

The Tradition of Valuing Education in The Process of Social Development in Vietnam

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ABSTRACT: The tradition of valuing education is one of the distinctive cultural values that has played a continuous role throughout the history of social development in Vietnam. From the feudal era to the modern period, the tradition of valuing education has been constantly nurtured and promoted. In the current phase, this tradition serves as both a driving force for industrialization and modernization, while also facing many challenges in a pragmatic society and digital transformation. This article clarifies the role of the tradition of valuing education in modern social development and proposes solutions to promote this value in the context of international integration.

KEYWORDS: The tradition of valuing education; social development; social existence, educational reform, international integration.

INTRODUCTION

The tradition of valuing education is a fundamental cultural value that has played an important role in the development of Vietnamese society throughout various historical periods. It is not only limited to individual learning but is also nurtured by family, villages, and the entire ethnic community. Throughout each historical phase - from the feudal era, colonial period to revolutionary period and modernization process - this tradition has become a driving force in training human resources, enhancing public knowledge, and contributing to the country's progress.

In the context of current socio-economic development, the tradition of valuing education is being greatly influenced by factors such as globalization, the Fourth Industrial Revolution (Industry 4.0), the transformation of educational models, and shifts in social values. These changes present both opportunities and challenges for preserving and promoting the tradition of valuing education in modern social life.

Researching the tradition of valuing education from the perspective of the interaction between social existence and social consciousness, according to the dialectical materialism viewpoint, will help clarify the role of valuing education tradition in the development process of Vietnamese society. At the same time, it also provides a scientific basis for proposing appropriate solutions to develop the tradition of valuing education in the context of a socialist-oriented market economy and international integration.

In the context of the pressure to practicalize education, inequality in access to knowledge, and the demand for building a high-quality workforce, preserving and promoting the tradition of valuing education has become an urgent requirement to ensure sustainable development and affirm the Vietnamese cultural identity in the new era.

RESEARCH RESULTS AND DISCUSSION

1. Some concepts

The tradition of valuing education: The tradition of valuing education is an important cultural value of the Vietnamese people, cultivated over many generations and becoming one of the driving forces behind societal development. Valuing education is not only reflected in the thirst for knowledge spirit and the effort to acquire knowledge of individuals but also reflects the attitude of the community and society towards learning and knowledge development. This is a social phenomenon that is widespread but also has specific characteristics linked to each historical period and certain economic and social conditions.

From a Marxist philosophical perspective, the tradition of valuing education can be seen as an expression of social consciousness, reflecting the relationship between humans and knowledge in specific contexts. This tradition does not exist in a fixed state but is always in motion and evolving under the influence of social existence, including factors such as economic structure, education system, development policies, and social conditions. In feudal society, the tradition of valuing education was primarily associated with the examination system, where knowledge was viewed as the main path to changing social status. In the modern

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era, as the socio-economic landscape has changed significantly, the tradition of valuing education continues to develop in line with the reform of the education system and the need for international integration.

In the words of author Ho Sy Quy, "the tradition of valuing education is a spiritual quality of each individual and community, a voluntary desire to reach knowledge, a human value that every community willingly honors to some extent, to guide the behavior of each individual, and can serve as a motivating force for social activities in a positive direction." (Ho, 2005: 215)

In terms of semantics, "valuing" and "valuing education" are not only used as values but also as fundamental components in constructing the scientific category of "the tradition of valuing education". The category of "tradition of valuing education" must possess a high philosophical nature, meaning it should have the capacity to encompass the broadest scope and have a high degree of abstraction, while also creating a high level of effectiveness when applied in educational practice.

In terms of content, the tradition of valuing education can be understood through three basic aspects: First, it is the spirit of curiosity and the effort to advance through knowledge. This is a key factor that helps maintain the development of education and enhance the quality of human resources. Second, the tradition of valuing education is also reflected in honoring knowledge and talented individuals, as seen in the moral values, respecting teachers customs, and fostering a culture of learning within the community. Third, the tradition of valuing education is not only an individual pursuit but also a responsibility of families, schools, and society, demonstrated through the concerns and investment in education and knowledge development.

The tradition of valuing education plays a particularly important role in the society development. It not only promotes the process of raising public awareness and developing human resources but also contributes to the formation of a knowledge-based society, laying the foundation for innovation and sustainable development. In the current context, where globalization and the Industry 4.0 are having a profound impact on education, the tradition of valuing education needs to be viewed dialectically to both preserve core values and adapt to the new societal conditions.

