerged, and recommends solutions for developing a humanistic and sustainable military educational culture, aligned with the goal of building smart, regular, exemplary, modern military schools.

7. Structure of the Dissertation

In addition to the introduction, conclusion, and list of references, list of author's published works related to the thesis topic and appendix, the thesis consists of 4 chapters and 18 sections.

CHAPTER 1

OVERVIEW OF RESEARCH AND THEORETICAL BASIS ON EDUCATIONAL CULTURE IN THE MILITARY SCHOOLS OF THE VIETNAM PEOPLE'S ARMY

1.1. OVERVIEW OF PREVIOUS RESEARCH RELATED TO THE TOPIC

1.1.1. Research on educational culture and educational culture in schools

Since the late 20th century, educational culture as an independent research field has blossomed, attracting scholars from many disciplines. These studies have built a solid theoretical foundation through various models and theories, affirming the multidimensional nature and value of educational culture. Many studies emphasize the core role of culture in creating an effective learning environment and developing well-rounded human beings, highlighting the importance of cultural identity in education alongside global adaptation, considering this the path to sustainable development for contemporary education systems.

1.1.2. Research on Educational Culture in Military Schools

Building on and absorbing the views of previous researchers, the PhD candidate defines educational culture as a system of values, exemplary personality models, cultural practices, and external elements that are created, accumulated, and shared during the educational process. This system governs and orients educational activities in order to achieve human development goals and to promote the humane and sustainable development of society.

1.1.3. General evaluation of previous research and remaining Issues

To date, existing works have only addressed individual aspects and no research has deeply analyzed the educational culture in military schools in a comprehensive and systematic manner from a cultural studies perspective. This constitutes a gap in both theory and practice that the dissertation aims to explore in depth.

1.2. THEORETICAL BASIS ON EDUCATIONAL CULTURE IN MILITARY SCHOOLS

1.2.1. The Concept of Educational Culture

Building on and absorbing the views of previous researchers, the PhD candidate defines: *educational culture as a system of values, exemplary personality models, cultural practices, and external elements that are created, accumulated, and shared during the educational process. This system governs and orients educational activities in order to achieve human development goals and to promote the humane and sustainable development of society.*

1.2.2. Conception of Educational Culture in Military Schools

1.2.2.1. Definition of Educational Culture in Military Schools

On the basis of the above working definition of educational culture and taking into account the characteristics of military schools, the dissertation defines educational culture in the military schools of the Vietnam People's Army as a system of values, cultural personalities, cultural practices, and external elements that are created, accumulated, and shared in the process of military education. This system contributes to improving the quality of education and training, developing the personality of military personnel, and fostering a humanistic, sustainable development of military education.

1.2.2.2. Structure of Educational Culture in Military Schools

Applying the structural-functional theory in combination with Geert Hofstede's "onion" model of culture, the dissertation divides the structure of educational culture in military schools into four layers: (1) the hierarchy of cultural values; (2) cultural personality; (3) cultural practices; (4) external expressions. These components interconnect to create the unique complexion and character of each military school, while also contributing to the shared traditions of Vietnamese military culture.

1.2.2.3. Role of Educational Culture in Military Schools

In military schools, educational culture plays several key roles:

Intrinsic motivation: Educational culture serves as an intrinsic driving force that contributes to enhancing the quality of education and training, and it spurs the development of high-quality human resources within the army.

Bridge across time: Educational culture acts as a bridge connecting the past, present, and future.

Foundational support: Educational culture provides the foundation for the sustainable development of military education.

1.2.3. Theories and Perspectives Applied in the Dissertation

1.2.3.1. Structural-Functional Theory

The dissertation applies structural-functional theory to examine the systemic nature, constituent elements, and functions of educational culture in military schools. The perspectives of Robert K. Merton are utilized to identify and decode both the official and latent cultural phenomena within military schools.

1.2.3.2. Geert Hofstede's cultural perspective and the "Onion" model

Geert Hofstede compares culture to an operating system or software programmed into people's minds that differentiates one group from another. He proposed the "onion" model of culture to describe the multi-layered structure of culture.

