

The Views And Practice Of Educational Development In Vietnam

Le Thuy Hang ¹, Nguyen ThanhThanh², Nguyen Van Phuong ³, Nguyen Quang Hung ⁴

^{1, 2, 3, 4} Faculty of Political Theory, TraVinh University, TraVinh Province, Vietnam.

Abstract

Education and digging have an important role in the development of society (Tri, 2021). Today, in the world, the knowledge economy is proving to be superior and becoming a direct production force. The crystallized content of knowledge in each product determines and represents the quality of human resources, or in other words, wisdom has become the leading element of a country's power and power. It is not only social welfare but also an important lever for economic and social development. Countries that are slow to develop quickly and sustainably must pay great attention to education and investment in education is to invest in development. Only the right human development strategy will help developing countries escape their economic and technological dependence. Therefore, the development of education and training to improve knowledge to reach and integrate with the world in all aspects in each country is becoming a necessary issue. The article analyzes the views and practices of educational development in Vietnam.

Keywords: Education development, Communist Party of Vietnam, views, leadership

Introduction

The development of human history in general, as well as of Vietnam's history and society in particular, has affirmed that society wants to develop sustainably, it does not only pay attention to the synchronous and harmonious development between the economic and political fields, culture and society must also pay special attention to the development of education. Because, education is not only a leading factor contributing to improving capacity and perfecting the human personality in general; develop knowledge, technical expertise, and attitudes of employees in particular; but also a decisive factor in promoting the development of science and technology; on that basis, develop production forces, create incentives to increase labor productivity, contribute to social development.

In the process of international integration, with the appropriate attention and investment of

the Party and State, Vietnam's education has made many changes, achieved many great achievements, making important contributions to the development of the country. However, Vietnam's education still has many limitations, weaknesses as well as facing many challenges. To seize the great opportunities of the era of the knowledge economy and revolution 4.0, in the cause of innovation and education development in our country today, besides absorbing the achievements and advanced educational experiences of the times, humanity, we need to distill, inherit, and promoting the traditional educational thought values accumulated in history. Therefore, the inheritance and promotion of past values are essential in the process of educational innovation; it is one of the factors ensuring the principle of harmonious combination of tradition and modernity, which is to express the essence, spirit, and national identity of education in each country, including Vietnamese education.

Research Questions

The study intended to address the following research question based on the research's objectives.

- What is the view on education?
- What is the current state of education development in Vietnam?
- What is the current educational development solution in Vietnam?

Methods

Theoretical basis: To achieve the above purpose and fulfill the above task, the article is made based on worldview, methodology of dialectical materialism, and historical materialism.

Research methods: The author used a combination of research methods: analysis and synthesis; deductive and inductive, logical and historical for research and writing.

Results and Discussions

Marxist views on education

The founders of Marxism - Leninism scientifically studied the great role and significance of education. Marx said: "The education of the future, which will combine productive labor with education and physical training for all children over a certain age, considers it not just a method to augment social production but is also the only method for the production of fully developed human beings" (Marx & Engels, 2000, vol. 23, p.668). And Engels asserted: "Industry, which is carried out in a collective and planned manner by the whole society, requires even more people capable of comprehensive development, capable of mastering the entire production system" (Marx & Engels, 1995, vol.4, p.474).

During the first All-Russian Congress on educational work which took place on August 28, 1918, Lenin also affirmed the great role of education work, considering it as one of the important conditions for ensuring ensure victory in the cause of building socialism. V.I. Lenin said: "The cause of our school is also the struggle to overthrow the bourgeoisie; we openly declare

that: to say that the school stands apart from life, outside politics, is a lie and a fraud" (Lenin, 2005, Vol. 38, p.92-93).

