

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**EDUCATING TEACHER ETHICS ACCORDING TO
HO CHI MINH'S IDEOLOGY FOR STUDENTS IN
PEDAGOGICAL UNIVERSITIES IN HANOI TODAY**

SUMMARY OF THE DOCTORAL THESIS

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INTRODUCTION

1. The urgency of the theme

President Ho Chi Minh was a great teacher in the nation's educational cause. Throughout his revolutionary life, he devoted himself to educating and awakening the people to struggle for national liberation, thereby bringing freedom, progress, and happiness to the nation. He attached special importance to moral education for all social groups, including teachers. Ho Chi Minh always showed deep affection and concern for teachers, emphasizing that: "The task of teachers is extremely heavy yet very glorious. To fulfill this task well, they must always set an example in all aspects, continuously cultivate revolutionary morality and political steadfastness, and strive for unity and mutual support for collective progress". His thoughts on teachers' ethics constitute a precious spiritual legacy for Vietnamese education.

The value and influence of Ho Chi Minh's ideology and moral example of teachers are profound for the Party and the People, particularly in the education and training of pedagogical students in contemporary Viet Nam. Ho Chi Minh's ideology on teachers' ethics serves as an important theoretical foundation for the Party and the State in formulating ethical standards for the Vietnamese teaching workforce. This has contributed to nurturing generations of patriotic teachers, devoted to the people, committed to their profession, and caring for learners, thereby achieving significant accomplishments in the education sector. In the current context, to develop high-quality human resources and lead the country confidently into a new era of development, the foremost requirement is to improve the quality of teacher training. With the goal of holistic education, teacher-training institutions, alongside professional training, place strong emphasis on moral and lifestyle education for pedagogical students. Therefore, clarifying the theoretical and practical issues of Ho Chi Minh's ideology on teachers' ethics is essential for its effective application in educating pedagogical students today.

Resolution No. 71 of the Politburo (2025) affirms the principle of "teachers acting as teachers and students as students" in terms of ethics, character, and knowledge; it calls for resolute rectification of negative practices in education, respect for the honor of teachers, and the social recognition of the teaching profession. The Party attaches special importance to the position and role of teachers in the development of education and training; accordingly, teachers must continuously study, cultivate moral qualities, and enhance professional competence. To improve the quality of the teaching workforce, the most fundamental and initial step is moral education for pedagogical students.

Pedagogical students constitute the future teaching workforce that will directly participate in educational activities. From the period of study and training at teacher-training institutions, they must be equipped with solid professional knowledge as well as education in teachers' ethics, so as to ensure that, upon graduation, they possess the requisite competencies and moral qualities of teachers. Education in teachers' ethics is regarded as a core and essential task in developing a high-quality teaching workforce. During his lifetime, Ho Chi Minh paid special attention to moral education for pupils

and students - the younger generations of the nation - including pedagogical students. However, moral education for pedagogical students, who will become future teachers, differs from that for in-service teachers, as this is the formative stage for the early development of professional ethics. The higher education period is a “golden stage” for shaping pedagogical students’ thinking, personality, lifestyle, and professional identity, enabling them to develop a sense of teachers’ responsibility, professional integrity, and behavioral stability in their future teaching practice. Therefore, education in teachers’ ethics for pedagogical students must receive due attention from the Party and the State, together with the formulation of appropriate policies.

Hanoi, as the country’s political, economic, and socio-cultural center, is home to leading teacher-training institutions such as Hanoi National University of Education, Hanoi University of Education 2, the Vietnam National University of Arts Education, and the Central College of Education. These institutions are major national centers for training teachers, lecturers, and educational researchers, particularly in the field of educational sciences. Given their role in training teachers for the entire country, teacher-training institutions in Hanoi have long recognized that the quality of pedagogical students is decisive for the quality of teacher education, which directly affects the overall quality of national education. Accordingly, these institutions attach great importance to both moral education for teachers and professional training for pedagogical students.

Furthermore, in response to the requirements of comprehensive educational reform serving the cause of industrialization and modernization under the socialist orientation, as well as the strong impact of the scientific and technological revolution, the teaching profession faces significant challenges. These challenges compel teacher-training institutions in Hanoi to enhance training quality, including improving the effectiveness of teachers’ ethical education for pedagogical students. Throughout their training, students at these institutions are provided not only with subject-matter knowledge and pedagogical skills but also with opportunities to cultivate and internalize teachers’ ethical qualities. In general, the majority of pedagogical students strive diligently for self-improvement and a promising future. Through continuous study and emulation of Ho Chi Minh’s thought, morality, and style, most students demonstrate firm ideological and political stances, sound moral qualities, and noble life ideals. Nevertheless, a minority exhibit deviant tendencies, such as excessive indulgence in entertainment, uncritical adoption of Western lifestyles, indifference toward the teaching profession, and materialistic attitudes. Therefore, it is imperative for pedagogical students to continuously study and cultivate teachers’ ethics in order to become exemplary educators and make worthy contributions to the noble cause of education.

From this perspective, it is evident that Ho Chi Minh’s ideology on teachers’ ethics holds great value and profound significance for teacher education in the current period. Researching and applying Ho Chi Minh’s ideology to the moral education of teachers for students at teacher-training institutions in Hanoi provides important scientific foundations for defining educational objectives, designing training programs,

and formulating learning outcomes that meet both the ethical requirements of the teaching profession and the expectations of society. Studying and cultivating teachers' ethics in accordance with Ho Chi Minh's ideology and moral example contributes to the comprehensive development of pedagogical students' character and professional ethics, thereby enhancing the overall quality of teacher education at Hanoi's teacher-training institutions today.

Therefore, teacher-training institutions in Hanoi must thoroughly internalize President Ho Chi Minh's profound teachings and guidance on teachers' ethics and apply them to the moral education of pedagogical students in line with his thought. This is an objective and increasingly urgent requirement in the present context.

For these reasons, the doctoral candidate has chosen the topic: *“Educating teacher ethics according to Ho Chi Minh's ideology for students in Pedagogical Universities in Hanoi today”* to undertake as the subject of the doctoral dissertation in the field of Ho Chi Minh Studies.

2. Research Objectives

The dissertation aims to elucidate the core tenets of Ho Chi Minh's ideology on teachers' moral education and apply them to assessing the current situation of teachers' moral education for students at pedagogical universities in Hanoi. On that basis, it proposes orientations and a number of solutions to enhance teachers' moral education for pedagogical students in Hanoi in the coming period.

3. Research Tasks

- To review relevant studies and identify the issues that require further investigation in the dissertation.
- To analyze and systematize the content of Ho Chi Minh's ideology on teachers' moral education and to clarify its theoretical and practical value.
- To assess the current state of teachers' moral education for students at pedagogical universities in Hanoi from 2019 to 2025 in light of Ho Chi Minh's ideology, and to identify the key issues that need to be addressed.
- To analyze influencing factors, determine orientations, and propose fundamental solutions for implementing teachers' moral education based on Ho Chi Minh's ideology for students at pedagogical universities in Hanoi in the forthcoming period.

4. Research Scope and Subjects

4.1. Research Subject

The research focuses on the content of Ho Chi Minh's ideology on teachers' moral education, the current situation, and solutions for educating teachers' ethics in accordance with Ho Chi Minh's ideology for pedagogical students at teacher-training institutions in Hanoi.

4.2. Research Scope

- *In terms of content:* The dissertation concentrates on examining Ho Chi Minh's ideology on teachers' moral education and applying it to the moral education of teachers for pedagogical students at teacher-training institutions in Hanoi.