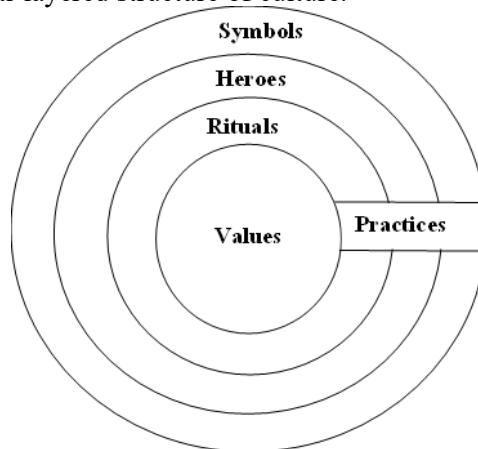


Figure 2.1. "Onion" diagram: Manifestations of culture at various levels.

Hofstede's onion model of culture helps the dissertation to comprehensively recognize military educational culture, while allowing a deep exploration into its essence rather than stopping at surface phenomena. In combination with structural-functional theory, the dissertation posits that each cultural element plays a certain role in meeting needs and maintaining the stability of the military educational environment.

1.2.3.3. The party's and the Army's viewpoints on education and Training

The Party's viewpoint on culture: Culture is identified as an endogenous strength and “the spiritual foundation of society, both a goal and a driving force to promote socio-economic development.” The strategic objective of cultural endeavors is to build and develop “an advanced Vietnamese culture imbued with national identity,” with the core focus on building a comprehensively developed Vietnamese person.

The Party's viewpoint on education and training: Education and training are regarded as the foremost national policy, and advancing education and training holds a pivotal role in the cause of national development. Education is directed towards developing well-rounded individuals, and there must be fundamental, comprehensive renovation of education to enable integration and modernization.

The Army's viewpoint on education and training: Education and training are the central, top-priority political tasks for party committees and commanders at all levels. The guiding principle set out in resolutions is to link military schools with the realities of combat and units, and to align training with the requirements of personnel utilization, considering a school's training quality as equivalent to a unit's combat readiness capability.

These viewpoints collectively create a favorable framework for developing a modern, advanced military educational culture while firmly maintaining a socialist orientation and the distinctive identity of the military.

2.1.4. Analytical framework for educational culture in military schools

The cultural context forms the overarching foundation that influences the formation and development of educational culture in military schools. This context includes historical, cultural, and social conditions, as well as the impacts of globalization, the Fourth industrial revolution, and the environment of military culture.

At the center of the analytical framework is the structure of educational culture in military schools, comprised of four key elements: Cultural value hierarchy - the core element, functioning as

the “software of the mind” (Hofstede) that guides, governs, and links the other elements into a unified whole.

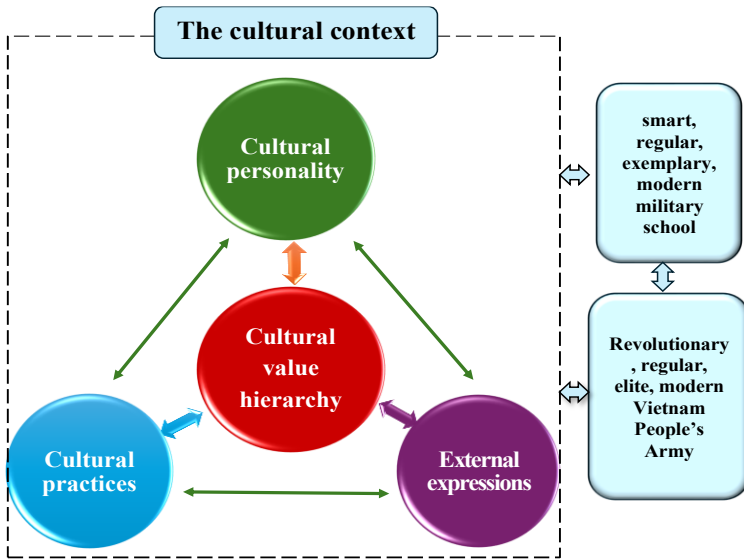


Figure 2.2. Analytical framework of educational culture in military schools.