Because of realizing the role of education in developing talents, stabilizing and developing socio-economic, fighting against foreign invaders, during the long history of national construction and defense, the Vietnamese nation early had a tradition of studiousness and interest in education. That tradition is summarized and expressed in the famous saying of Than Nhan Trung (1419 - 1499): "Talent is the national resource. If the principle is prosperous, then the power of the country is strong and prosperous. When the principle of qi is depleted, the country is weak and low" (Vietnam Historical Science Association, 2013, p.46). Especially in the era of Ho Chi Minh, he always showed interest in the role of education in promoting the human factor, considering people as the most precious capital, the decisive factor for all success. According to Ho Chi Minh, people are both the goal and the driving force of the revolutionary cause. Realizing the great role of education in the success or failure of the country's destiny, education needs an adequate investment, because, Ho Chi Minh said: "An ignorant nation is a weak nation" (Minh, 2011, vol.4, p.7). In the "Letter to Students", dated September 5, 1945, Uncle Ho encouraged students to study hard to make the country brighter: "After 80 years of slavery, making the country weak, today is today. We need to rebuild the legacy that our ancestors left us so that we can keep up with other countries on the globe. In that construction, the country expects a lot from them. Whether the rivers of Vietnam will become beautiful or not, whether the Vietnamese people can step up to the glory to compete with the great powers of the five continents, is a big part of their learning" (Minh, 2011, vol.4, p.34).

In the words recorded on the first page of the Golden Book of Nguyen Ai Quoc Central School, Ho Chi Minh wrote: "Study to work, be a person, be an official. Learning to serve the union, class and people, the country and humanity" (Minh, 2011, vol.6, p.208). Thereby, it shows us that even in different eras and historical periods, education is always the core issue in each country.

Absorbing the nation's educational tradition, during the process of leading the Vietnamese

revolution in general as well as in the process of national renewal and international integration in particular, our Party has always focused on the role of education, and training, the role of intellectuals in the sustainable development of the country. The Resolution of the Second Conference of the 8th Party Central Committee, on strategic orientations for development of education and training in the period of industrialization and modernization, stated the particularly important role of education - training, the Conference affirmed: "Really consider education - training as the top national policy. Deeply aware that education and training, together with science and technology, is a decisive factor in economic growth and social development, investment in education and training is an investment in development" (Vietnam Communist Party of Vietnam). Nam, 1997, p.31).

Continuing that thought, Resolution No. 29 of the 8th Conference, the XI Central Executive Committee also mentioned the issue of education with the content: "Basically and comprehensively renewing education and training, meet the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration" (Communist Party of Vietnam, 2013, p.1). At the same time, the Party also pointed out: "Education and training is the top national policy, a decisive factor for the successful implementation of the cause of national construction and defense; is the cause of the Party, State, and the whole people; investment in education is a development investment, given priority in socio-economic development programs and plans" (Communist Party of Vietnam, 2013, p.1).

The guiding position of the Party at the previous congresses only mentioned the general direction: "Education is the first national policy". The document of the XIII Congress requires clearly defining the goals of education and training in the coming period to build the Vietnamese people to develop comprehensively, have health, capacity, qualifications, and a high sense of responsibility with self, family, society, and the Fatherland, in which "Focus more on moral education, personality, creative capacity, and core values, especially education on

patriotism, pride, national pride, national traditions and history, sense of social responsibility for all classes of people, especially the young generation; preserve and promote the fine national cultural identity of the Vietnamese people; arouse the aspiration to develop a prosperous and happy country and firmly defend the socialist Vietnamese Fatherland" (Communist Party of Vietnam, 2021, vol.1, p.136-137).

The current state of education development in Vietnam

Achievement

Education has a great role in society, it not only has the mission of raising people's intellectual level, training human resources, fostering talents but is also a leading factor in creating values for children. people, perfecting human personality, contributing to maintaining political stability, protecting security, national defense, socio-economic development, raising the status of the whole nation, on par with the world powers. world. Therefore, education has always had a particularly important position for every country. Our Party has always been rightly aware that investment in education is not mere welfare but an investment in development, only with adequate investment in education can the country develop sustainably. Right from the first years of implementing the national renewal policy, Vietnam has determined that "Science and technology, education and training must be considered the leading national policy" (Tri, 2021).