- *In terms of time*: The study investigates the education of teachers' ethics in accordance with Ho Chi Minh's ideology for pedagogical students at teacher-training institutions in Hanoi during the period from 2019 to 2025.

The year 2019 marks the promulgation of the Education Law (2019) by the National Assembly (comprising 9 chapters and 115 articles), which replaced the Education Law of 2005 and remains in effect. The 2019 Education Law more clearly stipulates teachers' ethics by emphasizing teachers' responsibility to cultivate moral qualities continuously and to serve as ethical role models for learners. It also provides more explicit and specific regulations on teachers' ethical standards, while introducing new provisions related to pedagogical students. These regulations constitute an important theoretical foundation directly relevant to the research content of the dissertation.

5. Theoretical Basis and Research Methodology

5.1. Theoretical Basis

The study is grounded in the theoretical foundations of Marxism-Leninism and Ho Chi Minh's thought; the viewpoints and guidelines of the Party and the State; and the 2019 Education Law concerning pedagogical students and the moral education of teachers for pedagogical students.

5.2. Research Methodology

Based on the methodology of Marxism-Leninism, the dissertation additionally employs interdisciplinary and specialized scientific research methods, including:

- Analysis-synthesis; deductive and inductive methods: These methods are used to generalize the content and values of teachers' moral education in Ho Chi Minh's thought, providing essential information for the research objectives of the dissertation, and are applied across all chapters.

- Logical and historical methods, and the combined historical-logical approach: These are used to analyze the development of scholarly awareness in studies on moral education in Ho Chi Minh's thought, as well as the Party's and the State's viewpoints and policies on teachers' moral education for pedagogical students; they also enable an accurate assessment of the nature of achievements and limitations in teachers' moral education for students at teacher-training institutions in Hanoi.

- Expert interviews: To supplement research data, the author conducted interviews with administrators and representatives of Youth Union and Student Association organizations at teacher-training institutions in Hanoi. This method is used mainly in Chapter 3 to clarify the current situation of teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi.

- Pedagogical observation: This method involves observing manifestations of teachers' moral awareness in learning, training, and Youth Union and Student Association activities in order to evaluate the outcomes of teachers' moral education for pedagogical students.

- Comparative analysis: The study compares pedagogical students' ethical

awareness and behaviors across institutions, academic years, and student groups to assess the effectiveness of teachers' moral education.

- Data collection methods:

- + Primary data collection: The dissertation employs sociological survey methods using questionnaires to collect empirical data for clarifying the research issues.

Surveys were conducted among students and faculty members at teacher-training institutions in Hanoi to obtain data on teachers' moral education in accordance with Ho Chi Minh's thought. The primary sample size was determined using the Slovin formula in cases where the population size was unknown. Specifically, surveys targeted two groups: students and staff/faculty.

For students, the calculated sample size was 384.16 (with a margin of error $e = 0.05$). Stratified random sampling was applied across Hanoi National University of Education, Hanoi University of Education 2, the Vietnam National University of Arts Education, and the Central College of Education. In practice, 1,978 valid student responses were collected, reflecting the timeliness and urgency of the research topic. Accordingly, the actual number of collected responses was used to ensure respect for participants and uphold scientific integrity.

For administrators and faculty members, the sample size was set at 106 (with a margin of error $e = 0.095$), using stratified random sampling across the same institutions.

Regarding data processing, the collected data were aggregated according to survey categories and processed using Excel tools and functions such as SUMIF, AVERAGE, and COUNTIF, together with standard quantitative calculation formulas, to serve the research objectives.

Regarding data analysis, the dissertation applies descriptive statistical techniques based on the collected data. Through synthesis, analysis, and comparison, the study clarifies the current situation of teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students by different actors at teacher-training institutions in Hanoi.

This approach is used primarily in Chapter 3 to identify achievements, existing limitations, and their underlying causes.

- + Secondary data collection: Secondary data were collected from published scientific works and statistical data from institutional reports, including three-public-disclosure reports, Political Reports of Party Congresses, annual academic review reports, reports of staff and employee conferences, and summaries of Youth Union and Student Association activities of Hanoi National University of Education, Hanoi University of Education 2, the Vietnam National University of Arts Education, and the Central College of Education.

- Forecasting method: To anticipate factors influencing teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students at teacher-training institutions in Hanoi, the study employs forecasting methods, used primarily in Chapter 4. An integrated application of the historical-logical method, analysis-synthesis,

comparison, dialectical materialism, and sociological survey methods is used to identify patterns and development trends, thereby forecasting key influencing factors in the current context.

6. Theoretical and Practical Significance

6.1. Theoretical Significance

The dissertation contributes to clarifying the content of teachers' moral education in accordance with Ho Chi Minh's thought.

In addition, it provides empirical evidence and theoretical arguments that teacher-training institutions in Hanoi and nationwide may consult when formulating orientations and developing plans for educating teachers' ethics in line with Ho Chi Minh's ideology for pedagogical students.

6.2. Practical Significance

The dissertation serves as a reference material for research and study on Ho Chi Minh's ideology and moral example at academies, universities, and colleges in Vietnam today. It proposes orientations and solutions for educating teachers' ethics in accordance with Ho Chi Minh's ideology for students at teacher-training institutions in Hanoi and across the country, thereby contributing to the promotion of studying and following Ho Chi Minh's thought, morality, and style among Vietnamese students at present.

7. New Contributions of the Thesis

First, the dissertation supplements, systematizes, and further clarifies key concepts related to the topic, including teachers' ethics, teachers' moral education, Ho Chi Minh's ideology on teachers' ethics, and teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students.

Second, the dissertation deepens the study of the content of teachers' moral education in accordance with Ho Chi Minh's thought, thereby affirming the theoretical and practical values of Ho Chi Minh's ideology on teachers' moral education.

Third, the dissertation conducts surveys, analysis, and evaluation of the current situation of teachers' moral education for students at teacher-training institutions in Hanoi from 2019 to 2025 through the lens of Ho Chi Minh's ideology, identifying achieved results, limitations, and their causes.

Fourth, on the basis of theoretical and practical foundations, the dissertation identifies and forecasts factors influencing teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students at teacher-training institutions in Hanoi, and proposes orientations and solutions for teachers' moral education in line with Ho Chi Minh's ideology for the coming period.

8. Structure of the Thesis

Apart from the introduction, conclusion, list of references, and appendices, the thesis is structured into 4 chapters with a total of 10 sections.

Chapter 1

OVERVIEW OF THE RESEARCH RELATED TO THE THESIS

1.1. STUDIES RELATED TO THE THESIS TOPIC

1.1.1. Studies on Teachers' Ethics

Teachers' ethics have attracted considerable attention from scholars and researchers. Particularly as the world enters an era of artificial intelligence civilization under the strong impact of the scientific and technological revolution and globalization, the issue of teachers' ethics has become increasingly significant.

Internationally, notable works include *“Teaching with Integrity: The Ethics of Higher Education Practice”* by Bruce Macfarlane; *“The Ethics of teacher”* (Đạo đức của giáo viên), Kenneth A. Strike and Jonas F. Soltis; Tác phẩm *“Professional Ethics in Education: An Interdisciplinary Approach to Teacher Ethics”* by Patrick Keeney; *“Ethics and the Good Teacher: Character in the Professional Domain”* by Andrew Peterson và James Arthur; and *“Ethics for Teachers and Middle Leaders: A Practical Guide”* by Trevor Kerry.

In Viet Nam, teachers' ethics have also been a major concern of society, leading to numerous scholarly studies on this issue.