Cultural personality - the “human product” shaped by the military school’s educational cultural environment, which also serves as the subject that contains, conveys, and further develops the culture.

Cultural practices - the bridge through which cultural values and personalities are actualized in vivid behaviors and activities.

External Manifestations- the tangible, sensory manifestations of culture that reinforce and convey cultural values in a visual and lively manner, helping to define and identify the culture of each military school.

This analytical framework explains how the core values of the army are transformed into specific expressions within military schools, while simultaneously aligning with the strategic objective of building smart, regular, exemplary, and modern military schools.

Chapter 2

OVERVIEW OF THE RESEARCH AREA AND CONTEXT

OF EDUCATIONAL CULTURE IN THE MILITARY SCHOOLS OF THE VIETNAM PEOPLE’S ARMY TODAY

2.1 OVERVIEW OF THE RESEARCH SITES

2.1.1 Overview of the military school system

Military schools have a dual nature: they are both military units and educational-training institutions, under the leadership and management of the Ministry of National Defense and the General Staff, while also subject to the professional direction of the Ministry of Education and Training. Therefore, in organization and operation, military schools exhibit many unique characteristics.

2.1.2 Overview of the research cases

2.1.2.1 Military Technical Academy

The Military Technical Academy (also known as Lê Quý Đôn University of Engineering) was established on August 8, 1966. It is a multi-disciplinary, multi-level university under the direct leadership of the Ministry of National Defense. Its mission is: “To train high-quality human resources, to conduct research and development, to manufacture prototype models, to transfer advanced technology and integrate internationally, making a significant contribution to the cause of national construction and defense and to the development of Vietnam’s military science and technology sector.” The Academy has set the goal of its military training program as: “Good Officers – Excellent Engineers – Exemplary Party Members.”

Over nearly 60 years of establishment and development, the Military Technical Academy has affirmed its position as the leading education and training and scientific research institution in military engineering, technology, and defense industry for the Army and the nation. It has built a tradition of “Unity, Cohesion, Creativity, Proactive Overcoming of Difficulties, Maintaining Stability, Emphasis on Innovation,” with a specialized technical teaching environment.

2.1.2.2 Political Academy

The Political Academy (traditional founding date: October

25, 1951) is the premier center for training and nurturing political officers and for research in military social sciences and humanities in the Army, under the Ministry of National Defense. Its mission is defined as: “Training high-level human resources and cultivating talents for the Army and the nation; researching and developing military social sciences and humanities; strengthening the defense of the Party’s ideological foundations; refuting false and hostile viewpoints; and making an important contribution to the cause of building a politically strong Army and of building and defending the Socialist Republic of Vietnam.” The Academy’s training objective is a corps of political officers with exemplary ethics, with the ability to educate and guide ideological-political thinking, contributing to upholding the Party’s ideological positions in the Army.

Over 74 years of construction and development, with core cultural values of “Determination - Creativity - Discipline - Quality,” the Political Academy is a convergence point that strongly fosters the political-ideological culture within the Army. It is a key unit in the ideological and theoretical struggle, protecting the Party’s ideological foundation in the armed forces.

2.1.2.3 College of Artillery Officer's Training

The College of Artillery Officer's Training was established on February 18, 1957 as a specialized military university under the Artillery branch of the Ministry of National Defense. The school’s mission is: “To train and nurture a team of artillery-rocket commanders and technical officers from the platoon to regiment levels, serving training and combat readiness tasks; at the same time serving as a research center for artillery-rocket sciences, military social sciences and humanities, and participating in international cooperation in artillery training.”

After nearly 70 years of establishment and growth, the College has built the tradition of “Self-reliance, Self-strengthening, Initiative, Creativity, Good Teaching, Good Learning, Good Service.” The school has affirmed its position as a center for training and providing high-quality human resources for the artillery forces and the Army, contributing to building a modern artillery force with high combat capability.

