

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

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**EDUCATIONAL CULTURE IN  
VIETNAMESE PEOPLE'S ARMY  
MILITARY ACADEMIES TODAY**

**(Case studies of Military Technical Academy,  
Political Academy - Ministry of National Defence,  
College of Artillery Officer's Training)**

**SUMMARY OF DOCTORAL THESIS**

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## INTRODUCTION

### 1. Rationale for the Research

Education serves as the pillar of national development and the foundation for a nation's future. In the military sector, education holds strategic significance, grounded in the principle that "the quality of institutional training equates to the combat readiness of the unit." It constitutes the fundamental strength for defending the Fatherland "early and from afar," directly cultivating a corps of officers who are both "red" and "expert" (virtuous and professionally competent) to meet the requirements of building a "revolutionary, regular, elite, and modern" military.

Within this framework, educational culture acts as a central factor with the functions of orienting values, shaping identity, and nurturing the "Uncle Ho's Soldiers" (Bo doi Cu Ho) personality. This contributes to enhancing training quality and steering towards the sustainable development of military education. However, under the profound impacts of globalization, the Fourth Industrial Revolution, and socio-economic shifts, educational culture within military academies is facing numerous challenges. Consequently, researching military educational culture facilitates the identification, analysis, and proposal of solutions for its development. This ensures the preservation of national-military identity while satisfying the demands of educational modernization and the integration of global educational quintessence.

Vietnamese People's Army academies are specialized military-pedagogical organizations, functioning simultaneously as military units and centers for education, training, and scientific research. The specific nature of their organization and educational activities, coupled with the mission of national defense, has forged the distinct characteristics of military educational culture. Furthermore, throughout their history of construction and growth, each military academy has established its own unique traditions and values. These values create a diverse spectrum within the highly unified landscape of military educational culture.

Therefore, conducting research on the topic "Educational Culture in Vietnamese People's Army Academies Today (A Case

Study of the Military Technical Academy, the Political Academy - Ministry of National Defence, and the Artillery Officer Training College)" is an objective necessity with profound theoretical and practical significance. The research findings will clarify the specificities of educational culture within the military environment, while directly contributing to the mission of building a "revolutionary, regular, elite, and modern".

## **2. Research Objectives and Tasks**

### ***2.1. Research Objectives***

By elucidating the theoretical foundations of educational culture in general and military educational culture in particular, this thesis identifies the context and current state of educational culture in contemporary military academies from a culturological perspective. Building upon this analysis, the study discusses emerging issues and proposes recommendations for developing a military educational culture that is rich in identity, humanistic, modern, and sustainably developed.

### ***2.2. Research Tasks***

**Literature Review and Theoretical Framework:** To provide a comprehensive review of research related to educational culture in military academies; to clarify the theoretical issues of military educational culture from a culturological lens (including operational concepts, structure, roles, research theories/perspectives, and the analytical framework of the thesis).

**Contextual Analysis:** To provide an overview of the research sites and identify the contextual factors influencing educational culture within military academies.

**Empirical Investigation:** To survey the current situation at three selected academies based on the four components of educational culture; to analyze the universality and particularity among different types of institutions with diverse training functions and missions.

**Discussion and Proposals:** To discuss emerging challenges and recommend solutions for developing an educational culture in military academies that is identity-oriented, modern, humanistic, and sustainable.

### **3. Objects and Scope of Research**

#### ***3.1. Research Object***

The research object of this thesis is educational culture within contemporary military academies, approached from a culturological perspective.

#### ***3.2. Research Scope***

Research Subjects (Survey Population): The thesis conducts research on primary groups including lecturers, cadet management officers, and cadets at three institutions: the Military Technical Academy, the Political Academy (Ministry of National Defence), and the Artillery Officer Training College.

Research Content: Educational culture in military academies is examined through four key dimensions: value hierarchies, cultural personality, cultural practices, and external manifestations (artifacts).

Research Sites: The thesis selects three representative institutions for empirical survey: the Military Technical Academy, the Political Academy, and the Artillery Officer Training College.

Research Timeframe: The thesis focuses on surveying and analyzing data collected from 2020 to 2025.