Representative works include *On Education and Training Issues* by Pham Van Dong; *On Comprehensive Human Development in the Period of Industrialization and Modernization* by Pham Minh Hac; *Vietnamese Philosophy of Education* by Thai Duy Tuyen; and Pham Van Hieu's article *“Cultivating and Training Professional Moral Qualities - The Core of Teachers' Personality.”* Approached from different perspectives, these studies and writings address teachers' ethics across multiple dimensions. They are largely integrative works that offer general assessments of teachers' ethics. A common consensus among these studies is that teachers' ethics constitutes a crucial component of teachers' professional personality, and that enhancing teachers' ethics within the teaching workforce is regarded as an important measure contributing to the development of Vietnamese education today. Consequently, a substantial body of research on teachers' ethics has been produced. However, to date, there has been no comprehensive and systematic study specifically examining teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students.

1.1.2. Studies on Ho Chi Minh's Ideology on Teachers' Ethics

A substantial body of research has examined Ho Chi Minh's ideology on education and teachers' ethics. Notable works include *Uncle Ho and the Cause of Education and Training* by Nguyen Thi Kim Dung; *Ho Chi Minh on Education and Training*; *Ho Chi Minh's ideology on Education* by Dang Quoc Bao; *Ho Chi Minh's ideology on Education and Training* edited by Pham Ngoc Anh and Nguyen Thi Kim Dung; *Ho Chi Minh's ideology on Teachers and the Development of the Contemporary University Lecturer Workforce*; *Ho Chi Minh Encyclopedia, Volume 1: Ho Chi Minh and Education and Training*, compiled by Phan Ngoc Lien and Nguyen An; *An Exploration of President Ho Chi Minh's Educational Thought* by Pham Minh Hac; *Ho Chi Minh's ideology on Education* by Le Van Yen; and the doctoral dissertation *Developing University Lecturer Teams in the Central Highlands in the Current Period in Accordance with Ho Chi Minh's ideology* by Nguyen Minh Hai. In addition,

numerous scholarly articles have addressed this topic, such as “*Ho Chi Minh’s ideology on Education and Training*” by Luong Gia Ban; “*Ho Chi Minh’s Viewpoints on Teachers’ Ethics*” by Ngo Van Ha; “*From President Ho Chi Minh’s Teachings to Professional Ethical Standards of University Lecturers*” by Ha Thi Thuy Duong; “*The Role of Solidarity, Professional Integrity, and Exemplary Conduct in Teachers’ Personality*” by Bui Van Manh and Bui Manh Phong; “*Ho Chi Minh’s ideology on Education*” by Pham Minh Hac; “*President Ho Chi Minh and the Issue of Building the Teaching Workforce*” by Nguyen Dang Tien; “*Ho Chi Minh’s ideology on Education—Fundamental Contents*” by Hoang Trang; “*Ho Chi Minh’s ideology and the Cause of Educational Development*” by Vu Van Gau and Nguyen Anh Quoc; “*Cultivating and Training Teachers’ Moral Qualities in Accordance with Ho Chi Minh’s Thought*” by Nguyen Ba Hung and Dinh Ky; “*Developing Professional Ethics for Military Teachers in Accordance with Ho Chi Minh’s Thought*” by Pham Nguyen Ngoc Anh; and “*Studying and Following Ho Chi Minh’s Moral Example and Style in Building the Vietnamese Teaching Workforce in the Current Period*” as well as “*Enhancing Teachers’ Professional Ethics in the Schools of the Vietnam People’s Army*” by Do Thanh Hai. Further contributions include “*Ho Chi Minh’s ideology on the Teaching Workforce and Its Application in Developing Preschool Teachers*” by Pham Thi Loan, and *Issues of Teachers: Theoretical and Practical Studies* by Tran Ba Hoanh.

More recent works include *Ho Chi Minh’s ideology on Education in Relation to Fundamental and Comprehensive Educational Reform in Contemporary Viet Nam* by Ly Viet Quang and colleagues; the doctoral dissertation *Developing the Lecturer Workforce in the Period of Renovation in Accordance with Ho Chi Minh’s ideology* by Dinh Quang Thanh; “*Applying Ho Chi Minh’s ideology on Teachers’ Ethics in Teacher Training in the Military Today*” by Nguyen Ba Hung and Dinh Ky; “*Key Solutions to Enhancing Teachers’ Ethics in Accordance with Ho Chi Minh’s Thought*” by Nguyen Thi Thu Ha; “*Building the Teaching Workforce for the Development of the Knowledge Economy in Contemporary Viet Nam*” by Le Thi Thu Huyen; “*Enhancing Teachers’ Professional Ethics in the Current Context*” by Nguyen Van Ty; and “*Cultivating Teachers’ Personality in Accordance with Ho Chi Minh’s ideology in the Present Period*” by Nguyen Van Cong.

1.1.3. Studies on Educating Teachers’ Ethics for Pedagogical Students in Accordance with Ho Chi Minh’s Ideology

A number of studies have addressed moral education for students and pedagogical students through the lens of Ho Chi Minh’s ideology. Representative works include *Educating Lifestyles for Vietnamese Students Today in Accordance with Ho Chi Minh’s ideology and Moral Example* by Doan Thi Chin and Le Thi Thao; *Exploring Ho Chi Minh’s ideology on Youth Education* by Van Tung; *Ho Chi Minh’s ideology on Youth Education* by Doan Nam Dan; *Ho Chi Minh’s ideology on Fostering Revolutionary Generations for the Future* by Tran Quy Nhon; the philosophy doctoral dissertation *Moral Education for Youth and Students in Viet Nam Today in Accordance with Ho Chi Minh’s ideology* by Tran Minh Doan; and the research project *Methods of Educating Ho Chi Minh’s ideology for Youth and Adolescents* led by Pham Hong Chuong. Additional contributions include Hoang Anh’s work *Education and the Formation and Development of Students’ Personality*; the ministerial-level research project *Applying Ho*

Chi Minh's ideology on Revolutionary Moral Education for Students at Vinh University Today by Thai Binh Duong; the doctoral dissertation *Educating Ho Chi Minh's Morality for Students at Universities and Colleges in the Northwestern Region through Teaching the Subject "Ho Chi Minh's Thought"* by Le Thi Van Anh; *Ho Chi Minh's Thought: Selected Theoretical and Practical Themes* by Nguyen Ngoc Kha and Nguyen Huynh Bich Phuong; *Ho Chi Minh's ideology on Education and Its Application in Contemporary University Training* by Hoang Anh and colleagues; *Globalization and Contemporary Student Ethics* by Vo Minh Tuan; *Professional Ethics Education in the Market Economy and International Integration* by Nguyen Huy Phong; *The Market Economy and Teachers' Ethics Today* by Nguyen Thanh Binh; and *Some Solutions for Moral Education for Youth and Students in the Light of Ho Chi Minh's ideology* by Nguyen Thi Bich Thao.

Overall, studies on educating teachers' ethics in accordance with Ho Chi Minh's ideology share several points of convergence. First, they affirm that Ho Chi Minh attached great importance to teachers' moral education. Second, they emphasize the significance of educating teachers' ethics. Third, although there are diverse approaches to the content of teachers' moral education in Ho Chi Minh's ideology, there is a broad consensus on the core moral qualities to be cultivated, including patriotism, loyalty to the Fatherland, devotion to the people, diligence, thrift, integrity, uprightness, impartiality, love for students, and commitment to the teaching profession. Finally, these studies highlight that moral education methods in accordance with Ho Chi Minh's ideology are flexible and context-sensitive, aligned with practical realities.