2.2 CONTEXTUAL FACTORS AFFECTING EDUCATIONAL CULTURE IN THE MILITARY SCHOOLS

2.2.1 International context

The current world situation is undergoing profound, rapid, and complex changes, placing new demands on the military and requiring it to maintain a high level of combat readiness. Vietnam's defense policy consistently emphasizes the strength and comprehensiveness of the People's Army, creating stringent requirements for military education. Military schools must provide a comprehensive education, equipping learners with cross-disciplinary thinking and rapid adaptability. The cultural actors in the schools need to embrace modern military thinking, combining the tradition of "Uncle Ho's Soldiers" with the ability to adapt to high-tech warfare.

Globalization and international integration in education contribute to the modernization of military education, broadening visions and value hierarchies toward common global norms. However, globalization also poses challenges, requiring military schools to proactively select the best and most suitable experiences for Vietnamese military educational practice.

In the vortex of the industrial revolution and digital transformation, military schools are transitioning to a modern educational model oriented toward quality and efficiency. Schools are building "smart schools" on the basis of digitization, while adjusting the educational cultural structure from values and beliefs to organizational activities, management, and teaching-learning methods.

2.2.2 Contemporary socio-economic context of Vietnam

The contemporary socio-economic context of Vietnam affects military schools in both favorable and challenging ways. On the favorable side, the stable political foundation, abundant economic resources, and opportunities for international exchange create conditions for educational innovation and the development of military educational culture. On the challenging side, the adverse effects of the market economy, threats from non-traditional security, shifts in values, and the impact of digital culture and mass media increase the risks of dilution of ideals, the import of pragmatic lifestyles, and negative influences on traditional military norms and value systems. This situation places an urgent requirement on

military schools to serve as “cultural filters,” absorbing the quintessence of human culture while resolutely eliminating negative elements, ensuring the sustainable development of military educational culture.

The context of educational and training reform has been and is having a strong impact on military educational culture. Traditional educational culture is gradually transforming into a modern, intelligent, and integrated model. This process opens opportunities to improve the quality of training for military cadres and officers, while posing challenges in terms of conflicting values and the risk of formalism in education.

Within military schools, the younger generation is becoming a driving force creating clear changes in the value system of the military education environment. Present-day military educational culture demands flexibility and humanity, combining the training of the military’s traditional values with encouragement for individuals to actively and creatively develop their capabilities in fulfilling tasks.

The contemporary social context in Vietnam is a multidimensional dynamic space that converges opportunities and challenges. This context both promotes the process of modernization and integration and creates pressure to change value systems, education models, and cultural environments.

2.3 SPECIFIC CONTEXT OF THE VIETNAM PEOPLE’S ARMY

Unlike the civilian education system, Vietnam’s military schools were born on the battlefield, matured under challenges, and were forged through wars of national resistance. The establishment of training institutions such as the Military Technical Academy (1966), Political Academy (1951), and the College of Artillery Officer's Training (1957) was closely linked to the tasks of national liberation and the construction of the armed forces in each historical period. This historical-traditional context is the “cultural source” that ensures stability and continuity for the educational culture in military schools.

In addition, the context of the functions, tasks, and requirements of army-building in the new era governs the entire model of educational culture in military schools. These factors are imprinted in the goals, content, and methods of military education,

and at the same time they comprehensively affect the value structure and cultural identity of education in military schools.

The political-ideological context is a prominent factor contributing to the unique character of military educational culture. The formation and development of military schools is intimately linked to the revolutionary nature of the Vietnam People's Army. The military school is a specific political-ideological institution of the Party in the field of national defense, serving as the place to train and forge the revolutionary armed forces, absolutely loyal to the Party, the State, the Fatherland, and the People, thereby affirming the distinctive status of military education in the cause of national defense.

The institutional-organizational context of the Army creates a distinctive "educational culture environment." The operational mechanisms and organizational models of military schools are fundamentally different from those of civilian educational institutions, creating the uniqueness of military educational culture. These are cultural values that are not only taught and propagated but are transformed into regulations, laws, and military orders to maintain unity, stability, and continuity of culture, thereby clearly affirming the role of the school in orienting and preserving the military cultural identity.

The educational culture in military schools is a specific cultural phenomenon, formed and developed under the concrete political-social-military conditions of the country, and it is subject to multifaceted influences from historical, political, social, organizational factors and the context of globalization.