- About perception, well aware of the importance of education for the development of the country in the new situation, the 11th National Congress of the Party has identified one of the three breakthroughs of the Economic Development Strategy - society. The year 2011 - 2020 is: "Fast development of human resources, especially high-quality human resources, focusing on a fundamental and comprehensive renovation of national education; closely associate human resource development with the development and application of science and technology" (Communist Party of Vietnam, 2011, p.106). This is also considered the most

important task to bring our country on par with the development trend of the times. During the term of the XI Congress (2011 - 2015), a very important thing like an educational revolution was kicked off, which is to put forward a project on fundamental and comprehensive education reform and this is also the topic of the reform of the Eighth Conference. 11th Party Central Committee. Also at this Conference, our Party carefully and deeply reviewed educational achievements, limitations, and inadequacies, and at the same time sought to find the causes of those limitations to come to an interpretation of the study quality of education they need for fundamental and comprehensive reform of education. This was generally reaffirmed at the 12th Party Congress.

Experiencing many ups and downs, in the context of the country still facing many difficulties, the world situation is quite complicated, the educational resources are still limited. The implementation of the Party's guidelines, the State's policies, and laws on education has received due attention from the whole society; At the same time, with the enthusiasm of the teaching staff, the efforts and strict management of the educational administrators, and with the tradition of respecting the teachers, the tradition of studiousness, the sense of inquisitiveness and enthusiasm for learning. In the spirit of overcoming difficulties and overcoming difficulties of generations of Vietnamese students, the educational career in recent years has achieved remarkable achievements: "The policy of fundamental and comprehensive reform of education and training has been achieved actively implemented, initially effective. The network of education and training institutions continues to expand in size. Education and training in disadvantaged areas and ethnic minority areas are given more attention. New general education programs and textbooks have been promulgated and are being actively implemented; Teaching and learning methods have changed step by step. Preschool education up to the general standard has made good changes and is recognized by the world" (Communist Party of Vietnam, 2021, p.62). This is remarkable, the scale of education and training in our country is constantly growing, especially in higher education, colleges and universities have been established in most of the densely populated areas settlements,

regions, and localities, even in disadvantaged areas. The network expands to cover the whole country, with many types of schools: public and non-public schools; boarding and semi-boarding schools for ethnic minorities; Schools of political organizations, mass organizations, armed forces... Continuing education has developed quite strongly in recent years, partly meeting the learning needs of the working classes. The education and training system in our country is quite complete up to now, from pre-school education to undergraduate and postgraduate training. Formal vocational education system (including professional intermediate and vocational training) with three levels (primary vocational, intermediate vocational, college) and continuing vocational training; the network of vocational training institutions is relatively reasonably distributed in localities and regions. Our country has changed from a minority education to mass education.

- Social justice in access to education has made remarkable progress, especially for ethnic minorities, female students, students, children of poor families, and disadvantaged groups. Several policies on tuition fee exemption and reduction, scholarships, and school loans for students under the policy have been effective, helping more and more children from poor families have access to education. The percentage of children with disabilities attending school increased. Currently, in most provinces and cities, there are integration classes for children with disabilities. The gap in access to general education among ethnic groups is narrowed. The system of boarding schools for ethnic minorities and semi-boarding schools for ethnic minorities has been developed, contributing to the creation of ethnic minority cadres for the provinces. Implementing the Party's ethnic policy, several ethnic minority languages have been taught in schools, mainly primary schools.

Many training methods are formal, in-service, distance... Vietnam is capable of training most scientific disciplines, including those that are highly appreciated by the world, especially some basic sciences. Physical and technical facilities of the schools have been upgraded and improved; the number of schools and classes newly built according to national standards is increasing.

- Non-public education and training are

constantly developing, reducing pressure on public schools; has mobilized many organizations and individuals to share the burden with the State in education and training; creating opportunities for hundreds of thousands of pupils and students to attend school, significantly contributing to providing skilled human resources for the labor market, creating more jobs for tens of thousands of teachers. "Investing in education and training. The quality of education and training has improved (Communist Party of Vietnam, 2016, p.113). The quality of general education in recent years has been quite stable and has gradually improved. The teaching content and knowledge of high school students have improved, better meeting the requirements of comprehensive education. People's intellectual level is constantly improving. Education for ethnic minorities, in remote and isolated areas, has made remarkable progress in both scale and quality. Thanks to the good work of education universalization, the gap in terms of people's education level between favorable and disadvantaged areas is shortened than before. The quality of spearhead education is enhanced through the development of a system of specialized schools, gifted schools, vocational schools, and high-quality and advanced training programs in many universities and vocational schools. The quality of vocational education better meets the requirements of the labor market; The structure of training occupations is gradually adjusted to better suit the employers' needs. The knowledge and skills of a significant part of students have improved, gradually improving the quality of human resources in our country. The level of understanding and ability to access the knowledge of students is improved. Education development is increasingly associated with socio-economic development, science, and technology. The majority of university and college graduates have the ambition to establish themselves and start a business.