1.2. OVERVIEW OF THE RESEARCH SITUATION RELATED TO THE THESIS TOPIC AND ISSUES TO BE FURTHER ADDRESSED

1.2.1. Issues already examined

** In terms of content:*

A review of studies related to the thesis topic indicates that a number of general yet relatively clear issues concerning teachers' ethics in accordance with Ho Chi Minh's thought, as well as the application of Ho Chi Minh's ideology on teachers' ethics to the moral education of pedagogical students, have been examined. Specifically:

First, research findings on Ho Chi Minh's ideology on teachers' ethics.

Studies on Ho Chi Minh's ideology on teachers' ethics to date are diverse and abundant. Several works have conducted fundamental and systematic analyses of the core contents and values of Ho Chi Minh's ideology on teachers' ethics, thereby clarifying the concept and content of teachers' ethics within his thought, as well as its value and significance for Vietnamese education. Although research approaches vary, these studies share a common view that Ho Chi Minh's ideology on teachers' ethics constitutes an integrated whole, encompassing *a system of rules and standards that reflect the specific nature of pedagogical activities and serve to evaluate and regulate teachers' attitudes and behaviors in accordance with the requirements of the teaching profession*.

Second, research findings on applying Ho Chi Minh's ideology on teachers' ethics to the moral education of pedagogical students.

To date, several studies have examined the application of Ho Chi Minh's ideology on teachers' ethics in practice, particularly in the construction and development

of the Vietnamese teaching workforce to meet the requirements of education in the new period. These studies have proposed orientations and solutions for applying Ho Chi Minh's guidance on educational methods and moral cultivation to the education, training, and development of teachers' ethics, character, and working style. However, very few works have addressed the application of Ho Chi Minh's ideology to teachers' moral education for pedagogical students. In particular, there has been no study that directly and systematically examines teachers' moral education in accordance with Ho Chi Minh's ideology for students at teacher-training institutions in Hanoi.

In summary, from various research perspectives, the published studies have addressed certain theoretical and practical issues concerning teachers' ethics in accordance with Ho Chi Minh's ideology and the application of these ideas to the development of teachers' ethics within the current teaching workforce. Nevertheless, no existing study has conducted an in-depth analysis of teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students at teacher-training institutions in Hanoi today. Therefore, the findings of this dissertation are intended to supplement and extend previous research, making a meaningful theoretical and practical contribution to the contemporary application of Ho Chi Minh's ideology.

** In terms of sources:*

The aforementioned studies provide a reliable, rich, and diverse body of sources on teachers' ethics and the moral education of teachers in accordance with Ho Chi Minh's thought, offering a comprehensive and multifaceted picture of issues related to teachers' moral education. These sources serve as an important foundation, ensuring the scientific rigor and practical relevance of research on teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students.

** In terms of methodology:*

The reviewed studies also contribute a range of scientific research methods - such as historical and logical methods, analysis and synthesis, and statistical approaches - applied to the study of teachers' moral education for pedagogical students.

In summary, the application of Ho Chi Minh's ideology on teachers' ethics to the development of the teaching workforce has been examined and interpreted by a number of scholars from different perspectives and through diverse methodological approaches. The cited works have drawn upon the ideological values and moral exemplar of Ho Chi Minh to propose fundamental orientations and solutions for building the teaching workforce. However, the issue of teachers' moral education in accordance with Ho Chi Minh's ideology for students at teacher-training institutions in Hanoi remains an underexplored area, requiring systematic and rigorous investigation in both theoretical and practical terms.

1.2.2. Issues Requiring Further Resolution by the Dissertation

A review of studies related to the dissertation topic indicates that numerous scholarly works have addressed different methodological approaches and specific aspects of the research theme, thereby identifying a range of issues that warrant further in-depth investigation. These works constitute important scientific and practical foundations for the doctoral candidate to inherit, adapt, and develop in the process of conducting the dissertation.

Based on a critical examination and evaluation of the findings achieved by

previous studies, the dissertation entitled “*Educating teacher ethics according to Ho Chi Minh's ideology for students in Pedagogical Universities in Hanoi today*” focuses on addressing the following fundamental issues:

- *Theoretical dimension*: To further clarify and systematize the key analytical concepts serving the research; to elucidate the theoretical foundations of teachers’ moral education in accordance with Ho Chi Minh’s ideology for pedagogical students, including concepts, roles, subjects, objects, contents, orientations, and solutions.

- *Practical dimension*: To comprehensively and accurately assess the current state of teachers’ moral education in accordance with Ho Chi Minh’s ideology for students at teacher-training institutions in Hanoi in recent years; to identify achievements, limitations, and underlying causes; and, on that basis, to determine practical issues arising from educational practice as a foundation for proposing appropriate solutions.

- *Orientations*: To propose orientations for teachers’ moral education in accordance with Ho Chi Minh’s ideology for students at teacher-training institutions in Hanoi, closely aligned with the Party’s guidelines and policies, the State’s laws, Ho Chi Minh’s ideology on teachers’ moral education, and prevailing trends in the development of Vietnamese education, while remaining appropriate to the characteristics of learners and the specific conditions and realities of teacher-training institutions in Hanoi.

- *Solutions*: To propose fundamental and feasible solutions for applying Ho Chi Minh’s ideology to teachers’ moral education for students at teacher-training institutions in Hanoi, ensuring suitability to learner characteristics and to the concrete conditions and practical circumstances of each institution.

Summary of chapter 1

Ho Chi Minh’s ideology on teachers’ professional ethics constitutes an integral component of his overall system of thought on education and training. It represents a system of principles and standards reflecting the specific nature of teaching activities, regulating teachers’ attitudes and conduct in social life in accordance with the requirements of the teaching profession.

A review of relevant studies indicates that Ho Chi Minh’s ideology on teachers’ ethics has attracted considerable scholarly attention. Through diverse disciplinary approaches and research methods, existing studies have clarified several fundamental issues concerning the concept, content, characteristics, and values of Ho Chi Minh’s ideology on teachers’ professional ethics.

At present, research on teachers’ moral education in accordance with Ho Chi Minh’s ideology for pedagogical students has been addressed to a limited extent. Although several studies have examined the application of Ho Chi Minh’s ideology on teachers’ ethics to the development and training of the teaching workforce, these works have mainly proposed general orientations and solutions, serving as a foundation for promoting the movement of “Studying and following Ho Chi Minh’s thought, morality, and style” within the education sector. However, systematic and comprehensive research on teachers’ moral education in accordance with Ho Chi Minh’s ideology for pedagogical students remains scarce. In particular, no study to date has directly examined this issue for students at teacher-training institutions in Hanoi in the current context.

Therefore, reviewing and evaluating the research outcomes achieved by previous scholarly works is a crucial requirement for the doctoral candidate to absorb, inherit, and

further develop existing findings, as well as to accurately identify unresolved issues that require deeper investigation to fulfill the objectives and tasks of the dissertation.

Chapter 2

TEACHERS' MORAL EDUCATION IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY FOR STUDENTS OF TEACHER-TRAINING INSTITUTIONS: THEORETICAL ISSUES

2.1. FUNDAMENTAL CONCEPTS

2.1.1. Teachers' Professional Ethics

Teachers' professional ethics refer to the entire system of moral rules, values, and standards that regulate teachers' attitudes and behaviors in their relationships with students, colleagues, individuals, collectives, and society at large.

2.1.2. Teachers' Moral Education

Teachers' moral education is a purposeful process through which educational agents exert influence on educational subjects to form in them ethical awareness, emotions, beliefs, and lofty moral ideals of the teaching profession. These elements must be manifested through ethical behavior in practice. Through teachers' moral education, educational subjects acquire a more comprehensive and accurate understanding of teachers' ethical standards and norms, thereby adjusting their conduct in accordance with professional and societal requirements.

