

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**APPLICATION OF HO CHI MINH'S EDUCATIONAL
METHODOLOGY IN EDUCATING STUDENTS
AT PRIVATE UNIVERSITIES IN HANOI**

SUMMARY OF THE DOCTORAL THESIS

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INTRODUCTION

1. The urgency of the theme

Ho Chi Minh's educational methodology constitutes a systematic set of approaches and measures that exert a comprehensive influence on learners' cognition, emotions, attitudes, and behaviors. This process is implemented through such educational measures as democratic dialogue, role modeling, encouragement of self-directed learning, and competitive activities linked to rewards, while ensuring alignment with learners' characteristics and societal needs, so as to effectively realize educational objectives, content, and requirements under specific conditions. Ho Chi Minh's educational methodology has served as a fundamental foundation contributing to the major achievements of Vietnamese education since the August Revolution of 1945. To this day, it continues to possess significant theoretical and practical value in university education in general, and in educating students at private universities in Hanoi in particular. Consequently, research into and the application of Ho Chi Minh's educational methodology in the educational practice of private universities in Hanoi constitutes an urgent and necessary task.

In recent years, the implementation of Resolution No. 29-NQ/TW and related policy documents has brought about clear and substantive transformations in the renewal of higher education teaching methods, strongly promoting a modern, learner-centered approach to instruction. In this context, educational methodologies have increasingly emphasized the development of learners' qualities and competencies; shifted from one-way transmission of knowledge to the organization of learning activities that foster learners' activeness, autonomy, and creativity; and enhanced the application of modern information technologies and learning management platforms to sustain contemporary learning practices. As a result, the quality of teaching and learning has been improved, students' capacities for self-directed learning and independent research have been markedly strengthened, and a higher education environment oriented toward innovation, creativity, and rapid adaptation to the demands of digital transformation has gradually taken shape. However, practical realities indicate that although private universities in Hanoi have achieved notable accomplishments in renewing educational methods, several limitations persist. These include the insufficient promotion of democratic dialogue in education, the ineffective exploitation of role-modeling as an educational method, inadequate support mechanisms for self-learning, and competitive activities linked to rewards that remain largely formalistic in nature. This situation underscores the necessity of conducting systematic research and applying Ho Chi Minh's educational methodology in

order to enhance the effectiveness of educating students at private universities in Hanoi under current conditions.

Resolution No. 71-NQ/TW, dated August 22, 2025, issued by the Politburo on “breakthroughs in the development of education and training,” emphasizes the requirement to build a learning society and to align education with the criteria of standardization, modernization, democratization, socialization, and international integration. Within this context, in order to be commensurate with their position as an important component of the national higher education system and to fulfill their mission of contributing to the training of high-quality human resources for the country, private universities are required to undertake robust innovations in teaching methodologies, viewing this as a key lever for enhancing educational effectiveness. The thorough implementation of Resolution No. 71 of the Politburo sets forth new demands for higher education institutions. These include the renewal of educational methods in a manner that promotes learners’ autonomy, self-directed learning, and creativity, in accordance with the learner-centered approach; the strengthening of integrated, practice-based, and experiential teaching that links theory with practice in line with the orientation toward standardization and modernization; the vigorous application of digital technologies and flexible training models to improve the quality and effectiveness of learning; and the prioritization of building a democratic and open teaching-learning culture that encourages dialogue and inspires students’ motivation for lifelong learning. Accordingly, research into and the application of Ho Chi Minh’s educational methodology in the educating students at private universities will contribute significantly to the effective implementation of the Party’s and the State’s guidelines and policies, thereby meeting the requirements for fundamental and comprehensive reform of education and training in the current period.

Although numerous studies have been conducted on education in general, as well as on Ho Chi Minh’s educational principles and methodologies, and although a considerable number of works have examined the application of Ho Chi Minh’s educational methodology, there remains, overall, a notable gap in the literature. To date, no study has systematically addressed the application of Ho Chi Minh’s educational methodology in the educating students at private universities. In particular, there has been no research that directly examines, from the perspective of Ho Chi Minh Studies, the topic entitled “*The Application of Ho Chi Minh’s Educational Methodology in Educating Students at Private Universities in Hanoi.*”

For these reasons, the doctoral thesis paper has selected the topic “*The Application of Ho Chi Minh’s Educational Methodology in the Educating Students*

at *Private Universities in Hanoi*” as the subject of a doctoral dissertation in the field of Ho Chi Minh Studies.

2. Research Objectives and Tasks

2.1. Research Objectives

On the basis of clarifying the fundamental contents and methodological values of Ho Chi Minh’s educational methodology, and assessing the current state of educational methods applied to students at private universities, this dissertation seeks to propose orientations and solutions for the application of Ho Chi Minh’s educational methodology, with the aim of enhancing the effectiveness of educating students at private universities in Hanoi.

2.2. Research Tasks

In order to achieve the above objectives, the dissertation undertakes the following tasks:

- To review the existing body of research related to the topic in order to clarify the issues that have already been addressed and to identify the issues that remain for further investigation in this dissertation.

- To analyze and elucidate a number of fundamental concepts of the study, as well as the contents and values of Ho Chi Minh’s educational methodology.

- To assess the current situation and identify key issues in the educational methods applied to students at private universities in Hanoi from the perspective of Ho Chi Minh’s educational methodology.

- To clarify the factors influencing the renewal of educational methods and to propose orientations and solutions for applying Ho Chi Minh’s educational methodology in educating students at private universities in Hanoi in the coming period.

3. Research Object and Scope

3.1. Research Object

The educational methodology of Ho Chi Minh and its application in educating students at private universities in Hanoi.

3.2. Research Scope

- *In terms of content:*

First, on the basis of the theoretical framework of the study, the dissertation elucidates the core components of Ho Chi Minh’s educational methodology, including: democratic and dialogical educational methods; role-modeling; self-directed learning; emulation associated with rewards; and educational methods aligned with learners’ characteristics, contextual conditions, and societal needs. From this, the theoretical and practical values of Ho Chi Minh’s educational methodology are identified and synthesized.