In general, education and training in our country meet the learning needs of the people, provides a variety of trained human resources, human resources in our country have partially met social requirements, making important contributions to economic development, socio-political stability, and implementation of the Party's renovation policy.

- The contingent of teachers and educational administrators has made progress in both quantity and quality (Communist Party of Vietnam, 2016, p.113), partially overcoming the structural irrationality, meeting the requirements of education universalization and development of all levels of education and training levels. The number of teachers and education administrators trained and retrained in the direction of standardization is increasing. The shortage of teachers in some difficult, remote, and isolated areas and some specific subjects have been overcome.

- The management of education and training has changed. In general, educational management has had a positive change in the direction of standardization (standardization: schools, teachers, the educational management staff at all levels) and from centralized bureaucratic management, including decentralization, giving autonomy, and social accountability. Thanks to the strengthening of educational management decentralization and autonomy, many educational and training institutions have made new developments, bringing benefits to society, especially to learners. Many mechanisms and policies for education development and vocational development have been promulgated, creating a favorable environment and gradually removing difficulties for the education sector. Forming an organization specialized in assessment and accreditation of education and training quality. Administrative reform in the whole education sector is promoted; Information technology has been widely applied in management, which has improved the quality and efficiency of work.

- Socialization of education is promoted. Non-public education and training develop at all levels of education, especially in vocational education and higher education. The mobilization of social resources to invest in education and training has achieved good results, contributing to the implementation of socialization of education and mobilizing the contribution of social resources to the development of education.

The policy of investment in education as an investment in people has been directed by the Party committees and authorities at all levels and received the support of the whole society. State budget investment in education and training has increased

rapidly, reaching the set targets, but the level of expenditure per student is too low compared to developed countries. The structure of state budget spending on education and training has been improved in the direction of focusing more on general education levels, disadvantaged areas, and priority areas in human resource training and career service industrialization and creating jobs for farmers. School facilities have been improved, public houses for teachers and dormitories for students have been prioritized for investment and construction in recent years.

Limitations

When looking back at our achievements, we need to have a specific historical perspective. Over a long period of national history, Vietnam's education has been increasingly prosperous. The above achievements are very respectable, affirming the Party's leadership in the great cause of the country. But compared with the general situation of the world, facing the requirements of the current industrial revolution 4.0; Vietnamese education still has many shortcomings:

-The quality of education and training, in general, has not met the requirements of society, especially at the undergraduate and graduate levels, and is uneven across regions. The professional capacity of many students and graduates has not yet met the requirements. Most students, after graduation, have to undergo retraining or refresher training at enterprises to be able to work. Basic knowledge of society, practical skills, life skills, and the ability to self-study and creativity of a part of high school students are still poor. The foreign language ability of students and students is weak, most students after graduation are not able to use foreign languages in professional work. Comprehensive education has not been properly understood and implemented, leading to the introduction of too much social work content into schools, causing an overload of the program. Education and training in some places are still commercialized, pursuing local interests, and still heavy on virtual and immaterial achievements.

- The education and training system lacks the connection between educational levels and between education and training modes; Heavy on theory, light on practice. Training has not been

associated with scientific research, production, and business, and the needs of the labor market; have not paid due attention to moral education, lifestyle, and working skills (Communist Party of Vietnam, 2016, p.114). The imbalance in the structure of qualifications and training occupations between regions has been slowly overcome. Career guidance and streamlining of students after middle school and high school have not been given due attention.

-The content of education and training is still heavy on theory and light on practice; The general education program is still heavy for students. Teaching methods, in general, are still backward, have not yet overcome the teaching method of "one-way transmission", students learn passively. Many education and training institutions have not focused on moral education, life skills, have not brought into play their positivity, initiative, creativity, practical capacity, self-study methods, and are not suitable for students' needs different characteristics of subjects, disciplines, and types of educational institutions, regions, and learners. The content taught in schools is not closely associated with economic and social life. The crammed teaching method, lacking in science, has made students poor in creativity and practical ability, only worrying about studying to get a degree.