### **4. Methodology and Research Methods**

#### ***4.1. Methodological Basis***

The thesis is grounded in dialectical and historical materialism. It strictly adheres to Marxist principles, Ho Chi Minh Thought, and the Communist Party's guidelines on culture, education, and the development of a revolutionary military.

#### ***4.2. Research Approaches and Methods***

Approaches: The thesis employs an interdisciplinary approach, integrating Culturology with Military Pedagogy, Educational Management, Military Psychology, and Sociology.

Methods: A combination of key research methods is utilized, including: Analysis and Synthesis, Comparison and Contrast, and Sociological Surveys.

### **5. Theoretical and Practical Significance**

**Theoretical Significance:** The thesis contributes to supplementing and clarifying theoretical issues within Culturology applied to the field of military education. In doing so, it enriches the theoretical repository of educational organizational culture and military culture.

**Practical Significance:** The research assists in identifying the current state and emerging challenges of educational culture in contemporary military academies. The findings serve as a reference for cadets, lecturers, educational managers, and researchers. Furthermore, the thesis provides scientific evidence for leaders of educational institutions and functional agencies of the Ministry of National Defence and the Central Military Commission to formulate policies and measures to enhance education and training quality and develop high-quality human resources for the Vietnam People's Army in the new era.

## **6. New Contributions of the Thesis**

**Systematic and Specialized Research:** This is a systematic study specifically focused on educational culture within VPA academies from a culturological lens. It elucidates the concepts, structure, and roles of this culture and proposes a new analytical framework by inheriting and advancing previous research results.

**Interdisciplinary and Empirical Insight:** By combining an interdisciplinary approach with diverse research methods, the thesis identifies the context and reality of educational culture through empirical studies at three selected academies. It clarifies the particularities of educational culture within the military pedagogical environment and demonstrates the "unity in diversity" of contemporary military educational culture.

**Strategic Recommendations:** The thesis analyzes and discusses pressing issues, recommending solutions to develop a humanistic and sustainable military educational culture aligned with the goal of building "smart, regular, exemplary, and modern" military academies.

## **7. Structure of the Dissertation**

In addition to the introduction, conclusion, and list of references, list of author's published works related to the thesis topic and appendix, the thesis consists of 4 chapters and 12 sections.

## CHAPTER 1

### LITERATURE REVIEW AND THEORETICAL FOUNDATIONS OF EDUCATIONAL CULTURE IN VIETNAM PEOPLE'S ARMY ACADEMIES

#### 1.1. LITERATURE REVIEW

##### *1.1.1. Research on Educational Culture and Institutional Culture*

Since the late 20th century, educational culture has flourished as an independent field of study, attracting scholars from various disciplines. These studies have established a solid theoretical foundation through models and theories that affirm the multidimensional nature and value of educational culture. Much of the research emphasizes the core role of culture in creating effective learning environments and fostering holistic human development. Furthermore, it highlights the importance of cultural identity within the context of global adaptation, viewing this as the path toward sustainable development for contemporary education.

##### *1.1.2. Research on Educational Culture in Military Academies*

Existing works have partially addressed various facets of educational culture in military academies, ranging from value systems to pedagogical culture and specialized educational environments. Many studies confirm the importance of culture in military education, emphasizing the need to build a military pedagogical environment that is rich in identity, advanced, and modern. Such an environment is essential for nurturing the qualities, ethics, and comprehensive competencies of officers, lecturers, and cadets.

##### *1.1.3. General Assessment and Gaps for Further Research*

Currently, research remains fragmented, focusing on isolated aspects. There is a lack of comprehensive and systematic analysis of educational culture in military academies specifically from a

culturological perspective. This represents a theoretical and practical gap that this thesis aims to fill through in-depth research.

## **1.2. THEORETICAL FOUNDATIONS OF EDUCATIONAL CULTURE IN MILITARY ACADEMIES**

### **1.2.1. The Concept of Educational Culture**

Drawing upon and integrating existing scholarly views, the PhD candidate defines Educational Culture as a system of values, personality models, cultural practices, and external manifestations that are created, accumulated, and shared throughout the educational process. This system governs and orients educational activities toward the goals of human development and the promotion of a humanistic and sustainable society.