Second, the dissertation assesses the current situation and proposes orientations and solutions for applying Ho Chi Minh's educational methodology in a manner appropriate to the practical conditions of private universities in Hanoi.

- *In terms spatial coverage*: The dissertation examines the current state of educational methods for students at 6 out of 18 private universities in Hanoi. These include: Universities with foreign elements, namely RMIT University Vietnam, a for-profit institution operating under Australian academic and governance standards, and VinUniversity, a non-profit institution developed under an elite university model and affiliated with leading global universities such as Cornell University and the University of Pennsylvania; Domestically funded universities belonging to the top tier in training quality, including FPT University, noted for its strengths in technology and innovation, and Phenikaa University, oriented toward comprehensive research and development; and domestically funded universities with multi-disciplinary training and relatively large scale, represented by Hanoi University of Business and Technology (HUBT) and Thang Long University.

The selection of these six universities reflects diversity in institutional types and development orientations, providing a basis for comparison and contrast, and thereby enabling an objective assessment of the current state of educational methods at private higher education institutions in Hanoi.

- *In terms of temporal scope*: The dissertation evaluates the current state of educational methods for students at private universities in Hanoi during the period from 2013 to 2025. The selection of this timeframe is justified by the fact that in 2013, the Eighth Plenum of the 11th Central Committee of the Communist Party of Vietnam promulgated Resolution No. 29-NQ/TW on "fundamental and comprehensive reform of education and training." This resolution is regarded as a critical milestone that established the strategic orientation for the development of Vietnamese education in the context of industrialization, modernization, and international integration. Since then, numerous guidelines and policies have been issued to operationalize Resolution No. 29-NQ/TW, most notably Resolution No. 71-NQ/TW of the Politburo, which has exerted a direct influence on the renewal of curricula, content, teaching methods, and governance mechanisms in higher education.

4. Methodology Theoretical, Practical Foundations and Research Methods

4.1. Theoretical Framework

The theoretical foundation of this dissertation is grounded in the viewpoints of Marxism-Leninism, Ho Chi Minh Thought, and the Communist Party of

Vietnam's renovation-oriented guidelines on educational methodology. The study is also conducted on the basis of the methodological principles of political science and Ho Chi Minh Studies.

4.2. Practical Basis

The Current State of Educational Methods for Students in Private Universities in Hanoi from 2013 to 2025

4.3. Research Methodology

This dissertation employs logical methods, historical methods, and a combination of logical and historical approaches, together with interdisciplinary methods from the social sciences, including analysis, synthesis, comparison, the integration of theory and practice, and sociological investigation.

- *The logical method* is used to analyze and interpret theoretical issues related to educational methodology, Ho Chi Minh's educational methodology, and its application; to clarify the fundamental contents of Ho Chi Minh's educational methodology; to explicate its theoretical and practical values; and to identify key issues, orientations, and solutions for the continued application of Ho Chi Minh's educational methodology in educating students at private universities in Hanoi in the coming period.

- *The historical method* is employed to present the Party's and the State's policies on the renewal of educational methods in chronological order from 2013 to 2025, and to assess the current state of educational methods for students at private universities in Hanoi over the same period.

- *Methods of synthesis and comparison* are used to clarify the Communist Party of Vietnam's guidelines on renewing educational methods, and to compare the renewal of educational methods in private universities with that in public universities in Hanoi.

- *The sociological survey method*, involving 1,080 questionnaires administered to three groups of respondents -students, lecturers, and administrators- together with SPSS 22 data-processing techniques, is applied to assess the current state of the application of educational methods for students at private universities in Hanoi.

Overall, the research methods employed are appropriately aligned with the requirements of each component of the dissertation.

5. New Original Contributions of the Dissertation

- *First*, the dissertation further clarifies the contents and values of Ho Chi Minh's educational methodology.

- *Second*, the dissertation assesses the current state of educational methods applied to students at private universities in Hanoi in recent years and identifies

key issues arising from the perspective of Ho Chi Minh's educational methodology.

- *Third*, the dissertation proposes orientations and solutions for applying Ho Chi Minh's educational methodology that are appropriate to Vietnam's contemporary context and conditions, and that are applicable to practically educating students at private universities in Hanoi.

6. Theoretical and Practical Significance of the Study

6.1. Theoretical Significance

- The dissertation systematizes and provides a clear theoretical exposition of the contents of Ho Chi Minh's educational methodology, thereby affirming its theoretical and practical values.

- The dissertation offers theoretical arguments and evidence concerning Ho Chi Minh's educational methodology that may serve as references for policy formulation and the renewal of educational methods at private universities.

6.2. Practical Significance

The orientations and solutions proposed for applying Ho Chi Minh's educational methodology may assist educational authorities and institutions as reference points in the process of educating students at private universities in Hanoi.

The dissertation may be used as a reference material for research and teaching related to Ho Chi Minh's educational methodology in universities more broadly.

7. Structure of the Dissertation

In addition to the Introduction, Conclusion, References, a section on related studies, and Appendices, the dissertation is structured into four chapters, nine periods

Chapter 1

OVERVIEW OF PREVIOUS STUDIES RELATED TO THE TOPIC

1.1. Review of Previous Research

1.1.1. Studies on Educational Methods and Ho Chi Minh's Educational Methodology

- Studies on educational methods
- Studies on Ho Chi Minh's educational methodology

1.1.2. Studies on the Application of Ho Chi Minh's Educational Methodology

1.2. Research Findings Related to the Topic and Issues Requiring Further Investigation

1.2.1. Research Findings Related to the Topic

From a review of domestic and international studies, it can be observed that the renewal of educational methods -particularly those aimed at promoting learners' activeness, autonomy, and the development of critical thinking- has attracted considerable scholarly attention across multiple levels of research and from diverse analytical perspectives. A number of studies have conducted in-depth analyses of educational methods, Ho Chi Minh's educational methodology, and the application of his educational ideas in practice.