Chapter 3

IDENTIFICATION OF EDUCATIONAL CULTURE IN CURRENT VIETNAM PEOPLE’S ARMY MILITARY SCHOOLS

3.1 HIERARCHY OF CULTURAL VALUES IN MILITARY EDUCATION

The hierarchy of cultural values in military education today is deeply rooted in the nation’s and the army’s traditions, while also expanding to incorporate contemporary elements. This creates a solid spiritual foundation that orients all educational and training activities. It constitutes the “soul and essence” of the school’s culture, ensuring that every generation of graduating cadets carries a common set of values. These shared values contribute to maintaining the strength and distinctive identity of the Vietnam People’s Army in the new era.

3.1.1 Value of studiousness and respect for teachers

The values of studiousness and respect for teachers serve as a measure of the quality and depth of military educational culture. In military academies, a devotion to learning (“hiếu học”) reflects the soldier-citizen’s sense of responsibility and the ideal of serving the Fatherland and the people through knowledge. Respecting teachers (“tôn sư trọng đạo”) is not just a norm of teacher–student interaction; it is also a behavioral mechanism that maintains hierarchical order and discipline. In this way, cadets model themselves after exemplary soldiers.

These values are firmly maintained and create a bridge between military educational culture and the national educational culture within the schools. By upholding studiousness and teacher respect, military academies link their educational traditions with the broader cultural heritage of the nation.

3.1.2 “Bộ đội Cụ Hồ” cultural value system

This refers to the distinctive set of values characteristic of the army, carrying both traditional features and new-era requirements. On one hand, it embodies traditional military values (such as loyalty and devotion, discipline, and solidarity). On the other hand, it incorporates contemporary demands (including innovation, creativity, and international integration). This “Bộ đội Cụ Hồ” value system guides the behavior and lifestyle of officers,

instructors, and cadets. It also serves as a guiding principle for military schools to design their curricula and to cultivate the ethics and living styles of service members.

3.1.3 Unique values of each military school

Each military academy establishes its own set of values tied to its training mission, educational philosophy, and historical development. These unique values represent a layer of cultural autonomy and form the foundation for building the school's cultural brand within the military environment. The diversification of value systems demonstrates unity in the core values of the armed forces and the nation, while also reflecting the distinctive cultural nuances of each training institution.

3.2 CULTURAL PERSONA

3.2.1 Cultural persona of military instructors

Military instructors are not only teachers imparting knowledge, but also Party members, officers, and commanding officers, as well as comrades and fellow soldiers of the cadets during combat, training, and exercises. Therefore, their cultural persona has a dual character: it must meet the professional standards of educators and at the same time embody the qualities of “Bộ đội Cụ Hồ.”

In addition, instructors at different schools have their own strengths that reflect the specific focus of their professional field and their technical–political–combat training environment. Each instructor's persona thus uniquely combines educational expertise with military professionalism.

3.2.2 Cultural persona of cadet management officers

Cadet management officers serve as “second teachers,” playing a central role in shaping the habits, lifestyle, and discipline of cadets in daily life. They are not only organizers and supervisors of processes, but also mentors who accompany cadets through their studies and training at the school.

As a result, the demeanor of cadet management officers must combine strict discipline and adherence to principles with humanity and flexibility. They execute military orders rigorously while also acting as inspiring educators. This is the unique feature of the military environment: managing people is inseparable from disciplined training, but at the same time it is a process of character education.

3.2.3 Cultural persona of military cadets

Today's military cadets are developing a fairly well-rounded persona of future officers. Compared with civilian students, cadets have some prominent qualities, including: A strong political conviction and willingness to sacrifice for the Fatherland, A high sense of responsibility toward their comrades and the collective, Strict discipline awareness and obedience to orders.

These attributes set military cadets apart, reflecting the distinctive values cultivated within military schools.