### **1.2.2. Conceptions of Educational Culture in Military Academies**

#### ***1.2.2.1. Definition of Military Educational Culture***

Based on the operational concept of educational culture and the specific characteristics of military institutions, the thesis defines:

Educational culture in Vietnam People's Army academies is a system of values, cultural personalities, cultural practices, and external manifestations created, accumulated, and shared during the military education process. It contributes to enhancing training quality, developing soldierly personalities, and promoting a humanistic and sustainable military education system.

#### ***1.2.2.2. The Structure of Military Educational Culture***

Applying Structural-Functionalism in combination with Geert Hofstede's "Onion Model" of culture, the thesis divides the structure of military educational culture into four components: (1) Value Hierarchies; (2) Cultural Personality; (3) Cultural Practices; (4) External Manifestations

These components are interconnected, forming the unique identity and characteristics of military academies while contributing to the broader tradition of Vietnamese military culture.

### ***1.2.2.3. The Role of Educational Culture in Military Academies***

An Internal Engine: Educational culture is an endogenous driver that improves training quality and fosters high-quality human resources within the military. A Bridge: It serves as a vital link between the past, present, and future. A Foundation: It provides the basis for the sustainable development of military education.

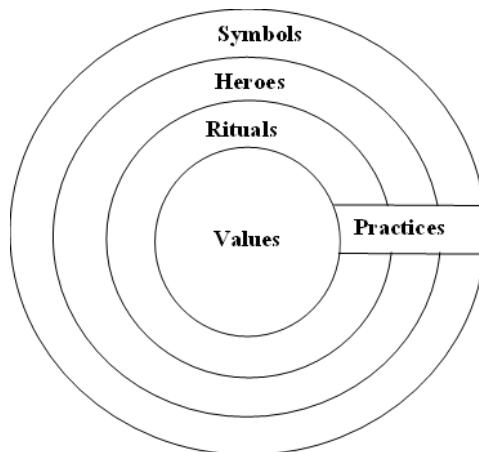
### **1.2.3. Theories and Perspectives Applied in the Dissertation**

#### ***1.2.3.1. Structural-Functional Theory***

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

#### ***1.2.3.2. Geert Hofstede's cultural perspective and the “Onion” model***

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



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

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

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

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

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

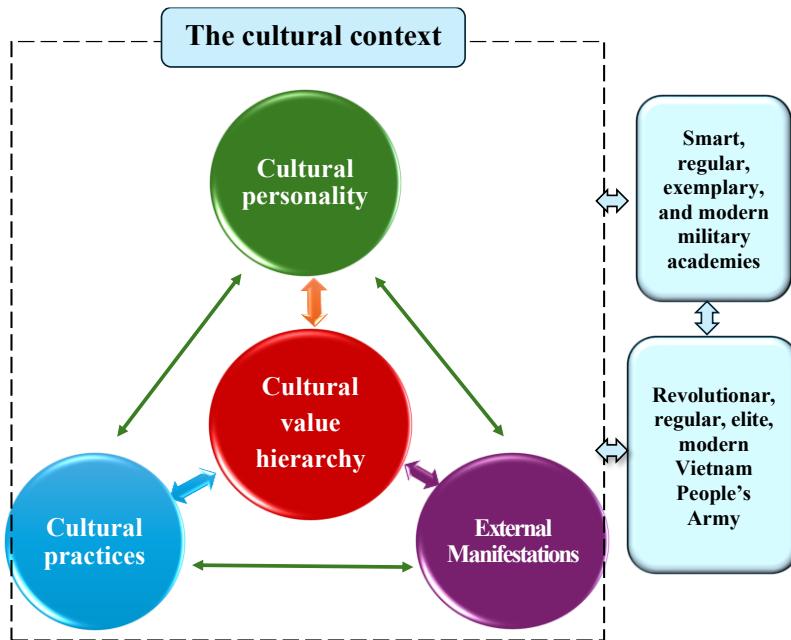
*The Army's viewpoint on education and training:* Education and training are the central, top-priority political tasks for party committees and commanders at all levels. The guiding principle set out in resolutions is to link military schools with the realities of combat and units, and to align training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

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

#### 2.1.4. Analytical framework for educational culture in military academies

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

At the center of the analytical framework is the structure of educational culture in military schools, comprised of four key elements: Cultural value hierarchy - the core element, functioning as the “software of the mind” (Hofstede) that guides, governs, and links the other elements into a unified whole.