2.1.3. Ho Chi Minh's ideology on Teachers' Professional Ethics

Ho Chi Minh's ideology on teachers' professional ethics is understood as a system of principles and standards reflecting the specific nature of teaching activities, which regulate teachers' attitudes and conduct in social life in conformity with the requirements of the teaching profession.

2.1.4. Ho Chi Minh's ideology on Teachers' Moral Education

Ho Chi Minh's ideology on teachers' moral education constitutes a system of viewpoints concerning the role of teachers' ethics, as well as the content and methods of moral education, aimed at helping teachers enhance their ethical awareness and adjust their attitudes and behaviors in line with professional and social demands, thereby fulfilling the noble mission of "cultivating people."

2.1.5. Teachers' Moral Education in Accordance with Ho Chi Minh's ideology for Pedagogical Students

Teachers' moral education in accordance with Ho Chi Minh's ideology for pedagogical students is a process of influencing educational subjects through Ho Chi Minh's ideology and moral example as a teacher, with the aim of forming in pedagogical students positive ethical awareness, emotions, beliefs, and lofty moral ideals of the teaching profession. These elements should be expressed through pedagogical students' ethical behavior in learning activities and in real-life practice, in accordance with professional requirements and societal expectations.

2.2. HO CHI MINH'S IDEOLOGY ON TEACHERS' MORAL EDUCATION

2.2.1. The Role of Teachers' Professional Ethics

Ho Chi Minh clearly recognized the crucial role of teachers' professional ethics. Teachers' ethics enable educators to fulfill their historical mission in advancing education and contributing to national development.

First, teachers' professional ethics constitute the foundation and root of the teacher's personality.

Second, teachers' professional ethics are a decisive factor in building teachers' prestige and credibility, thereby creating the attractiveness and vitality of a new education system.

2.2.2. Subjects of Teachers' Moral Education

According to Ho Chi Minh, education is the cause of the entire people; therefore, teachers' moral education requires the coordinated participation of the Party, the State, schools, society, and teachers themselves. In this process, the Party plays a leading role, while the State assumes a central role in strategic orientation and in ensuring resources for teachers' moral education through the development of a legal framework and the promulgation of policies on training, remuneration, and support for the teaching workforce. Alongside mass organizations in schools, families, and society, teachers themselves are also key subjects of self-education and self-cultivation.

2.2.3. The Content of Teachers' Moral Education

Ho Chi Minh's ideology on teachers' moral education represents both the inheritance and development of the Vietnamese nation's traditions of respect for learning and for teachers. On the basis of general moral principles, Ho Chi Minh emphasized several core components of teachers' moral education, including:

2.2.3.1. Responsibilities toward the Fatherland and the People

First, teachers must demonstrate absolute loyalty to the Fatherland.

According to Ho Chi Minh, teachers' professional ethics require educators to devote their entire lives to serving the people and the Fatherland. The fundamental mission of teachers is to educate younger generations for the revolutionary cause; therefore, without deeply internalizing revolutionary ethics and maintaining a steadfast commitment to teaching and learning in the service of the nation and the people, teachers cannot fully accomplish the responsibilities entrusted to them by society.

Second, teachers must respect the people, place their trust in the strength of the people, learn from them, and serve them.

Ho Chi Minh consistently emphasized that the most comprehensive relationship is that between individuals and the Fatherland and the people, and teachers are no exception. Teachers are required to respect, cherish, and have firm confidence in the power of the people. Specifically:

First, teachers must respect the people and believe in their collective strength;

Second, teachers must learn from the people; and

Third, teachers must wholeheartedly serve the people.

2.2.3.2. Responsibilities toward Oneself

Diligence, frugality, integrity, and righteousness in teachers' ethics.

Ho Chi Minh stressed that morality is the foundation of the revolutionary. A revolutionary must deeply understand and consistently practice diligence, frugality, integrity, righteousness, and impartiality. Teachers, in particular, are required to embody these moral standards so as to serve as role models for their students.

Humility and a lifelong learning spirit.

Teachers should cultivate humility and an open, progressive attitude, continuously engaging in learning to enhance professional competence and intellectual capacity -

“learning at school, from books, from one another, and from the people” - in order to meet the demands of their profession and the development of society.

2.2.3.3. Responsibilities toward Students and Colleagues

First, teachers must love their students.

A distinctive moral requirement for teachers is genuine love for people and deep professional commitment. For teachers, such humanistic love is manifested primarily in sincere care for students, treating them as their own children, without favoritism or discrimination.

Second, teachers must uphold solidarity and collegial affection.

Ho Chi Minh emphasized that teachers should respect and unite with their colleagues. A clear awareness of the value of solidarity helps create a healthy professional environment, maximizing both individual capacities and collective strength within the teaching community.

2.2.3.4. Responsibilities toward the Profession

First, teachers must love their profession.

Teaching is a distinctive form of intellectual labor that requires substantial time, dedication, and effort, yet does not necessarily offer high material rewards. Without genuine professional commitment, teachers may be easily discouraged by difficulties and social temptations. Love for the profession constitutes the foundation for wholehearted dedication, serving as a powerful motivation for teachers to strive for excellence and to contribute to the development of national education.

Second, teachers must serve as moral and professional role models.

Teachers are required to set exemplary standards in all aspects, particularly in implementing the guidelines, policies, and laws of the Party and the State. Consciousness of one's exemplary role is itself a process of self-improvement. Teachers must be models of moral cultivation and lifelong learning, ensuring objectivity, fairness, and impartiality in student assessment, free from personal bias. Continuous enhancement of professional competence through self-study and research is essential to meet the increasing demands of the profession and society.

Third, teachers must embody dedication, integrity, and fairness.

Teachers' dedication is reflected in their unwavering sense of responsibility toward their work and society, even in the face of hardship and personal sacrifice, and in their commitment to excellence in teaching. At the same time, teachers must exemplify honesty and fairness, evaluating learners' outcomes objectively and impartially, thereby earning students' trust, respect, and affection.

2.2.4. Methods of Educating Teachers' Professional Ethics

2.2.4.1. Strengthening education in conjunction with advocacy and mobilization for ethical practice

Integrating education with advocacy and mobilization constitutes an effective approach to teachers' ethical education. This method aims to foster self-awareness, self-learning, self-discipline, moral self-cultivation, and a spirit of professional emulation toward excellence in teaching

2.2.4.2. Integrating the roles of school, family, and society in teachers' ethical education

Teachers' ethical education is a collective endeavor and a responsibility of society as a whole, with primary accountability resting on Party committees, governmental authorities, and mass organizations. Ho Chi Minh strongly emphasized the close coordination among school, family, and society in education, asserting that only through shared responsibility and mutual supervision among these spheres can educational effectiveness be ensured.

2.2.4.3. Integrating Theory with Practice and Setting Moral Exemplars in Teacher Ethics Education

Ho Chi Minh's moral thought emphasizes ethics in action, with practical effectiveness as the ultimate criterion. Accordingly, teachers are required to place professional ethics alongside professional competence; their words must be consistent with concrete actions in daily life, professional activities, and relationships with students, colleagues, and students' parents, so that ethical values are demonstrated through practical outcomes. *Setting moral examples* is a distinctive feature of Eastern cultural tradition. Therefore, the principle of "words accompanying deeds" must be closely associated with moral exemplification.