3.3 PRACTICE OF EDUCATIONAL CULTURE

3.3.1 Teaching - learning activities and scientific research

The curriculum at military academies is constructed in a comprehensive and highly integrated manner, both imparting professional knowledge appropriate to their future roles and cultivating political qualities and revolutionary ethics. In this framework, political and ethical education is prioritized as the foundation for learners' knowledge acquisition. It is followed by instruction in: professional knowledge, scientific literacy, leadership capacity, legal education, physical training, aesthetic education.

This sequence illustrates that the essence of educational culture in military schools is oriented toward ideals, discipline, and practicality. Teaching methods and approaches are being innovated according to modern trends to better engage learners.

Scientific research activities also tend to be practically oriented and applied, affirming the central role of knowledge in military education. Cadets and instructors engage in research projects that address real-world military challenges, reinforcing the school's identity as a center of knowledge in service of the armed forces.

3.3.2 Political, ideological, and ethical education activities

Political and ideological education, along with various meaningful mass-movement activities, are organized in a very systematic way, with rich content, diverse forms, and educational methods. These activities create a vibrant and uplifting atmosphere and foster patriotic traditions and revolutionary ideals among cadets. They contribute significantly to educating cadets to become officers with strong political determination and readiness to defend the Fatherland.

3.3.3. Military training and discipline activities

Military training and discipline are emphasized in all aspects of school life. Training activities are not only daily routines of living, study, and exercise, but they also constitute a systematic cultural practice that reenacts and transmits the core values of the armed forces. The harsh military training environment forges a unique educational culture, shaping the style and demeanor of future officers. Through this rigorous training, cadets develop into individuals who are disciplined and stern, yet proactive and adaptable when facing challenges.

3.3.4. Cultural, artistic, and sports movement activities

Cultural, artistic, and sports movement activities in military schools are organized in great variety, often associated with holidays, commemorations, and competitive events. Through these activities, schools create a joyful and spirited atmosphere while inculcating patriotic traditions and revolutionary ideals. Such activities serve as a cultural “catalyst”, playing an important role in building a healthy and rich cultural environment. They strengthen collective cohesion and nourish the spiritual life of officers, instructors, and cadets on both broad and deep levels.

3.4. EXTERNAL MANIFESTATIONS OF EDUCATIONAL CULTURE

External manifestation elements in military schools act as the “glue” connecting tradition with the present. Elements such as architectural spaces, logos, slogans, rituals, uniforms, and the overall pedagogical-military environment serve to convey and reinforce military cultural values. Although these aspects are “seen and heard” daily, they have a deep impact, permeating each soldier’s subconscious. They help cultivate habits and conduct, and reinforce faith in the core values. In effect, the visible elements transmit and consolidate the underlying values and beliefs of the military educational culture.

Chapter 4

DISCUSSION ON EDUCATIONAL CULTURE IN CURRENT VIETNAM PEOPLE’S ARMY MILITARY SCHOOLS

4.1 BUILDING THE CULTURAL VALUE SYSTEM IN MILITARY SCHOOLS

4.1.1. Challenges in promoting “*Bộ đội Cụ Hồ*” cultural values in military schools today

In the context of globalization, modernization, and digital transformation, efforts to promote the “*Bộ đội Cụ Hồ*” cultural values in military schools face numerous challenges. These include subversive attempts by hostile forces in the cultural and ideological spheres, as well as negative influences stemming from market mechanisms. Phenomena of “differentiation” and “pragmatization” of values, declining ideals, wavering beliefs, and normative deviations have appeared among a portion of officers, instructors, and cadets. This has led some individuals to gradually “turn their backs” on the fine traditional values- such as sacrifice, simplicity, devotion, and putting collective interests above self- that form the core of the “*Bộ đội Cụ Hồ*” ethos.

4.1.2. Building a traditional–modern, unified–diverse value system in today’s military schools

Moreover, tensions between tradition and modernity, and between unity and diversity in the value system, demand that military schools must be steadfast in upholding the core, foundational values of military education—considering these the enduring “*soul*” of the military school—while at the same time adjusting the modes of expression and transmission of those values, and flexibly adopting new values in ways that suit the contemporary era.