- Training is not linked to the requirements of using human resources and the needs of learners; has not kept up with the country's chances in the period of international integration. Most training institutions still train according to their ability but have not changed to training according to social needs. The percentage of lecturers and students participating in scientific research is not high. The content, form, and methods of undergraduate and postgraduate training and vocational training are still inferior to other countries in the region, so many professions and occupations have not been accepted in the international labor market. Not paying attention to education on ideology, morality, lifestyle, culture, and national history to form personality, train thinking capacity, life skills, communication skills, honesty, etc. creative capacity for students. The ideal fading phenomenon appeared in a part of students.

-Educational methods, examination, examination, and evaluation of results are outdated and lacking in substance. The method of assessing education and training results is generally outdated, and has not yet assessed the actual capacity of learners; Exams and stress tests, the quality of education and training has not been assessed properly. The situation of cheating in exams of students is quite common, which has adversely affected the personality and attitude of students, students, and employees in the future, but it is slow to be overcome; Students' participation in social activities is still limited. The education is based on the application and the degree.

- Management of education and training present is still weak. This shortcoming is the cause of many frustrations in society. The legal system and policies are inconsistent and slow to innovate. The management apparatus is cumbersome and inefficient; has not kept up with the requirements of educational reform. The system of national educational institutions is reasonable, weak and overlapping, scattered and inconsistent, making it difficult for the management and implementation of major policies on educational development. The education and training management mechanism is confused and passive in response to innovation requirements, many work contents and operation methods have changed, but the management mechanism remains the same. In the locality, the responsibility and authority of professional management have not been coupled with human resource and financial management, causing difficulties for the education sector in the process of implementing the work of the sector. The direction and administration of state management agencies are still weak, slow to make synchronous and reasonable decisions at the macro level to remove difficulties for education. The quality management of training is heavy "input" without focusing on the quality of "output" training. Not paying proper attention to the work of examination, examination, and assessment of education quality; There is no national qualifications framework for education. Management and granting of diplomas, degrees, and academic titles still have many limitations, creating loopholes for the negative for a part of

cadres to illegally use diplomas. Discipline in the management of education and training at all levels of management and education and training institutions is sometimes loose. The situation of tutoring, tutoring, unethical teachers, running schools, running grades, running degrees continues to cause social frustration and no effective solution. Training linkages with foreign countries have arisen many complications, in which emerging issues of quality and political ideology education for trainees and students.

- Teachers and educational administrators have not met the requirements. The contingent of teachers and educational administrators is inadequate in terms of quality, quantity, and structure; a part has not kept up with the requirements of educational innovation and development, lack of enthusiasm, even violating professional ethics. The contingent of teachers and education administrators is both redundant and partial, unreasonable in terms of structure, region, and region, unable to keep up with the innovation of curricula and textbooks. The quality of pedagogical training is low. A small part of the teaching staff is irresponsible and violates ethics. The regimes and policies for teachers and education administrators, especially the salary policy and salary allowances are not satisfactory, have not attracted good people to the education sector, and have not created the motivation to strive for career advancement. The effectiveness of annual training for teachers is still low; there is no policy and mechanism to screen teachers and educational administrators. The professional, professional and ethical quality of a part of teachers is still weak. Lecturers at universities with doctoral degrees or higher are aging, frustrated, and unable to attract teaching staff.

The construction of a contingent of teachers and educational administrators only partially meets the requirements of educational development. The percentage of teachers studying in-service and distance learning is quite high, leading to a significant proportion of low-quality teachers, not commensurate with their trained qualifications. Many managers have not been carefully trained and fostered, so their professionalism is not high. The system of

training institutions for teachers and administrators has not been given due attention from planning, investment, and creating conditions for development.