*Figure 2.2. Analytical framework of educational culture in military academies.*

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

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

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

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

## **CHAPTER 2: OVERVIEW OF RESEARCH SITES AND THE CONTEXT OF EDUCATIONAL CULTURE IN CONTEMPORARY VIETNAM PEOPLE'S ARMY ACADEMIES**

### **2.1. OVERVIEW OF RESEARCH SITES**

#### **2.1.1. Overview of the Military Academy System**

Military academies are **dual institutions**, serving simultaneously as military units and educational-training establishments. They operate under the leadership and management of the Ministry of National Defence while receiving professional guidance from the Ministry of Education and Training. Consequently, military academies possess numerous unique characteristics in their organization and operations.

#### **2.1.2. Overview of Case Studies**

##### **2.1.2.1. Military Technical Academy**

The Military Technical Academy (also known as Le Quy Don Technical University), established on October 28, 1966, is a multi-disciplinary and multi-level university under the direct leadership of the Ministry of National Defence. Its mission is to "train high-quality human resources, conduct research and development, prototype production, transfer advanced technology, and promote international integration, significantly contributing to national construction and defense, and the development of Vietnam's military science and technology". For its military training system, the Academy aims to produce: "Good Officers - Excellent Engineers - Exemplary Party Members". After nearly 60 years of development, it has solidified its position as a leading national key institution for military technology and defense industry, forging a tradition of: "Unity, Uniformity, Creativity, Proactivity in overcoming difficulties, Maintaining stability, and Focusing on innovation" within a specialized technical pedagogical environment.

### **2.1.2.2. Political Academy**

The Political Academy (established on October 25, 1951) is the leading center for training political officers and conducting military socio-humanistic research. Its mission includes: "Training high-level human resources and nurturing talents for the military and the nation; researching and developing military social sciences and humanities; strengthening the protection of the Party's ideological foundation; and countering hostile viewpoints". The Academy aims to train political officers with exemplary ethics capable of providing ideological-political leadership. With the core values of "Steadfastness - Creativity - Discipline - Quality," the Academy serves as the nexus for political-ideological culture within the military.

### **2.1.2.3. Artillery Officer Training College**

Founded on February 18, 1957, this is a specialized military university under the Artillery Corps. Its mission is to train commanders and technical officers for Artillery and Missile forces, while serving as a scientific research center and participant in international training cooperation. The College's tradition is defined as: "Self-reliance, Self-resilience, Proactivity, Creativity, Teaching well, Learning well, and Working well". It provides high-quality human resources to build a modern artillery force with high combat readiness.

## **2.2. CONTEXTUAL FACTORS IMPACTING EDUCATIONAL CULTURE IN MILITARY ACADEMIES**

### **2.2.1. International Context**

The profound and rapid shifts in the global landscape demand that the military maintain high combat readiness. Vietnam's defense policy emphasizes a comprehensive and strong People's Army, imposing strict requirements on military education. Academies must provide a holistic education, equipping cadets with an interdisciplinary mindset and rapid adaptability. Cultural actors within these institutions must adopt modern military thinking, blending the "Uncle Ho's Soldiers" tradition with the ability to adapt

to high-tech warfare. Globalization facilitates modernization and aligns values with universal standards, yet it requires academies to selectively adopt experiences suitable for Vietnam's practical reality. Amidst the digital transformation, academies are transitioning toward "smart school" models, adjusting their cultural structures—from beliefs and values to organizational methods.

### **2.2.2. Contemporary Vietnamese Social Context**

This context presents both opportunities (political stability, economic resources) and challenges (market economy downsides, non-traditional security threats). The impact of digital culture and mass media increases the risk of "ideological fading" and the adoption of pragmatic lifestyles. This necessitates that academies function as a "cultural filter," absorbing humanistic values while rejecting negative elements. The transition from traditional to modern, smart, and integrated educational models opens opportunities for quality but risks "formalism". The younger generation is becoming a driving force in shifting value systems toward flexibility and humanism, encouraging individual proactivity and creativity.