In terms of research approaches, the existing literature may be broadly classified into two main groups: (1) studies that approach the issue from the value system and educational philosophy of Ho Chi Minh, thereby clarifying the theoretical foundations of the educational methodology he proposed; and (2) studies that focus on applying Ho Chi Minh's educational methodology and proposing orientations for the renewal of educational methods.

With regard to content, these studies demonstrate a general consensus in recognizing the role of educational methods as a key factor in improving the quality and effectiveness of education and training. At the same time, some works have begun to explore the application of these methods in teaching practice at universities, particularly within the public higher education sector. However, the overall literature review reveals several research gaps that warrant further investigation.

First, the majority of existing studies remain confined to theoretical analyses of Ho Chi Minh's educational methodology, or to its application at the general education level and in political theory education at public universities. To date, no study has undertaken an in-depth examination of the application of Ho Chi Minh's educational methodology in educating students at private universities in Hanoi.

Second, there has been no research that systematically surveys and evaluates the current state of educational methods for students at private universities in Hanoi,

nor identifies the issues arising from the perspective of Ho Chi Minh's educational methodology.

Third, no study has proposed concrete solutions for applying Ho Chi Minh's educational methodology to teaching and learning practices that are suited to the organizational characteristics, governance models, and learner profiles of private universities in Hanoi.

These identified gaps provide a clear rationale for the present dissertation and define the specific issues that require further scholarly investigation.

1.2.2. Issues Requiring Further Investigation in the Dissertation

This dissertation approaches the study of the *application of Ho Chi Minh's educational methodology in educating students at private universities in Hanoi* within the disciplinary framework of Ho Chi Minh Studies. On the basis of clarifying the system of Ho Chi Minh's viewpoints on educational methodology, the dissertation proposes orientations and solutions for applying this methodology in educating students at private universities in Hanoi.

In terms of content, the dissertation addresses three major groups of issues corresponding to the three substantive chapters, as follows:

First, the dissertation establishes the theoretical framework for the study by clarifying the core conceptual dimensions of Ho Chi Minh's educational methodology, and by analyzing its contents as well as its theoretical and practical values. This provides a foundation for applying Ho Chi Minh's educational methodology to educating students at private universities in Hanoi.

Second, the dissertation surveys and evaluates the current state of educational methods for students at private universities in Hanoi from two perspectives: (i) the state of the Party's and the State's policies on renewing educational methods, and (ii) the actual practices of student education at private universities in Hanoi during the period 2013-2025, together with the issues arising from the perspective of Ho Chi Minh's educational methodology.

Third, the dissertation proposes orientations and solutions for applying Ho Chi Minh's educational methodology in educating of students at private universities in Hanoi in the coming period.

Chapter 1 Summary

A review of domestic and international studies on educational methods, Ho Chi Minh's educational methodology, and the application of his educational methodology indicates that this topic has attracted considerable scholarly attention. Existing studies have achieved important results, affirming Ho Chi Minh's position and role as a major educational thinker. They have also begun to clarify the organic relationship among educational objectives, content, principles, methods, and educational environments within Ho Chi Minh's educational thought, emphasizing

the pivotal role of educational methodology in realizing an educational philosophy aimed at comprehensive human development.

However, most existing studies focus primarily on the public education system. To date, there has been no research on the application of Ho Chi Minh's educational methodology in the context of private higher education -a sector that is rapidly expanding yet faces pressing challenges in teaching organization, human resource training, and the development of learners' capacities. Based on a review of relevant studies, this dissertation undertakes an in-depth analysis of Ho Chi Minh's educational methodology and its application in educating students at private universities in Hanoi in the period ahead. This represents a new research direction and responds to a necessary and meaningful demand in promoting comprehensive human development in contemporary Vietnam.

Chapter 2

THEORETICAL ISSUES CONCERNING THE APPLICATION OF HO CHI MINH'S EDUCATIONAL METHODOLOGY IN EDUCATING STUDENTS AT PRIVATE UNIVERSITIES IN HANOI

2.1. Fundamental Concepts

2.1.1. Education

Education is a purposeful and planned process through which educational agents exert influence on educational subjects in order to shape their cognition, attitudes, skills, and behaviors in accordance with the requirements of society.

2.1.2. Educational Methodology

Educational methodology refers to the ways in which resources in educational activities -such as teachers, physical facilities, learning tools, and instructional media -are organized and utilized to influence learners, enabling them to acquire knowledge, develop skills, orient values, and cultivate personality.

2.1.3. Ho Chi Minh's Educational Methodology

* Ho Chi Minh's educational methodology constitutes a systematic set of approaches and measures that exert a comprehensive influence on learners' cognition, emotions, attitudes, and behaviors. Through such educational methods as dialogue and democracy, role modeling, self-directed learning and lifelong learning, emulation associated with rewards, and education aligned with learners' characteristics and societal needs, this methodology aims to effectively realize educational objectives, content, and requirements under specific conditions.

* Ho Chi Minh's educational principles are the fundamental guidelines articulated by President Ho Chi Minh to direct the construction of a revolutionary

education system serving the cause of national liberation, nation-building, and the development of a new type of human being.

2.1.4. Application of Ho Chi Minh's Educational Methodology in Educating Students at Private Universities in Hanoi

- Application of Ho Chi Minh's educational methodology

* Application is understood as the selective and creative adaptation of principles, methods, or models to specific contexts, subjects, or conditions in order to achieve defined objectives.

* The application of Ho Chi Minh's educational methodology in educating university students refers to the process by which higher education institutions proactively, flexibly, and creatively organize and implement Ho Chi Minh's educational methods, such as dialogue and democracy, role modeling, encouragement of self-directed learning, emulation associated with rewards, and education aligned with learners' characteristics, contextual conditions, and societal needs -within teaching and learning activities, so as to effectively realize educational objectives, content, and requirements.