4.1.3. Recommended solutions to promote the cultural value system in military schools

Build a unified yet diverse cultural value hierarchy appropriate to the specific conditions of each school, to serve as an orienting foundation for the ideology, ethics, and behavior of all educational participants, and capable of adapting to the context of modernization, globalization, and digital transformation. In particular: standardize the core value system and the unique values of each school; strengthen value education by integrating it into all activities; and develop an open and adaptive value system suitable for the digital age.

4.2. DEVELOPING THE CULTURAL PERSONALITY OF EDUCATIONAL SUBJECTS IN MILITARY SCHOOLS

4.2.1. Phenomena of norm deviation among educational subjects in military schools today

Under the strong impact of the negative side of the market economy and international integration, instances of ethical norm deviations have been recorded in military schools, with negative effects on the pedagogical culture environment, which traditionally places high importance on standard-setting and role-modeling. This is an alarming situation, as it runs counter to the cultural norms of the military, which value discipline, honor, and the “*Bộ đội Cụ Hồ*” qualities. Recognizing and rectifying such cultural and ethical deviations in military schools is a pressing issue in order to maintain a healthy, normative educational environment.

4.2.2. The issue of value transformation in the cultural personality of educational subjects

To correct these deviations, the central matter is to successfully transform values and standards from the level of principles and slogans into the feelings, beliefs, daily behaviors, and attitudes of individuals in the modern military educational environment. This value transformation issue requires improving the quality of comprehensive education, tightly combining “teaching knowledge and profession” with “teaching character.” The military pedagogical environment must truly become a “forge” for character, where values are brought to life vividly in every activity.

4.2.3. Recommended solutions to develop the cultural personality of educational subjects

The focus of the solutions is reflected in the following key measures: Enhance the exemplary role of the cadre and instructor corps; Awaken the spirit of self-education and self-training among cadets.

Developing cultural personality in military education aims to form a contingent of model military educators and a generation of officer cadets with exemplary cultural personalities, considering human beings as both the center and the driving force of the development of educational culture. This requires building cultural qualities and competencies for both the teachers and the learners, ensuring that each individual in the school system is self-aware and proactive in fulfilling the mission of transmitting and inheriting culture.

4.3. IMPROVING THE QUALITY OF TEACHING, LEARNING, AND RESEARCH IN MILITARY SCHOOLS

4.3.1. Challenges in teaching - learning and scientific research activities

A military school has a dual nature – it is simultaneously an educational institution and a military unit. Because of this, cadets must carry out academic study while also undergoing military training and strictly adhering to military discipline. The high-discipline environment does train cadets to maturity, but it also implies that cadets have limited time for self-study and creative freedom.

Additionally, the objectives of military education demand well-rounded development. The integrated content of curricula, which encompass many areas, results in a very heavy study load, creating significant pressure for cadets. Therefore, the challenge is to adjust educational content and programs in the direction of streamlining, modernizing, and increasing practical relevance; to increase the proportion of practical training, self-study, and creative experiential learning time; and to vigorously innovate teaching methods toward modern, learner-centered approaches. Emphasis should be placed on teaching *how to learn*, *how to think*, and fostering self-research skills, so that the core values of modern education are effectively realized.

4.3.2. Recommended solutions to enhance teaching and research quality

These solutions aim to turn educational and training activities in military schools into a space that most effectively regenerates and disseminates culture. In the context of digital transformation and globalization, military schools need a comprehensive, synchronized renovation of all educational activities, with a focus on putting the learner at the center and integrating values, skills, and knowledge. Concretely: restructure the training program to integrate value-oriented content and skills; innovate teaching methods to promote learners' proactiveness and creativity; and boost scientific research and innovation activities within the school.

4.4. ACCELERATING DIGITAL TRANSFORMATION AND BUILDING “SMART MILITARY SCHOOLS”

4.4.1. Challenges in digital transformation and building smart military schools

The “smart school” model promises to create a digital educational ecosystem connecting learners, instructors, and managers in cyberspace, allowing teaching and learning to occur flexibly anytime, anywhere, with personalized learning and lifelong learning. However, implementing a comprehensive digital transformation poses a significant cultural challenge for military schools. Several outstanding issues persist, for example: technical infrastructure that lacks modern equipment and has not been uniformly upgraded; instructors and management staff who remain limited in digital competencies and need training in technology skills; and the process of digital transformation and building smart schools raises the need to reform teaching methods and to change the traditional teaching - learning culture.