### **2.2.3. Specific Context of the Vietnam People's Army**

Unlike civilian systems, military academies were born on the battlefield and tempered through resistance wars. This historical-traditional background is the "cultural source" ensuring stability and continuity. Furthermore, the functional requirements of building a military in the new era dictate the entire educational culture model, influencing its value structure and identity. The political-ideological context is a defining factor; academies are specialized ideological institutions of the Party in the defense sector, training revolutionary forces with absolute loyalty. Finally, the institutional-organizational context creates a unique environment where cultural values are not just propagated but transformed into regulations, laws, and military orders to ensure cultural continuity and identity preservation.

## **CHAPTER 3: IDENTIFYING EDUCATIONAL CULTURE IN CONTEMPORARY VIETNAM PEOPLE'S ARMY ACADEMIES**

### **3.1. VALUE HIERARCHIES**

The current hierarchy of military educational values is deeply rooted in national and military traditions while expanding to embrace contemporary elements, creating a solid spiritual foundation that orients all educational and training activities. This serves as the "soul and essence" of institutional culture, ensuring that every generation of graduating cadets carries a shared set of values, contributing to the strength and identity of the Vietnam People's Army in the new era.

#### **3.1.1 Value of studiousness and respect for teachers**

The values of studiousness and Tôn sư trọng đạo serve as the benchmarks for the quality and depth of military educational culture. In military academies, studiousness manifests as the responsibility of a citizen-soldier and the ideal of serving the Fatherland and its people through knowledge. Tôn sư trọng đạo is not merely a cultural etiquette between teacher and student but also a behavioral regulation mechanism that maintains order, hierarchy, and discipline, allowing cadets to mold themselves after the model of an exemplary soldier. These values remain firmly sustained, acting as a bridge between military educational culture and national educational traditions within these institutions.

#### **3.1.2. The Cultural Values of "Uncle Ho's Soldiers"**

This is the military's specialized value system, which integrates traditional qualities (loyalty, filial piety, discipline, and solidarity) with modern requirements (innovation, creativity, and international integration). This system orients the behavior and lifestyle of officers, lecturers, and cadets, serving as a compass for military academies to design educational programs and cultivate ethics and lifestyles for military personnel.

### **3.1.3. Unique Values of Each Institution**

Each military academy establishes its own unique value system associated with its specific mission, educational philosophy, and historical development. This layer of values reflects cultural autonomy and provides the foundation for building the academy's cultural brand within the military environment. The differentiation of values demonstrates unity in the overarching values of the military and the nation, while showcasing the diversity of cultural nuances in each training institution.

## **3.2. CULTURAL PERSONALITY**

### **3.2.1. The Cultural Personality of Military Lecturers**

A military lecturer is not only a teacher who imparts knowledge but also a Party member, an officer, a commander, and a comrade-in-arms to the cadets during combat, training, and maneuvers. Consequently, their cultural personality bears a dual nuance: they must meet professional teaching standards while embodying the qualities of "Uncle Ho's Soldiers". Additionally, lecturers from different academies possess specific strengths reflecting their professional fields - be it technical, political, or operational.

### **3.2.2. The Cultural Personality of Management Officers**

Cadet management officers act as "secondary teachers," playing a central role in shaping the habits, lifestyles, and discipline of cadets in their daily lives. They are not just organizers and supervisors but also mentors and companions to cadets throughout their training process. Therefore, their conduct must be both disciplined and principled, as well as humanistic and flexible. They must simultaneously execute military orders and act as inspiring pedagogues. This is a unique feature of the military environment: the process of human management is tightly linked to disciplinary training and personality education.

### **3.2.3. The Cultural Personality of Military Cadets**

Contemporary military cadets are forming a comprehensive personality as future officers. Compared to civilian students, their standout qualities include: steadfast political spirit, readiness to sacrifice for the Fatherland, a high sense of responsibility toward comrades and the collective, and strict adherence to discipline and orders.