* A private university is an educational institution within the national education system that is established and financed by social organizations, economic organizations, or domestic or foreign individuals through non-state budget capital. Such institutions operate in accordance with legal regulations, exercise institutional autonomy in organization and educational activities, and are subject to the unified state management of education.

* The application of Ho Chi Minh's educational methodology in educating students at private universities in Hanoi refers to the process by which these institutions, operating on the basis of autonomy and non-state funding, proactively, flexibly, and creatively apply Ho Chi Minh's educational methods -such as dialogue and democracy, role modeling, encouragement of self-directed learning, emulation associated with rewards, and education aligned with learners' characteristics, contextual conditions, and societal needs- into teaching activities and student management, in order to effectively achieve educational objectives, content, and requirements under the specific conditions of private higher education.

- Enhancing the effectiveness of educating students at private universities

* Effectiveness is understood as the extent to which an activity yields results that correspond to its intended objectives. An activity is considered effective when its outcomes align with the goals set forth; effectiveness thus reflects not only final results but also their appropriateness and proportionality to the expectations and purposes of the implementing subject.

* Educational effectiveness refers to the degree to which the educational process -viewed as a systematic activity aimed at transmitting knowledge and

experience, developing skills, fostering ideology and ethics, and forming learners' qualities and competencies- achieves its predetermined objectives.

* Enhancing educational effectiveness is the process of improving the quality and outcomes of education compared to the existing situation through the refinement of educational content, methodologies, organizational forms, and governance mechanisms. This concept implies not only raising the level of goal attainment in training but also optimizing the use of educational resources to ensure better, more comprehensive, and more sustainable outcomes.

* Enhancing the effectiveness of educating students at private universities refers to the comprehensive improvement of educational quality and outcomes for students in the private higher education environment, ensuring that students meet learning outcomes in terms of knowledge, skills, qualities, and professional competencies in line with training objectives. This concept also implies the effective utilization of educational resources under conditions of institutional autonomy and competition, through innovations in curricula, teaching methods, learning support mechanisms, and educational governance that are aligned with learners' characteristics and labor market demands.

2.2. Contents and Values of Ho Chi Minh's Educational Methodology and Criteria for Evaluating Application Outcomes of Ho Chi Minh's Educational Methodology

2.2.1. Contents of Ho Chi Minh's Educational Methodology

- Dialogue and democracy in education.

* *Democracy in the educational environment* is manifested in the creation of a respectful and open learning space in which every individual is encouraged to express opinions and exercise agency. Democracy in educational management is reflected in open discussion and collective deliberation, enabling shared understanding among members, thereby fostering consensus and enhancing responsibility in the fulfillment of common tasks. Democracy in teacher-student relations is expressed through principles of voluntariness, persuasion, and frank exchange: teachers do not impose, students are not passive, and both jointly seek truth in a spirit of equality and mutual respect.

* *Dialogue* is an educational method that ensures learners' freedom to express views and engage in open discussion to clarify issues. Matters that remain unclear are raised and deliberated until understanding is achieved, thereby countering imposition and rote indoctrination while promoting deeper and more reflective cognition.

* Democracy constitutes the precondition for dialogue, while dialogue serves as the method through which democracy is realized. These two elements complement and reinforce one another, forming the foundation for a liberating educational system that fosters comprehensive development and cultivates individuals' capacity for self-mastery.

- Role-modeling in education.

The principles of “*setting an example*” and “*following an example*” in Ho Chi Minh’s role-modeling approach form a reciprocal process in which teachers exemplify and learners emulate. Exemplary models are drawn from familiar and concrete examples of good people and good deeds in labor, study, or struggle. Within educational settings, the exemplary conduct of dedicated and exemplary teachers, students, and staff enhances educational effectiveness. This method integrates educating others with self-education, embodying profound humanistic, scientific, and practical significance.

- Self-directed learning, continuing education, and lifelong learning

The objectives and motivations of self-directed learning must be proper, oriented toward serving the people, serving the revolutionary cause, and self-improvement, rather than formalism or personal gain. The process of self-learning should be proactive and creative, grounded in practice, learning from the people, and engaging with international peers, while being guided by clear planning and persistent implementation. Learners should study everywhere, flexibly and creatively utilizing all available conditions and circumstances. More importantly, knowledge must be applied immediately, as theory without practice becomes ineffective.

- Education aligned with learners’ characteristics, conditions, and the needs of learners and society.

Emphasizing a learner-centered orientation, this method requires adjusting educational approaches to learners’ levels, psychological characteristics, circumstances, and capacities for comprehension. At the university level, learning should integrate theory with practice, foster autonomy, creativity, and abstract thinking. Priority is placed on quality over quantity, avoiding formalism, while closely integrating education within schools with families, society, and social organizations to create a comprehensive learning environment. The principle of “teaching close to reality and learning close to reality” is directed toward learning goals and career orientations that serve the Fatherland, the people, and social development.

- Emulation linked with rewards.

Ho Chi Minh regarded emulation as a driving force for human development and as a means to encourage effective teaching and learning. Emulation must be fair and voluntary, avoiding formalism, and be accompanied by timely and appropriate rewards for the right individuals and actions to motivate effort and responsibility. Commendation should also extend to collectives, emphasizing cooperation and sharing. This method fosters a positive learning environment, stimulates creativity, discipline, and dedication, and contributes to the formation of proactive, creative, modest individuals who act for the collective good.

2.2.2. Values of Ho Chi Minh's Educational Methodology

- Theoretical Value

First, Ho Chi Minh's educational methodology inherits and elevates the traditional educational values of the nation to a new level.

Second, Ho Chi Minh's educational methodology provided ideological and theoretical orientations for the formation and development of Vietnamese higher education methods during the period 1945-1975.

Third, Ho Chi Minh's educational methodology serves as a theoretical foundation for the formulation of guidelines and policies on renewing educational methods for university students in the present period.