2.2.4.4. Promoting Learners' Proactivity and Initiative in Learning and Cultivating Teacher Ethics

To foster self-awareness and self-directed learning, Ho Chi Minh emphasized that, in the educational process, it is essential to promote learners' activeness and initiative, enabling them to independently approach truth, fully develop their potential, and enhance creativity in learning. At the same time, learning activities should be implemented step by step, in accordance with specific conditions and circumstances, beginning with mastery of fundamental issues. Learning must be conducted with a serious, humble, and honest attitude, avoiding complacency or concealment of shortcomings.

2.2.4.5. Combining the Cultivation of Teacher Ethics with the Prevention of Unethical Manifestations and the Fight against Individualism

Alongside the cultivation of teacher ethics and the nurturing of positive moral qualities, it is imperative to combat unethical behaviors, deviations, and practices that contradict professional ethical standards, particularly manifestations of individualism within the teaching profession. Construction must go hand in hand with prevention: prevention serves the purpose of construction. Therefore, building teacher ethics necessarily entails combating individualism in the teaching profession.

2.2.4.6. Teacher Ethics through the Promotion of Emulation Movements

Emulation is an organized activity voluntarily undertaken by collectives and individuals to achieve excellence in work and life. It creates both an environment and a driving force for the development of individuals and organizations, and it permeates all sectors and professions. Ho Chi Minh stressed that education must be closely linked with emulation movements: "In the nationwide emulation movement, schools must also engage in emulation - teachers emulate in teaching well, and students emulate in learning well."

2.3. THE VALUE OF HO CHI MINH'S IDEOLOGY ON TEACHER ETHICS EDUCATION

2.3.1. Theoretical Value

2.3.1.1. Ho Chi Minh's ideology on teacher ethics education represents a creative application and development of national traditions, the essence of Eastern and Western educational philosophies, and Marxism-Leninism within the specific historical and social conditions of Viet Nam

2.3.1.2. This body of thought provides a fundamental theoretical basis for formulating ethical standards for the Vietnamese teaching workforce across different historical periods

2.3.2. Practical Value

2.3.2.1. Ho Chi Minh's ideology on teacher ethics education has contributed to the formation of a teaching workforce possessing both moral integrity and professional competence, capable of meeting societal demands

2.3.2.2. Ho Chi Minh's ideology and moral example in teacher ethics education serve as normative values for pedagogical students to study, practice, and cultivate their moral qualities in alignment with professional requirements

Summary of chapter 2

Ho Chi Minh's ideology on teacher ethics education is concise yet comprehensive and profound, clearly reflecting his distinctive scientific worldview and methodology. It represents both the crystallization of the nation's traditional moral and cultural values and the imprint of the era, while also bearing the unique intellectual identity of Ho Chi Minh as a thinker and educator.

As Viet Nam enters a new stage of development - the era of national aspiration and advancement- education plays a pivotal role in national progress. Accordingly, educational development fundamentally requires the formation of a teaching workforce that possesses both sound moral qualities and strong professional competence. When placed within the context of contemporary education, Ho Chi Minh's teachings and directives on teacher ethics education reveal several essential implications.

First, teacher ethics education must occupy a central position in the training and development of the teaching workforce. It should be regarded as a key and decisive factor determining the quality of teachers.

Second, teacher ethics education must serve as a means of building prestige and strength for the new education system. Therefore, the objectives, contents, and methods of teacher ethics education in accordance with Ho Chi Minh's ideology must be grounded in practical realities, while creatively inheriting and developing the finest traditional values and the quintessence of human culture. This is a task that requires the concerted efforts of the entire Party and society.

Third, teacher ethics education must place strong emphasis on self-education and self-cultivation. Beyond promoting existing positive qualities and forming professional ethical standards, it must also foster teachers' capacities and create conditions that enable lifelong self-learning and moral cultivation.

Ho Chi Minh's ideology on teacher ethics education possesses enduring theoretical and practical value. Its significance remains intact in both the present and the future, continuing to illuminate the path toward comprehensive and fundamental reform of education in Viet Nam today.

Chapter 3

THE CURRENT SITUATION OF TEACHER ETHICS EDUCATION IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY FOR STUDENTS OF PEDAGOGICAL INSTITUTIONS IN HANOI AND EMERGING ISSUES

3.1. OVERVIEW OF PEDAGOGICAL INSTITUTIONS AND STUDENT CHARACTERISTICS IN HANOI

3.1.1. Overview of Pedagogical Institutions in Hanoi

As the political, military, economic, cultural, and educational center of Viet Nam, Hanoi holds a strategic position and therefore concentrates a large number of major universities and colleges nationwide, particularly key pedagogical institutions. At present, Hanoi is home to several major teacher-training institutions, including Hanoi National University of Education, Hanoi National University of Education 2, the Vietnam National University of Arts Education, and the Central Pedagogical College.

3.1.2. Characteristics of Students at Pedagogical Institutions in Hanoi

Students at pedagogical institutions in Hanoi constitute an integral part of the national student body; consequently, they share general characteristics common to Vietnamese students while also exhibiting several distinctive features.

- Most students are enrolled in teacher-training programs with the common objective of becoming professional educators.
- The majority are young people, with a high proportion of female students, many of whom demonstrate a strong commitment and dedication to the teaching profession.
- These students study and are trained in pedagogical institutions with long-standing traditions and a rich educational legacy
- Admission to pedagogical programs requires candidates to meet specific criteria, including achieving at least a "good" level of conduct and academic performance throughout the three years of upper secondary education (Grades 10-12).
- During their studies, students undertake courses related to human relations and professional practice, such as Psychology, Pedagogy, Professional Ethics, and pedagogical skills training, along with school observations and teaching internships at educational institutions. These components enable them to become familiar with and practice the teaching profession. Upon graduation, students are required to meet program learning outcomes, including ethical standards for teachers.
- Students at pedagogical institutions in Hanoi receive considerable attention and support from the Party and the State through various policies designed to encourage learning and long-term commitment to the teaching profession, such as merit-based scholarships, academic scholarships, and financial support policies stipulated in Decree No. 116/2020/ND-CP on tuition and living cost assistance for pedagogical students.
- These students possess a certain level of cognitive capacity and analytical

thinking, are equipped with a scientific worldview and methodology, and have foundational knowledge of culture, social life, and the legal system.

- Students generally demonstrate a strong spirit of learning, intellectual curiosity, enthusiasm for scientific research, and aspirations for professional development. Many have achieved outstanding academic and research accomplishments.

Nevertheless, most pedagogical students in Hanoi come from diverse regions across the country- predominantly from northern provinces - each with distinct cultural backgrounds, lifestyles, and customs, which also shape their perceptions and behaviors.

3.2. THE CURRENT SITUATION OF TEACHER ETHICS EDUCATION IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY FOR STUDENTS AT PEDAGOGICAL INSTITUTIONS IN HANOI

3.2.1. The Current State of Awareness and Responsibility of Stakeholders in Teacher Ethics Education in Accordance with Ho Chi Minh's Thought

- *From the perspective of Party Committees, University Councils, and School Executive Boards;*

- *From the perspective of the Youth Union, the Students' Association, academic faculties, and the contingent of administrators and lecturers;*

- *From the perspective of the students themselves.*

3.2.2. The Current State of the Content, Forms, and Methods of Teacher Ethics Education in Accordance with Ho Chi Minh's Thought

- *First, the content of teacher ethics education*

- *Regarding forms and methods, teacher ethics education*

3.2.3. Outcomes of Teacher Ethics Education in Accordance with Ho Chi Minh's ideology for Students at Pedagogical Institutions in Hanoi and Their Causes

3.2.3.1. Major Achievements and Underlying Causes

*** Major achievements**

- *Students' patriotism and political awareness have been enhanced.*

- *Students have increasingly demonstrated diligence, enthusiasm for learning, dedication, humility, honesty, thrift, integrity, and righteousness.*

- *The majority of students show love for the teaching profession and for others, maintain solidarity, and serve as positive role models in study and moral cultivation.*

*** Causes of the achieved outcomes**

First, in recent years, the Party and the State have promulgated numerous appropriate guidelines, policies, and resolutions that provide orientation for teacher ethics education and moral education in general, in accordance with Ho Chi Minh's ideology and moral example, for pedagogical students.