## **3.3. EDUCATIONAL CULTURAL PRACTICES**

### **3.3.1. Teaching, Learning, and Scientific Research**

The curricula in military academies are designed to be comprehensive and highly integrated, focusing on both specialized knowledge and the cultivation of political qualities and revolutionary ethics. Political-ethical education is prioritized, followed by professional expertise, leadership and command skills, legal education, physical training, and aesthetic education. This demonstrates the highly goal-oriented nature of military educational culture. Furthermore, teaching and learning methods are being modernized, while scientific research is increasingly linked to practical applications.

### **3.3.2. Political and Ideological Education**

Political-ideological education and meaningful movement activities are systematically organized with rich content and methods, helping cadets become officers with firm political mettle ready to defend the Fatherland.

### **3.3.3. Military Training and Drills**

Military training and drill activities are prioritized not just as routine activities but as a system of cultural practice that recreates and transmits the core values of the military. The rigorous training environment fosters a specific educational culture, shaping the future officer's style: disciplined and precise yet proactive, creative, and flexible.

### **3.3.4. Cultural, Artistic, and Sporting Movements**

Movements in culture, arts, and sports are extensively organized around holidays and anniversaries, creating a joyful atmosphere and educating on patriotism and revolutionary ideals. These act as a cultural "catalyst," contributing significantly to a healthy and rich cultural environment that fosters collective bonding and enriches the spiritual lives of personnel.

### **3.4. EXTERNAL MANIFESTATIONS**

External manifestations in military academies serve as the "glue" connecting tradition with the present. Elements such as architectural space, logos, slogans, rituals, uniforms, and the pedagogical-military environment transform military cultural values into tangible forms. Although these elements are seen and heard daily, they impact personnel at a deep level, permeating the subconscious, reinforcing habits, and consolidating belief in core values. This "visible" portion serves to convey and reinforce the "hidden" portion - the values and beliefs of the institution.

## **CHAPTER 4: DISCUSSION ON EDUCATIONAL CULTURE IN CONTEMPORARY VIETNAM PEOPLE'S ARMY ACADEMIES**

### **4.1. BUILDING CULTURAL VALUE SYSTEMS IN MILITARY ACADEMIES TODAY**

#### **4.1.1. Preserving and Promoting the "Uncle Ho's Soldiers" Cultural Values**

To meet the requirements of building a "revolutionary, regular, elite, and modern" army, a vital objective of military education is to nurture and develop the "Uncle Ho's Soldiers" personality model. This aims to create a succession of military personnel who are both "red and expert", possessing the sufficient qualities and competencies to excellently fulfill the mission of national construction and defense in the new era. Consequently, preserving, radiating, and promoting the "Uncle Ho's Soldiers" values within the military pedagogical environment is the central and foundational issue of contemporary military educational culture.

In recent years, the "Uncle Ho's Soldiers" values have held a central position, clearly affirmed in training objectives, political and ideological education programs, and regulations for building a cultural environment. However, amidst globalization, modernization, the profound impacts of the market economy, and the digital transformation process, the practical promotion of these values in military academies has revealed noteworthy issues. These include the risk of "formalism" and "ritualization"; the shifting value frameworks among a portion of cadets; the gap between reality and exemplary roles among cadres and lecturers; the challenge of reconciling the preservation of the "Uncle Ho's Soldiers" cultural identity with adaptation to new professional standards; and the "peaceful evolution" and "depoliticization" strategies employed by hostile forces.

Therefore, the preservation and promotion of these values in military academies must be implemented as a goal-oriented, synchronized, and long-term process:

First, a decisive shift from passive value transmission to cultural experiential education.

Second, developing the military academy as a unified cultural ecosystem.

Third, centering the value promotion process on the cultural personality of the cadres and lecturers.

Fourth, regenerating and modernizing the "Uncle Ho's Soldiers" cultural values within the new context.

Fifth, enhancing the "cultural self-resistance" capacity of cadres, lecturers, and cadets.

#### **4.1.2. Balancing Traditional and Modern, Unified and Diverse Values**

Furthermore, the tension between tradition and modernity, as well as unity and diversity within the value system, requires academies to remain steadfast in the core values and foundational norms of military education. These must be regarded as the enduring "soul and essence" of military institutions. Simultaneously, it is essential to adjust the methods of expression and transmission, while flexibly absorbing new values to align with the demands of the era.