- Practical Value

First, Ho Chi Minh's educational methodology contributed to overcoming the negative impacts of colonial education.

Second, Ho Chi Minh's educational methodology played an important role in shaping the major educational achievements during the period 1945-1975.

Third, Ho Chi Minh's educational methodology serves as an orienting foundation for the renewal of educational methods in universities in general, and in private universities in particular, in the current period.

2.2.3. Criteria for Evaluating the Results of Applying Ho Chi Minh's Educational Methodology in Educating Students at Private Universities

The evaluation criteria constitute the theoretical basis for measuring and assessing the current situation, achievements, and limitations, thereby identifying issues arising in the application of Ho Chi Minh's educational methodology at private universities in Hanoi during the period 2013-2025. These criteria also serve as one of the foundations for determining orientations and solutions for applying Ho Chi Minh's educational methodology in educating students at private universities in Hanoi in the coming period.

The theoretical basis for establishing the criteria for evaluating the results of applying Ho Chi Minh's educational methodology is derived from Ho Chi Minh's educational thought, modern educational theories, and the specific context of private higher education in Hanoi.

- *Criterion1*: The level of awareness and sense of responsibility of stakeholders in applying Ho Chi Minh's educational methodology in educating students.

- *Criterion2*: The level of awareness and application by stakeholders of the contents and forms of Ho Chi Minh's educational methodology.

- *Criterion3*: The degree of change and transformation among stakeholders in applying Ho Chi Minh's educational methodology.

- *Criterion4*: The Results of Applying Ho Chi Minh's Educational Methodology in Student Education

Chapter 2 Summary

Ho Chi Minh's educational methodology constitutes a system of approaches and measures that influence learners with the aim of transforming their cognition, attitudes, and behaviors in accordance with defined educational objectives. Within this system are specific methods such as dialogue and democracy, role-modeling, emulation linked with rewards, self-directed learning, and educational methods aligned with learners' characteristics, conditions, and societal needs.

Through this system of educational methods, Ho Chi Minh's educational thought is shown to extend beyond the mere transmission of knowledge; it represents a process of organizing, guiding, and awakening learners' capacities, oriented toward comprehensive human development. Moreover, Ho Chi Minh's educational methodology consistently emphasizes suitability to learners, contextual conditions, and practical needs.

Ho Chi Minh's educational methodology possesses profound theoretical and practical significance. It not only laid the foundation for the formation and development of Vietnamese higher education methods but also provides a theoretical basis for the formulation of guidelines and policies on renewing educational methods for university students in contemporary Vietnam.

The application of Ho Chi Minh's educational methodology in the education for university students in general is a proactive process of transforming Ho Chi Minh's viewpoints, principles, and educational approaches into concrete methods that are aligned with universities' missions and contribute to the training of high-quality human resources for the country's sustainable development. A deep understanding and correct application of Ho Chi Minh's educational methodology not only contributes to the formation of well-rounded individuals but, more broadly, supports the development of Vietnamese higher education in a modern and advanced direction.

Chapter 3

THE CURRENT CONTEXT OF EDUCATIONAL METHODS FOR STUDENTS AT PRIVATE UNIVERSITIES IN HANOI AND ISSUES ARISING FROM THE PERSPECTIVE OF HO CHI MINH'S EDUCATIONAL METHODOLOGY

3.1. The Context of Educational Methods for Students at Private Universities from 2013 to 2025

3.1.1. An Overview of Private Universities in Hanoi

The dissertation provides an overview of the salient characteristics of private universities in terms of their scale and fields of training; vision, mission, and core

values; physical facilities; as well as learner profiles. These factors simultaneously create favorable conditions and pose challenges for the process of renewing educational methods.

3.1.2. The Actual State of Policies on Renewing Educational Methods for Students at Private Universities 2013-2025

- The Party's and the State's guidelines and policies on renewing educational methods

Over the past decade, the Party and the State have promulgated numerous important guidelines and policies aimed at promoting fundamental and comprehensive reform of education, particularly higher education. Key policy documents -including Resolution No. 29-NQ/TW, the Law on Higher Education (2018), Decision No. 749/QĐ-TTg, Conclusion No. 91-KL/TW, Resolution No. 57-NQ/TW, Decision No. 1705/QĐ-TTg, Resolution No. 68-NQ/TW, and Resolution No. 71-NQ/TW -have emphasized the development of learners' competencies and qualities, the strengthening of institutional autonomy, digital transformation, and the renewal of curricula and teaching methods. Together, these policies have created strong impetus for private universities to innovate and enhance educational effectiveness.

- Policies on renewing educational methods at private universities in Hanoi

During the period 2013 to 2025, private universities in Hanoi have actively promoted the renewal of educational methods in a learner-centered orientation, closely linking training with practice and research. Universities such as VinUniversity, RMIT University Vietnam, FPT University, Phenikaa University, Hanoi University of Business and Technology (HUBT), and Thang Long University have implemented active learning, experiential and interdisciplinary learning models, technology-enhanced instruction, personalized learning pathways, and strengthened university -industry linkages.

These renewal policies reflect a flexible inheritance of Ho Chi Minh's educational methodology, such as dialogue, role-modeling, self-directed learning, and emulation associated with rewards, while simultaneously integrating contemporary educational trends, including digital transformation, experiential learning, and innovation-driven education.

3.1.3. Educational Methods for Students at Private Universities from 2013 to 2025

- The organization and implementation of dialogue- and democracy-based educational methods.

- The organization and implementation of role-modeling methods in education.

- The organization and implementation of self-directed learning, continuing education, and lifelong learning.

- The organization and implementation of educational methods aligned with learners' characteristics, conditions, and societal needs.
- The organization and implementation of emulation-based educational methods linked with rewards.

3.2. Achievements, Limitations, and Issues Arising in Educational Methods for Students at Private Universities

3.2.1. Achievements, Limitations, and Their Causes

Achievements

First, dialogue- and democracy-based educational methods have been effectively implemented in the private higher education environment.