- Investment in education and training has not been effective. Financial policies and mechanisms for education and training are not appropriate. Facilities, materials, and techniques are lacking and outdated, especially in remote, isolated, and extremely difficult areas (Communist Party of Vietnam, 2016, p.114). Education in our country is still inadequate in using financial resources from the state budget as well as financial contributions from the society, which is wasteful and ineffective. Allocation of financial resources for education and training is spread and moderate. Using loan capital inefficiently. Physical and technical facilities in schools are still lacking, outdated, scattered, asynchronous, and wasteful. There is still a situation of temporary classrooms in preschool and general education, especially in remote and isolated areas and in many non-public schools; libraries, laboratories, subject classrooms, and teaching facilities are not guaranteed in terms of quantity, type, and quantity compared to the requirements for improving the quality of education, especially at universities. Land fund for education and training is lacking and misused; the material-technical foundations of the educational and training institutions are lacking and outdated.

The above problems require a rather long time for Vietnamese education to change and have a transformation. Especially for the inadequacies in quality, the effectiveness of education and training is still low compared to the requirements, especially in higher education and vocational education. To change the quality of education is a process that requires efforts from many sides: the State's mechanisms and policies to the leadership capacity of educational administrators, but especially the level of competence the capacity of teachers, comprehension ability, and learning motivation of learners, etc. Quality and effectiveness of education and training have quite broad connotations, it is not only reflected in academic achievement but also performance. the learners' real capacity, the ability, and effectiveness to apply knowledge into practice, the ability to explore, create, discover new knowledge, the

ability to adapt to the changing pace of society... but also expressed through the moral qualities of learners (patriotism, compassion, tolerance, solidarity, national pride, sense of responsibility and useful life for the common development of students) community, sense of respect for discipline,... The quality of education is first and foremost reflected in each student in society because it is a direct product of education, and then indirectly, indicators in other fields (economic, social, etc.), culture, environment, welfare, science, and technology...). Therefore, improving the quality of education is a job of great strategic significance, it has a positive influence and can spread, gradually overcoming the related shortcomings (Tri, 2021)

The current educational development solution in Vietnam

The overall goal of Vietnamese education by 2030 is to comprehensively develop the Vietnamese person, to bring into full play the potential and creative ability of each individual, as a foundation for the goal of a rich people and a strong country democracy, justice, civilization, a prosperous and happy country. At the same time, build an open education system, serving lifelong learning, fairness, and equality, in the direction of standardization, modernization, democratization, socialization, and international integration.

The vision for 2045 is to build a modern Vietnamese education, inherit the nation's fine traditional values, absorb human civilization, and build a prosperous and happy country. Education in Vietnam will reach the region's advanced level by 2030 and the world's advanced level by 2045. Therefore, effective educational development needs to focus on the following focuses:

First of all, renewing awareness and thinking about education - training in the direction of creating, serving - comprehensively renovating, removing limitations and weaknesses caused by the influence of the ask-for-give mechanism in the traditional education model system. More specifically, the strong innovation changed the perception and action of the relationship between the three subjects "educational administrators, teachers and learners" from the "imposed" relationship of

managers to the needs of students. The "begging" of teachers, students, and students about teaching and learning activities becomes a relationship of "supporting, meeting" service needs at the request of teachers, students, and students. To renew this awareness, it is necessary to strongly implement and perfect the policy of socialization of education - training, correctly and creatively implement the policy on fundamental and comprehensive reform of education - training to meet the requirements of industrialization and modernization in the context of the socialist-oriented market economy and international integration in our country.

Second, innovate educational content. Educational content must focus on developing the qualities and capabilities of learners through orienting the most suitable paths for different groups of students and students to help them realize their potential core. To meet that requirement, education needs to have many programs, both training, and retraining for different subjects, especially alumni, to help them update new knowledge to continue to supplement and improve themselves. That means schools must be places that support students' lifelong learning; must be renewed regularly. Specifically: (i) regularly review and renew training programs, linking theory with practice; (ii) diversifying programs, serving all learning needs of students; (iii) promote foreign language learning, especially English; strengthen the application of information technology in the process of teaching-learning and school administration.

Third, focus on training and fostering a team of teachers in terms of size, expertise, skills, and social responsibility to train high-quality human resources to meet supply in a global working environment. dynamic demand, with rapidly advancing technology and knowledge, specifically: Improving professional capacity; Improve the capacity to use modern equipment and means in teaching; To step up the fostering of scientific research capacity; Regular training and retraining to improve foreign language skills.