Below are several recommendations for constructing a cultural value system that harmoniously integrates tradition and modernity, as well as unity and diversity:

Establishing a Unified yet Diverse Hierarchy of Educational Cultural Values: Develop a value hierarchy tailored to the specific characteristics of each academy. This system will serve as the foundation for orienting the ideology, ethics, and behavior of all educational subjects, while maintaining the capacity to adapt to the contexts of modernization, globalization, and digital transformation.

Standardizing Core and Institution-Specific Value Systems: Clearly define and standardize the core values shared across the military and the unique values specific to each institution.

Strengthening Value Education through Integrated Methods: Enhance the delivery of value education by integrating it into every institutional activity.

Building an Open and Adaptive Value System: Construct a flexible value system capable of adapting to the requirements of the digital transformation era

## **4.2. DEVELOPING THE CULTURAL PERSONALITY OF SUBJECTS IN MILITARY ACADEMIES**

### **4.2.1. Ethical Deviation Phenomena among Cultural Subjects in Contemporary Military Academies**

Under the profound impact of the market mechanism's negative aspects and international integration, phenomena of ethical deviation have been recorded within military academies, negatively affecting the pedagogical cultural environment that inherently emphasizes prototypicality and exemplariness. This is a concerning reality, as it runs counter to military cultural norms that prioritize discipline, honor, and the qualities of "Uncle Ho's Soldiers". Identifying and rectifying these cultural and ethical deviations in military academies is an urgent matter to maintain a healthy and standardized educational environment.

To rectify deviation phenomena, the core issue is the successful transformation of value systems and norms from the level of principles and slogans into the daily emotions, beliefs, behaviors, and attitudes of individuals within the modern military-pedagogical environment. This value transformation necessitates an improvement in the quality of holistic education, closely integrating "knowledge and vocational teaching" with "character building". The military-pedagogical environment must truly become a "crucible" for personality, where values are vitalized in every activity.

#### **4.2.2. Recommended Solutions for Developing the Cultural Personality of Educational Subjects in Military Academies**

The focus of these solutions is manifested in the following contents: Promoting the exemplary role of the cadre and lecturer corps; and Awakening the spirit of self-education and self-training among cadets.

Developing the cultural personality for military educational subjects aims to form a corps of exemplary military teachers and a generation of officer cadets with prototypical cultural personalities, viewing humans as both the center and the driving force of the educational cultural development process. This requires building cultural qualities and capacities for both teachers and learners, ensuring that every individual within the academy system consciously and actively fulfills the mission of transmitting and inheriting culture.

### **4.3. IMPROVING THE QUALITY OF TEACHING, LEARNING, AND SCIENTIFIC RESEARCH; PROMOTING THE DEVELOPMENT OF SMART MILITARY ACADEMIES**

#### **4.3.1. Improving the Quality of Teaching, Learning, and Scientific Research in Military Academies**

Military academies possess a "dual" nature - serving as both educational institutions and military units. Consequently, cadets must simultaneously fulfill academic requirements and undergo rigorous military training while strictly adhering to military discipline. While a highly disciplined environment fosters maturity, it also imposes limitations on cadets' time for self-study and creative freedom.

Furthermore, the comprehensive goals of military education result in an integrated curriculum with an extensive workload, creating significant academic pressure for cadets. Therefore, it is imperative to streamline the educational content and programs toward modernity and practicality, while increasing the duration for practice, self-study, and creative experiences. It is also essential to modernize teaching methods by adopting a learner-centered

approach, focusing on teaching "how to learn," critical thinking, and independent research skills to effectively implement the core values of modern education.

In the context of digital transformation and globalization, military academies must undertake comprehensive and synchronized innovations in educational activities, focusing on integrating values, skills, and knowledge. Specific actions include:

Restructuring training programs to integrate value-based content and soft skills.

Innovating pedagogical methods to promote learners' proactivity and creativity.

Fostering scientific research and innovation activities.