Second, the role-modeling method has increasingly promoted ethical values and a sense of responsibility in teaching and learning activities at private universities.

Third, a culture of self-directed and lifelong learning has gradually spread, generating positive changes among both teachers and students.

Fourth, personalized educational methods have been effectively implemented in the organization of teaching activities and student assessment.

Fifth, emulation and reward-based methods have had positive effects in encouraging students' moral cultivation, skill development, and learning motivation.

Causes of Achievements

First, the institutional characteristics and operational mechanisms of private universities create favorable conditions for flexibility in curriculum design and the organization of teaching activities.

Second, the teaching staff at private universities -particularly younger lecturers, have actively promoted the renewal of educational methods in a modern direction.

Third, the diversity of students' entry levels and career orientations necessitates the personalization of educational methods.

Fourth, modern educational governance models -especially those informed by liberal education, lifelong learning, and comprehensive development, facilitate the renewal of student education methods.

Limitations

First, limitations remain in fostering students' activeness, creativity, and independent thinking.

Second, training programs at some universities have not been sufficiently or timely adjusted in line with a learner-centered orientation.

Third, the application of information technology remains uneven and insufficiently systematic at certain private universities.

Fourth, a proportion of students have not yet developed effective self-learning habits.

Causes of Limitations

First, some lecturers have not fully adopted modern teaching methods; physical facilities remain limited; and students are not yet accustomed to active learning approaches.

Second, policy and institutional mechanisms at some educational institutions have not created sufficiently favorable environments for renewing educational methods.

Third, educational technology infrastructure and the digital competencies of teaching staff remain limited.

Fourth, some educational stakeholders lack continuity in guiding students in self-study skills, self-assessment, and the development of individual learning plans.

3.2.2. Issues Arising in Educational Methods for Students at Private Universities from the Perspective of Ho Chi Minh's Educational Methodology

First, the issue of implementing dialogue- and democracy-based educational methods in a context where lecturers' awareness and understanding of Ho Chi Minh's educational methodology remain limited.

Second, the implementation of the role-modeling method by teachers in a context where some lecturers have not yet fully embodied exemplary standards of professional competence and professional ethics.

Third, the challenge of implementing self-directed and lifelong learning methods in the context of building a learning society and ongoing educational reform.

Fourth, the implementation of emulation and reward policies in conditions where some institutions have not yet established fair and transparent systems of evaluation and commendation.

Fifth, the implementation of educational methods aligned with learners' characteristics, conditions, and societal needs in contexts where training programs have not kept pace with labor market changes or adequately addressed the diversity of student groups.

Chapter 3 Summary

On the basis of thoroughly implementing the Party's and the State's guidelines on educational reform, private universities in Hanoi have achieved noteworthy results, with educational methods being applied in ways appropriate to the characteristics of each institution. Ho Chi Minh's educational methods -such as dialogue, democracy, and role-modeling, have been effectively implemented in many training institutions; self-directed and lifelong learning methods have been introduced into course content; personalized educational approaches have been initially deployed; and emulation and reward-based methods have gradually been integrated into moral education, skill development, and the cultivation of students' learning motivation.

Alongside these achievements, the process of educational renewal continues to reveal several limitations. These include inconsistencies in awareness of Ho Chi Minh's educational methodology, uneven responsibility among stakeholders in implementation, a lack of systematic coherence in content, forms, and methods of application, slow adaptation to the demands of digital transformation, insufficient depth in collaboration among universities, enterprises, and communities, and shortcomings in educational methods related to personality development, self-learning capacity, and students' social responsibility.

From the perspective of Ho Chi Minh's educational methodology, the current state of educational reform highlights issues that require further attention and resolution. These include the continued effective implementation of dialogue and democracy in the context of digital transformation and university autonomy; the promotion of a culture of role-modeling and social responsibility among lecturers; the advancement of self-directed and lifelong learning in conjunction with the development of a learning society; the implementation of emulation and reward systems oriented toward learners' comprehensive development; and the flexible application of educational methods aligned with learners' characteristics, conditions, and societal needs in order to meet the demand for high-quality human resources. Successfully addressing these issues will provide a foundation for enhancing the effectiveness of applying Ho Chi Minh's educational methodology in educating students at private universities, thereby contributing to the realization of the goal of comprehensive human development in the period ahead.

Chapter 4

ORIENTATIONS AND SOLUTIONS FOR APPLYING HO CHI MINH'S EDUCATIONAL METHODOLOGY IN EDUCATING STUDENTS AT PRIVATE UNIVERSITIES IN HANOI

4.1. Factors Influencing Educational Methods for Students at Private Universities in the Coming Period

4.1.1. Impacts of the International Context and UNESCO Initiatives on the Renewal of Educational Methods

In the context of deepening globalization and international integration, countries are increasingly interconnected through global economic, political, cultural, and educational networks. The rapid development of the international division of labor places urgent demands on national education systems to innovate and adapt flexibly in order to prepare human resources capable of meeting the requirements of the global labor market.

The global economic structure is currently undergoing a rapid transition from traditional industrial models toward knowledge-based, digital, green, and circular economies. These transformations pose significant challenges to education, compelling education systems to undertake comprehensive reforms, not only in curricular content but, more importantly, in educational methods, in order to develop human resources with high professional competence, creative thinking, digital skills, and a strong sense of sustainable development.

4.1.2. Impacts of Digital Technology and Artificial Intelligence on the Requirements for Renewing Educational Methods

In the era of digital transformation, digital technologies and artificial intelligence are exerting profound influences across all spheres of social life, including education and training. Intelligent learning platforms facilitate the personalization of learning pathways, enhance learners' capacity for self-directed learning, and align closely with Ho Chi Minh's educational methodology. Digital environments expand interactive classroom models and promote collaboration and critical thinking skills; however, their effectiveness largely depends on lecturers' technological competencies and the prevailing academic culture within educational institutions.