Second, Party Committees, University Councils, School Executive Boards, and mass organizations within pedagogical institutions in Hanoi have increasingly recognized the necessity and importance of teacher ethics education for students.

Third, the content and methods of ethics education for pedagogical students have been gradually renewed and more closely linked to practical realities, thereby becoming more appropriate to student characteristics.

Fourth, the positive results achieved in teacher ethics education are attributable not only to the efforts of Party Committees and school leadership, but also to the support

and active engagement of families and society in the development of pedagogical education in Hanoi.

3.2.3.2. Major Limitations and Their Causes

*** Major limitations**

First, a proportion of pedagogical students in Hanoi have not clearly defined sound revolutionary ideals and lack sufficient effort in cultivating firm political conviction.

Second, some students have yet to develop appropriate awareness and behavior in self-education and self-cultivation of teacher ethics.

Third, a segment of students remains passive and shows limited adaptability to rapid changes in economic, cultural, and social conditions, as well as to new professional requirements.

*** Causes of the limitations**

First, pedagogical institutions in Hanoi have not yet paid adequate attention to teacher ethics education in accordance with Ho Chi Minh's thought.

Second, the content, forms, and methods of teacher ethics education remain relatively general, fragmented, and insufficiently synchronized.

Third, the impacts of globalization and the negative aspects of the market economy have brought about significant social changes.

Fourth, the multidimensional influence of social media has strongly affected students' awareness, moral values, and lifestyles.

Fifth, insufficient self-discipline and commitment to moral cultivation among some students have contributed to moral decline within a segment of the pedagogical student population.

3.3. ISSUES ARISING

3.3.1. Clarifying the roles and responsibilities of Party Committees, School Executive Boards, and mass organizations in pedagogical institutions in Hanoi in teacher ethics education

3.3.2. Promoting the role of teaching the course Ho Chi Minh Thought, Professional Ethics, and other relevant modules within the training curriculum to enhance the effectiveness of teacher ethics education for students at pedagogical institutions in Hanoi in accordance with Ho Chi Minh's thought

3.3.3. Improving the quality and effectiveness of research, communication, and education on teacher ethics in accordance with Ho Chi Minh's ideology for students at pedagogical institutions in Hanoi at present

3.3.4. Addressing the contradiction between the high ethical standards required of the teaching profession today and the current lifestyle and moral condition of students at pedagogical institutions in Hanoi

Summary of chapter 3

An examination of the current state of teacher ethics education in accordance with Ho Chi Minh's ideology for students at pedagogical institutions in Hanoi provides a basis for identifying appropriate orientations and solutions to improve the quality of teacher ethics education for pedagogical students. From this analysis, the dissertation draws the following conclusions:

First, teacher ethics education in accordance with Ho Chi Minh's ideology for students at pedagogical institutions in Hanoi is an urgent issue, arising from the practical needs of education and training in these institutions today.

Second, although teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi has achieved many positive results, it still reveals certain shortcomings and limitations that require resolution.

Third, the causes of both achievements and limitations in teacher ethics education derive from multiple factors; therefore, comprehensive and synchronized solutions are required to effectively address the issues identified.

Fourth, the current situation of teacher ethics education in accordance with Ho Chi Minh's ideology for students at pedagogical institutions in Hanoi calls for greater attention from the Party, the State, and society, while pedagogical institutions themselves must clearly recognize their roles and responsibilities in educating teacher ethics for students.

Accordingly, pedagogical institutions in Hanoi need to promptly develop concrete plans and measures, firmly grounded in Ho Chi Minh's ideology as well as the Party's guidelines and the State's laws and policies, in order to effectively address the practical challenges in teacher ethics education for pedagogical students.

Chapter 4

FORECASTING INFLUENTIAL FACTORS, ORIENTATIONS, AND SOLUTIONS FOR TEACHER ETHICS EDUCATION IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY FOR STUDENTS AT PEDAGOGICAL INSTITUTIONS IN HANOI IN THE COMING PERIOD

4.1. FORECASTING INFLUENTIAL FACTORS AND ORIENTATIONS FOR TEACHER ETHICS EDUCATION IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY FOR STUDENTS AT PEDAGOGICAL INSTITUTIONS IN HANOI

4.1.1. Forecasting Factors Influencing Teacher Ethics Education in Accordance with Ho Chi Minh's ideology for Students at Pedagogical Institutions in Hanoi

4.1.1.1. Impacts of the Global Context

The contemporary world is undergoing profound and complex changes. Among these, two major factors exert direct and significant influences on the development of education and training in Viet Nam today.

First, the impact of globalization and international integration

Globalization is the process marked by the rapid intensification of connections, interactions, mutual influences, and interdependence among nations and peoples worldwide, reshaping international relations and generating new developments. At present, globalization has been exerting strong, multidimensional impacts - both positive and negative - on all countries, particularly developing nations such as Viet Nam.

- In terms of opportunities

- In terms of challenges

Second, the impact of the rapid development of the modern scientific and technological revolution

The modern scientific and technological revolution has brought about unprecedented qualitative changes in productive forces. The explosive growth of science and technology has driven major breakthroughs in electronics and telecommunications, information technology, automation, biotechnology, and particularly artificial intelligence. These transformations have exerted profound impacts on all aspects of social life on a global scale. Consequently, they have fundamentally altered educational philosophies, conceptions, organizational models, and modes of operation - most notably within the field of education and training.

- In terms of opportunities
- In terms of challenges

4.1.1.2. Impacts of the Vietnamese Context

Viet Nam is currently undergoing profound transformations that exert direct and significant influences on teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students.

First, the impact of the market-oriented economy

After nearly four decades of national renewal, Viet Nam has achieved major accomplishments across political, economic, cultural, and social domains. The renewal process has been revolutionary in both scale and significance. The market-oriented economic mechanism has affected multiple aspects of social life, shaping personality development and life orientations among all social strata, particularly youth and students.

- In terms of opportunities
- In terms of challenges

Second, the impact of national cultural traditions and contemporary social ethics

National cultural and revolutionary traditions continue to exert positive influences on the lifestyles and moral orientations of pedagogical students in Hanoi. Viet Nam possesses a long-standing civilizational history marked by profound patriotism, resilience, and an indomitable spirit in defending national independence, together with strong senses of national pride, humaneness, solidarity, and community-oriented living. Growing up within such a rich cultural and ethical heritage, pedagogical students in Hanoi draw motivation from these values to cultivate themselves while bearing responsibility for preserving and promoting national traditions. These traditional cultural and ethical values constitute an essential foundation for teacher ethics education in accordance with Ho Chi Minh's thought.

Third, new demands and tasks of Vietnamese education in the current period

Major domestic and global changes have imposed pressing requirements for comprehensive reform in higher education in Viet Nam. Educational reform has increasingly deepened across the system, and pedagogical institutions in Hanoi are no exception. Higher education is required to meet learners' needs while promptly contributing to the training of high-quality human resources for national development.