#### **4.3.2. Promoting the Development of "Smart Military Academies"**

The "Smart Academy" model establishes a digital educational ecosystem that connects learners, teachers, and managers within a cyberspace, facilitating flexible, individualized, and lifelong learning. However, the synchronized implementation of digital transformation poses a significant cultural challenge. Current issues include: Technical infrastructure that lacks modern equipment and synchronized investment; Limited digital capacity among lecturers and managers, necessitating further technological training; The requirement for pedagogical innovation and a shift from traditional teaching-learning cultures.

Building a smart academy is not merely a matter of technical equipping but a process of transforming organizational models, management methods, and institutional culture. To realize this goal, a holistic set of solutions is required: perfecting IT infrastructure and smart governance platforms; applying digital technology in teaching, training, and cultural communication; and training human resources with "digital capacity" while fostering a digital culture within the institution.

## **4.4. PROMOTING EXTERNAL CULTURAL MANIFESTATIONS IN MILITARY ACADEMIES**

### **4.4.1. Challenges in Promoting External Cultural Manifestations**

Current realities indicate a lack of consistency, an emphasis on formalism, and a gap between the "symbolic shell" and the "value core" in some military academies. There is an urgent need to innovate traditional education work by:

Modernizing rituals and festivals with more vivid formats. Integrating technology and art to deliver messages attractively. Clarifying the historical and cultural significance behind each ritual.

Moreover, investing in dedicated cultural spaces helps the younger generation perceive traditional imprints in daily life, thereby inspiring pride and a desire to inherit and promote these values among all personnel.

### **4.5.2. Recommended Solutions for Promoting External Cultural Manifestations in Military Academies**

Redesigning Symbols and Landscapes: Re-conceptualize logos, slogans, and cultural landscapes to be modern and aesthetic while preserving military identity and the specific characteristics of each academy.

Developing Military Campus Spaces: Establish a "digital identity" for each institution and enhance positive communication about cultural models of learners and lecturers on digital platforms. Institutionalizing Cultural Standards: Issue standardized military campus culture regulations under the direction of the General Political Department. Fostering Creative Engagement: Organize workshops and competitions for creating academy symbols that follow standardized orientations while allowing space for unique identities.

Preserving Historical Heritage: Regularly organize photo exhibitions and maintain unit historical landmarks and memorabilia within the campus.

## CONCLUSION

Educational culture within Vietnam People's Army academies is a unique cultural phenomenon that not only reflects the noble traditional values of national and military culture but also manifests the distinct nuances of each institution. Military educational culture creates an exemplary pedagogical environment, nurturing and shaping the revolutionary soldier's personality, building institutional identity, enhancing education and training quality, and developing high-quality human resources for the cause of national defense.

The thesis has provided a comprehensive literature review and systematized the core theoretical issues regarding educational culture in military academies. It clarifies the concepts, structure, and roles, and establishes an analytical framework consisting of four components: (1) value systems, (2) the cultural personality of subjects, (3) educational cultural practices, and (4) external manifestations. This framework was implemented through empirical surveys at three representative institutions: the Military Technical Academy, the Political Academy, and the Artillery Officer Training College.

Based on the situational analysis, the thesis discusses educational culture in military academies by identifying emerging issues and proposing recommendations for developing military educational culture. These aim to promote sustainable value systems, develop cultural personalities, innovate educational activities, and enhance external cultural manifestations.

Today, educational culture in military academies remains an "enduring source" that molds the revolutionary soldier's personality. If effectively promoted, educational culture will serve as a strategic lever to build "smart, regular, exemplary, and modern" military academies, contributing to the construction of a "revolutionary, regular, elite, and modern" army, meeting the requirements of national construction and defense in the new era.

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

1. Nguyen Thi Minh Thu (2022), "Solutions for building a cultural environment at the Artillery Officer Training College", Journal of Culture and Arts, No. 515, pp. 29-33.
2. Nguyen Thi Minh Thu (2023), "General theoretical issues regarding educational culture", Journal of Ethnic Minorities Research, No. 4, pp. 41-47.
3. Nguyen Thi Minh Thu (2024), "Factors influencing educational culture in military academies", Journal of Ethnic Minorities Research, No. 1, pp. 68-74.
4. Nguyen Thi Minh Thu (2025), "The role of rituals in contemporary Vietnam People's Army academies", Journal of Culture and Arts, No. 624, pp. 77-81.