4.1.3. Impacts of the Domestic Context and the Requirements for Renewing Educational Methods in Vietnam

In the coming period, the renewal of educational methods in Vietnam, particularly at private universities in Hanoi, will be strongly influenced by a series of national policies. These factors not only reshape educational philosophy but also drive profound transformations in educational content, forms, and teaching methods in the context of rapidly advancing digital technologies and artificial intelligence.

Vietnamese society is expected to undergo significant changes, especially in the context of accelerated economic development and the strategic goal of becoming a high-income developed country by 2045. These developments place increasing demands on higher education to innovate educational methods in order to cultivate high-quality human resources.

4.2. Orientations for Applying Ho Chi Minh's Educational Methodology in Educating Students at Private Universities in Hanoi

4.2.1. Applying Ho Chi Minh's Educational Methodology in Conjunction with the Renewal of Educational Content and Methods toward Openness, Flexibility, and Modernity

Conclusion No. 91-KL/TW (2024) of the Politburo provides clear orientations for renewing educational content and methods toward openness, flexibility, and modernity; developing creative thinking and adaptability to technological change;

and encouraging the application of digital platforms and innovative educational models. These orientations create favorable conditions for the systematic application of Ho Chi Minh's educational methodology in teaching practice at private universities.

4.2.2. Applying Ho Chi Minh's Educational Methodology in Association with Enhancing Self-Directed Learning, Lifelong Learning, and the Comprehensive Development of Learners' Competencies and Qualities

Resolution No. 52-NQ/TW (2019) of the Politburo emphasizes the objective of "forming an open learning network for Vietnamese citizens; implementing a roadmap for universalizing digital skills and basic cybersecurity skills; strengthening communication, raising awareness, and building a digital culture within the community." This orientation is closely aligned with Ho Chi Minh's educational methodology, which places strong emphasis on continuous learning, learning in step with societal development, and learning in service of the people.

4.2.3. Applying Ho Chi Minh's Educational Methodology in Conjunction with Strengthening the Application of Information Technology and Digital Transformation in Education

Decision No. 131/QĐ-TTg (2022) of the Prime Minister explicitly identifies the application of information technology and digital transformation as a breakthrough in the fundamental and comprehensive reform of education and training. The objective of this initiative is to establish an open and adaptive education system on digital platforms, develop electronic learning resources and online teaching platforms, and enhance learners' access to modern digital education models. These orientations provide favorable conditions for applying Ho Chi Minh's educational methodology in the contemporary digital context.

4.2.4. Applying Ho Chi Minh's Educational Methodology in Conjunction with Building a Modern Learning Environment that Promotes Creative Thinking and Professional Adaptability

Resolution No. 52-NQ/TW (2019) of the Politburo affirms the objective of developing human resources with the "capacity to adapt to continuously changing technological environments." Complementing this orientation, Decision No. 131/QĐ-TTg (2022) emphasizes the construction of "an open, adaptive education system on digital platforms" and calls for the "strong renewal of teaching and learning organization through technology." These guidelines require the design of flexible learning models that integrate online learning, leverage open educational resources, and strengthen the linkage between education and professional practice.

4.3. Solutions for Applying Ho Chi Minh's Educational Methodology to Enhance the Effectiveness of Educating Students at Private Universities in Hanoi

4.3.1. Enhancing Awareness of the Requirements and Content of Applying Ho Chi Minh's Educational Methodology in Student Education

A correct and comprehensive understanding of Ho Chi Minh's educational methodology among leaders, managers, lecturers, and students at private universities is decisive for the effectiveness of its application in teaching and learning practice. Moreover, clarifying the theoretical and practical values of Ho Chi Minh's educational methodology helps consolidate a solid ideological foundation for educational work and provides concrete action-oriented guidance for improving teaching methods.

4.3.2. Enhancing Lecturers' Capacity to Apply Ho Chi Minh's Dialogue-Based, Democratic, and Role-Modeling Educational Methods in Educating Students

This solution aims to build a contingent of lecturers with sufficient competence and moral qualities to implement Ho Chi Minh's educational methods under new conditions. At the same time, it seeks to transform the educational environment into one in which students are respected and experience democracy and equality throughout the learning process.

4.3.3. Developing Digital Educational Spaces and Communicating Ho Chi Minh's Educational Methodology in Ways Appropriate to the Characteristics of Students at Private Universities

As higher education rapidly transitions toward digital education models, the development of digital learning spaces combined with the dissemination of Ho Chi Minh's educational methodology is oriented toward maximizing the power of technology to spread the values of this methodology in a flexible and effective manner that aligns with the characteristics of students at private universities.

4.3.4. Establishing a Coherent and Comprehensive Evaluation Mechanism for the Results of Applying Ho Chi Minh's Educational Methodology in Educating Students

This solution aims to develop a synchronized, scientific, and comprehensive evaluation mechanism that accurately and fully reflects the level of implementation and effectiveness of applying Ho Chi Minh's educational methodology in student education at private universities. Unlike traditional assessment approaches that primarily focus on learning outcomes, this mechanism emphasizes the evaluation of learning processes and learners' comprehensive development.

4.3.5. Fostering a Culture of Lifelong Self-Learning in Educating Students and Improving Reward Mechanisms for Academic Achievement in Accordance with Ho Chi Minh's Educational Methodology

This solution is oriented toward cultivating a culture of lifelong self-learning, one of the central pillars of Ho Chi Minh's educational methodology. Developing habits and awareness of self-directed learning enables students to build continuous learning capacity, enhance adaptability in a rapidly changing knowledge-based society, and meet emerging labor market demands in the era of digital transformation.

Rewards should not be limited to material benefits or formal titles, but rather designed as an orienting mechanism that reflects students' comprehensive progress in learning attitudes, competencies, self-discipline, and community spirit. Together, lifelong self-learning and meaningful reward systems constitute an essential foundation for nurturing a generation of students who are professionally competent, morally grounded, resilient, and capable.