4.4.2. Recommended solutions for digital transformation and smart schools

Building a smart military school is not only about equipping modern technology, but also about transforming the organizational model, management methods, and school culture. To realize this goal, a comprehensive set of solutions must be implemented, such as: completing information technology infrastructure and smart governance platforms; applying digital technology in teaching, training, and cultural communication; and training human resources to have “digital capabilities” while fostering a digital culture in the school.

4.5. LEVERAGING EXTERNALIZED CULTURAL VALUES IN MILITARY SCHOOLS

4.5.1. Challenges in promoting externalized cultural values

The current reality shows a lack of consistency, superficiality, and a gap between the “symbolic shell” and the “core values” in some military schools. The issue raised is the need to innovate the traditional education work in these schools: refresh ceremonies and commemorative events with more lively formats; incorporate technology and art to convey messages in an attractive way; and clearly explain the historical and cultural significance behind each ritual. In addition, investing in dedicated cultural spaces would help the younger generation feel the imprint of tradition in daily life, thereby inspiring pride and a desire in each soldier to inherit and promote that tradition.

4.5.2. Recommended solutions to promote externalized cultural values

Redesign symbols, logos, slogans, and cultural landscapes in a manner that is modern and aesthetically pleasing, yet still preserves the military identity and each school's distinct characteristics.

Develop dedicated military campus cultural spaces to showcase and experience the school's heritage.

Build a "digital identity" for each school (e.g., online presence that reflects its unique culture).

Strengthen positive communication on digital platforms highlighting exemplary students, cultured instructors, and the cultural aspects of campus life.

Issue standardized guidelines for military school culture under the direction of the General Political Department.

Organize workshops and competitions for creative school symbol design, following the orientation of standardization while allowing room to express each school's identity.

Regularly hold on-campus exhibitions of photos, memorials, and historical landmarks of the unit, so as to embed the school's history and traditions in the everyday environment.

CONCLUSION

Educational culture in the military schools of the Vietnam People's Army is a distinctive cultural phenomenon that reflects both the fine traditional values of national culture and military culture, and the unique characteristics of each school. Military educational culture creates a model pedagogical environment, nurtures and shapes the personality of revolutionary soldiers, builds the identity of military schools, enhances the quality of education and training, and develops high-quality human resources to serve the cause of defending the Fatherland.

This dissertation has provided an overview of previous research and systematized the core theoretical issues concerning educational culture in military schools. It has clarified the concept, structure, and roles of this culture, and established an analytical framework consisting of four components: (1) value system, (2) cultural personality of the subjects, (3) cultural practices in education, and (4) externalized elements. This framework was applied in practical surveys at three representative institutions: the Military Technical Academy, the Academy of Politics, and the Artillery Officer School.

On the basis of analyzing the current situation, the dissertation has discussed educational culture in military schools by identifying emerging issues and proposing recommended solutions to develop military educational culture in ways that promote a sustainable value system, develop cultural personality, innovate educational activities, and leverage externalized elements.

In the present day, the educational culture in military schools remains a persistent "source" that forges the character of the revolutionary soldier. If properly fostered, educational culture will become a strategic lever for building smart, regular, model, modern military schools and for developing a revolutionary, regular, elite, modern Army, thereby meeting the requirements of building and protecting the Fatherland in the new situation.

**LIST OF PUBLISHED WORKS RELATED TO THE
DISSERTATION**

1. Nguyễn Thị Minh Thu (2022). “*Solutions to build a cultural environment at the Artillery Officer School*”, Journal of Culture and Arts, No. 515, pp. 29-33.
2. Nguyễn Thị Minh Thu (2023), “*Some general theoretical issues on educational culture*”, Journal of Ethnic Studies”, No. 4, pp. 41-47.
3. Nguyễn Thị Minh Thu (2024), “*Some factors influencing educational culture in military schools*”, Journal of Ethnic Studies, No. 1, pp. 68-74.