Fourth, in the Fourth Industrial Revolution, the organization of management and control of educational activities is no longer in the

traditional way. Learners can grasp all types of information through the application of advanced information technology. Therefore, the management of the education system to ensure the implementation of the "right role, under the lesson" task, and to promote educational activities in each country must promote accountability, transparency, and respect for the law. With fairness and understanding, learners can participate directly or indirectly in co-initiating the creation of a governance model for the educational operation system.

Fifth, encourage lifelong learning. One of the most important goals of education is to discover and nurture talent, and to encourage pursuits, passions, and lifelong learning needs. To achieve this goal, a major change is the restructuring of the system of continuing education centers and community learning centers, changing the traditional patterns for building lifelong learning centers. This is also the basic solution to carry out a fundamental and comprehensive reform of education.

Conclusion

In today's era, when humanity is entering the knowledge-based economy and science becomes a direct productive force, especially in the Fourth Industrial Revolution, education plays an increasingly important role and position in the world development of each country, each nation. However, in the current context of our country's lagging behind the general level of the region and the world, if we want to bring Vietnam's education to an advanced level in the region, meeting international integration, then we innovate awareness and education consulting - training in the direction of architecture, server - comprehensive innovation; change new content education; managing the organization and inspecting educational activities in a non-traditional way; Education technology infrastructure requires effective, secure information systems; encourage lifelong learning. The synchronous implementation of the above solutions will contribute to the comprehensive development of the Vietnamese people, create a firm belief in the whole society, and be important money for Vietnam's education

and training to develop more firmly in the future new phase.

Acknowledgement

This research is funded by TraVinh University.

References

1. Communist Party of Vietnam. (2006). Document of the X National Congress of Deputies. Hanoi: National Political.
2. Communist Party of Vietnam. (2011). Document of the XI National Congress of Deputies. Hanoi: National Political.
3. Communist Party of Vietnam. (2013). Resolution of the Eighth Conference of the Central Executive Committee, term XI. Hanoi: National politics.
4. Communist Party of Vietnam. (2016). Document of the XII National Congress of Deputies. Hanoi: National Political.
5. Communist Party of Vietnam. (2021). Document of the XIII National Congress of Deputies, vol.1. Hanoi: National Political.
6. Lenin, V.I. (2005). Complete set, vol. 38. Hanoi: National Politics.
7. Marx, K., & Engels, F. (1995). Complete volume, vol 4. Hanoi: National politics.
8. Marx, K., & Engels, F. (2000). Complete volume, vol 23. Hanoi: National politics.
9. Minh, H.C. (2011). Complete set, vol. 4. Hanoi: National Politics.
10. Minh, H.C. (2011). Complete set, vol. 6. Hanoi: National Politics.
11. Tan, T.N. (2012). Developing education and training human resources, talents, some experiences of the world. Hanoi: National politics.
12. Tri, N. M., Hoang, P. D., & Dung, N. T. (2021). Impact of the Industrial Revolution 4.0 on Higher Education in Vietnam: Challenges and Opportunities. *Linguistics and Culture Review*, 5(S3), 1-15. <https://doi.org/10.21744/lingcure.v5nS3.1350>
13. Tri, N.M. (2021). Developing Education in Vietnam in the context of international integration. *Proceedings of the 17th International Conference of the Asia Association of Computer-Assisted Language Learning*.
<https://doi.org/10.2991/assehr.k.210226.029>
14. Tri, N.M., & Minh, N.L. (2022). Factors affecting the role of education and training in human resource development of Vietnam. *International Journal of Health Sciences*, 6(S1), 1-14.
<https://doi.org/10.53730/ijhs.v6nS1.4742>.
15. Tri, N. M., Ngoc, L. Q., & Dung, N. T. (2022). Education and training development: The case of Ho Chi Minh City, Vietnam. *International Journal of Health Sciences*, 6(1), 438-448.
<https://doi.org/10.53730/ijhs.v6n1.4765>
16. Vietnam Historical Science Association - Bac Giang Union of Science and Technology Associations. (2013). Talent is the national resource. Hanoi: National politics - The truth.