Chapter 4 Summary

In the coming period, the strong impacts of the international context, the rapid development of information technology and artificial intelligence, and domestic conditions require the renewal of teaching methods toward openness, dialogue, democracy, flexibility, role-modeling, self-directed learning, and close integration with digital learning spaces and multimedia communication. These factors are essential for ensuring comprehensive human development while remaining consistent with Ho Chi Minh's educational methodology.

In contrast to public universities, private universities in Hanoi, owing to their higher degree of autonomy and managerial flexibility, are well positioned to swiftly implement the Party's guidelines, such as Resolution No. 52-NQ/TW, Decision No. 131/QĐ-TTg, Resolution No. 57-NQ/TW, Resolution No. 68-NQ/TW, and Resolution No. 71-NQ/TW. This enables them to promote the renewal of teaching methods toward openness and flexibility, strengthen self-directed and lifelong learning in conjunction with digital transformation, enhance learners' professional adaptability, and meet the national demand for high-quality human resources.

To realize these orientations, raising awareness among administrators, lecturers, and students of Ho Chi Minh's educational methodology plays a pivotal role. This process should be implemented in parallel with the development of digital learning spaces, the construction of a democratic educational environment, the promotion of role-modeling, and the alignment of educational methods with learners' characteristics in private universities, where student backgrounds, capacities, and career aspirations are highly diverse. In addition, designing comprehensive, competency-based evaluation mechanisms aligned with learning outcomes, together with flexible emulation and reward systems, will help stimulate learning motivation and establish a sustainable culture of self-directed and lifelong learning among students.

CONCLUSION

Based on the study entitled *The Application of Ho Chi Minh's Educational Methodology in Educating Students at Private Universities in Hanoi*, the dissertation draws the following key conclusions:

First, Ho Chi Minh's educational methodology has been applied in teaching practice through various forms, including democratic dialogue, role-modeling, encouragement of self-directed learning, and emulation associated with rewards, while ensuring alignment with learners' characteristics and societal needs in order to effectively achieve educational objectives, content, and requirements under specific conditions. Ho Chi Minh's educational methodology embodies both profound theoretical and practical values.

From a theoretical perspective, it inherits and develops the nation's traditional educational values, while contributing to the formation and development of Vietnamese higher education methods during the period 1945-1954. It also provides a theoretical foundation for the construction and improvement of the higher education system, emphasizing not only instructional content but also the significance of educational methods in shaping learners' political qualities, moral character, and professional competencies.

From a practical perspective, Ho Chi Minh's educational methodology helped overcome the negative impacts of colonial education, restore and promote national educational values, and train an intellectual workforce to serve the cause of national construction and defense. In the contemporary context, Ho Chi Minh's educational methodology continues to offer important orientations for renewing educational methods in universities, with the aim of fostering comprehensive human development, encouraging self-directed learning and creativity, and responding to practical demands. The dissertation has contributed to clarifying these dimensions.

Second, research on Ho Chi Minh's educational methodology has attracted scholarly attention in recent years and has achieved certain results in elucidating its content and values. However, a review of domestic and international studies indicates that most existing research remains at a general level and is largely confined to applications in general education, political theory education, or public universities. Meanwhile, private universities, characterized by distinctive organizational structures, governance models, training strategies, and diverse student backgrounds, have received little attention. This reality has generated an urgent need to examine the application of Ho Chi Minh's educational methodology in educating students at private universities in Hanoi. This focus therefore constitutes a fundamental novelty of the present dissertation.

Third, during the period 2013-2025, private universities in Hanoi have proactively and actively renewed their educational methods in alignment with the

Party's and the State's guidelines and policies. These institutions have gradually implemented Ho Chi Minh's educational methodology in teaching practice through the development of open learning environments that encourage exchange and discussion between lecturers and students; through exemplary role-modeling by lecturers and within educational environments; through the application of digital technologies, extracurricular courses, and thematic seminars to cultivate self-learning methods; through personalized education tailored to students' individual learning needs and capacities; and through the integration of emulation and reward-based approaches into educational activities to motivate learning and self-improvement.

Nevertheless, from the perspective of Ho Chi Minh's educational methodology, alongside these achievements, several limitations remain. These include inconsistencies in encouraging students' active participation in learning processes; insufficient exploitation of the potential of emulation and reward mechanisms, resulting in learning motivation that has not been fully stimulated; and a lack of clear incentive and guidance mechanisms, leading to limited student motivation to seek knowledge beyond the classroom. The dissertation has clarified both the achievements and limitations in the renewal of educational methods at private universities in Hanoi during the period 2013-2025, while also identifying issues that require further research in applying Ho Chi Minh's educational methodology in the future.

Fourth, in the coming period, the renewal of student education methods will be strongly influenced by the international context, the development of information technology and artificial intelligence, and domestic socio-economic transformations. Accordingly, renewing teaching methods toward openness, dialogue, democracy, flexibility, role-modeling, and self-directed learning, in conjunction with digital learning spaces, will facilitate students' access to knowledge and foster autonomy and creativity in learning. The creative application of Ho Chi Minh's educational methodology in digital environments not only promotes self-directed learning but also enhances learning effectiveness through the use of technology and multimedia communication. Moreover, the establishment of comprehensive evaluation mechanisms and the emphasis on fair and transparent reward-based education will encourage students not only to achieve academic success but also to develop soft skills and a culture of lifelong learning, thereby improving overall educational effectiveness.

Overall, the findings of this dissertation have contributed to further clarifying and deepening the system of viewpoints on Ho Chi Minh's educational methodology, while affirming the effectiveness of its flexible and creative application in the private university context. By grounding its analysis in the practical realities of private higher education in Hanoi and closely linking these with international contexts and national policy orientations, the dissertation offers a new approach to studying the application of Ho Chi Minh's educational methodology in the digital era.

LIST OF THE AUTHOR'S PUBLISHED WORKS RELATED TO THE DISSERTATION

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