Fourth, the direct influence of the pedagogical environment

The pedagogical environment plays a decisive role in shaping the ethical values of future teachers. It directly affects the formation and development of pedagogical students' personalities. A healthy, exemplary pedagogical environment facilitates effective teacher ethics education, fostering students' confidence, professional commitment, and attachment to the teaching profession. Conversely, a negative

pedagogical environment may lead to loss of trust, discouragement, and diminished motivation for learning and moral cultivation.

Fifth, training objectives, curricula, and learning outcomes of pedagogical institutions

Training objectives, curricular content, and program learning outcomes directly influence pedagogical students' learning plans, professional orientation, and moral development, thereby shaping the effectiveness of teacher ethics education.

Sixth, the awareness of administrators, lecturers, and students in teacher ethics education

Limited awareness among some administrators and lecturers regarding teacher ethics education can adversely affect educational outcomes, as they are key actors in the educational process. It is therefore essential for administrators and lecturers to correctly perceive the position, role, and methods of teacher ethics education, and to closely supervise and support its implementation.

At the same time, self-education and self-cultivation in teacher ethics constitute an intrinsic process that requires students' self-discipline, strong will, and determination. Without sustained self-education and self-training, external educational efforts - no matter how well designed - cannot achieve lasting effectiveness.

4.1.2. Orientations for Teacher Ethics Education in Accordance with Ho Chi Minh's ideology for Pedagogical Students in Hanoi

4.1.2.1. It is necessary to strengthen the responsibilities of the Party, the State, mass organizations, educational institutions, families, and society in teacher ethics education for pedagogical students in Hanoi

4.1.2.2. Ho Chi Minh's ideology on teacher ethics must be genuinely regarded as the ideological foundation and guiding principle for teacher ethics education for pedagogical students in Hanoi

4.1.2.3. The application of Ho Chi Minh's ideology in teacher ethics education for pedagogical students should be grounded in the practical conditions of pedagogical institutions in Hanoi and the current realities of Vietnamese education, thereby contributing to the creative application, supplementation, and development of his thought

4.1.2.4. Teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students must thoroughly adhere to the six viewpoints set out in the Politburo's Resolution No. 71-NQ/TW on education and training, while selectively synthesizing and drawing upon advanced educational experiences from Viet Nam and the world

4.2. FUNDAMENTAL SOLUTIONS FOR TEACHER ETHICS EDUCATION IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY FOR PEDAGOGICAL STUDENTS IN HANOI IN THE COMING PERIOD

4.2.1. Solutions in terms of awareness education

. First, it is essential to correctly recognize the position and role of teacher ethics in Ho Chi Minh's thought.

Second, teacher ethics education for pedagogical students should be clearly understood as a long-term, persistent, and sustained process.

Third, the self-awareness of self-education and self-cultivation among pedagogical students should be promoted.

4.2.2. Solutions in terms of organization and practical activities

First, closely integrate learning with practice, and link theory with practice in teacher ethics education.

Second, promote education through moral exemplars and good deeds, especially the exemplary roles of administrators, lecturers, and outstanding students in schools and society.

Third, school leadership should consider incorporating Ho Chi Minh's ideology on teacher ethics into training programs, and promote teacher ethics education through relevant modules such as Ho Chi Minh Ideology, Pedagogical Skills Training, and Professional Ethics.

Fourth, enhance the role of the Youth Union and the Student Association in teacher ethics education for pedagogical students.

Fifth, strengthen and closely coordinate the roles of schools, families, and society in teacher ethics education.

Sixth, launch emulation movements focused on studying and following Ho Chi Minh's ideology and teacher ethics.

Seventh, build a clean, united, democratic, and modern pedagogical environment, combining the promotion of teacher ethics with the prevention of behaviors contrary to teacher ethics and the struggle against individualism.

4.2.3. Solutions in terms of inspection, evaluation, review, and experience consolidation

First, educational institutions should intensify inspection and evaluation of teacher ethics education for students, as well as students' learning and moral cultivation outcomes, while particularly encouraging students' self-assessment.

Second, it is necessary to regularly review, summarize, and draw lessons from the implementation of teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi.

Summary of chapter 4

At present, teacher ethics education for pedagogical students in accordance with Ho Chi Minh's ideology is consistently identified as a task of strategic significance for pedagogical institutions in Hanoi. Based on the inheritance of Marxism-Leninism, Ho Chi Minh's thought, and the Party's and State's guidelines, policies, and orientations on teacher ethics education, this dissertation forecasts major influencing factors and proposes orientations and solutions for teacher ethics education for pedagogical students in Hanoi in the coming period. From this analysis, several key conclusions are drawn.

First, pedagogical institutions in Hanoi must clearly recognize both the opportunities and challenges arising from the rapidly changing international and domestic contexts. Forecasting the factors affecting teacher ethics education in accordance with Ho Chi Minh's ideology will enable these institutions to proactively formulate timely and appropriate guidelines, policies, and educational plans.

Second, teacher ethics education for pedagogical students in accordance with Ho Chi Minh's ideology must closely adhere to, and flexibly and creatively apply, Ho Chi Minh's ideology as well as the Party's and State's guidelines and policies, in a manner consistent with the practical conditions of pedagogical institutions in Hanoi.

Third, teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi should be implemented in a comprehensive, coordinated, and effective manner. At the same time, it is necessary to emphasize specific solutions tailored to pedagogical students, thereby fully leveraging the distinctive characteristics of pedagogical institutions in Hanoi.

Overall, teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students provides an important scientific and practical foundation for research and policy consultation, supporting the Party, the State, and relevant agencies in successfully implementing guidelines and policies on teacher education and training in the current period.

CONCLUSION

The study entitled “*Educating teacher ethics according to Ho Chi Minh's ideology for students in Pedagogical Universities in Hanoi today*” contributes to improving the quality of education and training for students at pedagogical institutions in Hanoi in particular, and to enhancing the overall quality of Vietnam's teaching workforce in general. On the basis of the research conducted, the dissertation draws the following main conclusions:

1. Teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi is a broad and complex issue with significant theoretical and practical implications.

2. Building upon Marxism-Leninism, Ho Chi Minh's thought, and the Party's and State's guidelines, policies, and orientations on teacher ethics education, as well as inheriting the results of previous studies, the doctoral candidate has systematically developed and clarified key concepts, including teacher ethics, teacher ethics education, Ho Chi Minh's ideology on teacher ethics, Ho Chi Minh's ideology on teacher ethics education, and teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students. The dissertation also elucidates the content, methods, and theoretical and practical values of Ho Chi Minh's ideology on teacher ethics education.

3. The dissertation conducts surveys, investigations, and analyses, supported by empirical data, to assess the current state of teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi. On this basis, it identifies achieved results, existing limitations, and their underlying causes, thereby highlighting key issues that need to be addressed in teacher ethics education for pedagogical students in Hanoi.

In addition, the doctoral candidate forecasts and analyzes factors influencing teacher ethics education for pedagogical students, and proposes orientations together with three groups of solutions aimed at improving the quality and effectiveness of teacher ethics education in accordance with Ho Chi Minh's thought.

4. Teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi is a large-scale and complex issue that requires further research from both disciplinary and interdisciplinary perspectives. From the standpoint of Ho Chi Minh Studies, the dissertation has initially addressed several issues of methodological significance. Based on these initial findings, the doctoral candidate will continue to supplement and further clarify theoretical and practical issues related to teacher ethics education in accordance with Ho Chi Minh's ideology for pedagogical students in Hanoi.

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