Social development: is a comprehensive progressive process in economics, politics, culture, education, science and technology, and social life, aimed at improving the quality of human life and building a democratic, fair, and civilized society. According to Nguyen Huu Thao, social development is not merely economic growth, but also includes progress in various aspects of social life such as intellectual standard, democracy, and culture (Nguyen, 2010: 45)

The factors constituting social development include economic development as a material foundation, cultural and educational development to nurture individuals, political development to ensure democratic rights and freedom, along with environmental protection to maintain sustainable development for future generations. In the process of development, human factor always plays a central role and is the highest goal. According to Tran Ngoc Them, social development is essentially "the development of individuals in all aspects, with a focus on enhancing knowledge, ethics, labor capacity, and creativity." (Tran, 2001: 89)

Social development is comprehensive, reflecting synchronized progress in various fields, not just the economy. It is historically specific, closely tied to the geographical, historical, political, and cultural conditions of each country. Additionally, social development is uneven among regions and population groups, requiring appropriate regulatory policies to ensure social harmony and equity.

In the current context of Vietnam, social development is determined to be closely linked with economic growth alongside social progress and equity, in accordance with the spirit of the documents from the 13th National Congress of the Communist Party of Vietnam. In particular, the eagerness for leaning spirit is recognized as an important internal driving force, contributing to the enhancement of public knowledge and the development of high-quality human resources to meet the demands of industrialization, modernization, and international integration.

2.The tradition of valuing education in the historical development of society in Vietnam

The essence of the tradition of valuing education: A form of social consciousness that is both inherited and transformed

The tradition of valuing education in Vietnam is a long-standing cultural phenomenon, characterized by inheritance and transformation through different historical periods. From a philosophical perspective, the tradition of valuing education is a form of social consciousness that reflects, in part, the thoughts, concepts, and values regarding learning and knowledge within the community and society. The inherited nature of this tradition is clearly demonstrated in the maintenance of standards that honor academic achievement, where the path of education is seen as a crucial factor for advancement in society. However, alongside the development of society, this tradition has not only been inherited but has also undergone significant transformation to adapt to changes in social existence.

With the development of the economy and changes in the social structure, the specific manifestations of the tradition of valuing education are no longer tied to traditional forms of education, such as relying on the examination system of the feudal society. Instead, there are new, more flexible learning methods that better meet the needs of the modern era. The adaptability of the tradition of valuing education is not only limited to changes in learning methods but also extends to the adjustment of learning content and objectives, where learning is aimed not only at achieving fame but also at developing creative abilities, innovation spirit, and international integration.

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The combination of inheritance and transformation in the tradition of valuing education has formed a continuous development process, where learning becomes a means not only for advancement but also for the comprehensive development of individuals, creating human values and contributing to the country's development.

The manifestations of the tradition of valuing education throughout historical periods: The Vietnamese tradition of valuing education has gone through many stages of development, with each historical period having its own distinct characteristics and manifestations, reflecting the changes in social existence and the dialectical relationship between social existence and social consciousness.

Feudal period: During this period, the tradition of valuing education was closely linked to the examination system, where knowledge was the main path to change one's fate and achieve social status. The ideology of "first scholars, second farmers; only when in dire need (literally, 'out of rice and running around') would one resort to being an artisan or merchant" clearly reflects a value system that emphasizes intellectuals, placing learners in the top position (Nguyen, 1993: 185). Education was not only aimed at expanding knowledge but also served as a means to pass exams, become officials, and contribute to governing the country and ensuring public safety. Although the feudal system was conservative, maintaining social order to reinforce the status of the upper class, the spirit of valuing education permeated all social strata, becoming a sustainable cultural value (Phan, 2001: 214). Scholars and intellectuals such as Nguyen Hien, Mac Dinh Chi, and Le Quy Don were not only shining examples of valuing education but also symbols of dedication to society, affirming the role of intellectuals in nation-building.

Modern and contemporary period: With exposure to and interaction with Western currents of thoughts, especially during the colonial period, the tradition of valuing education began to change in form and purpose. The tradition of studying for exams gradually shifted to studying for the purpose of building public knowledge and fighting for independence. The Dong Kinh Nghia Thuc movement and the development of the national language are evidence of the transformation in the concept of valuing education, where education serves not only personal interests but also the goal of national liberation, enhancing the spirit of self-reliance and independence of the country. Notable figures of this period, such as Phan Boi Chau and Phan Chau Trinh, were not only great scholars but also pioneers in the educational reform movement, awakening the spirit of valuing education within the nation.

The modern era and international integration: In the context of international integration and the Industry 4.0, the tradition of valuing education in Vietnam has entered a new phase, marked by the strong development of modern education. This tradition is not only maintained in formal learning but also expanded to include informal learning, lifelong learning, and learning based on social needs and the labor market. Learning is not only aimed at meeting the requirements of examinations but also at developing creative thinking skills, the ability to adapt to new technologies, and global challenges. Therefore, the tradition of valuing education in modern society is not only a factor that promotes personal careers but also a driving force for the sustainable development of the country.

Roles of the tradition of valuing education in shaping the cultural and intellectual value system of the nation

The tradition of valuing education not only plays an important role in raising the people's intellectual standard but also has a profound impact on shaping the cultural and intellectual value system of the Vietnamese nation. This is a key factor in defining cultural identity and creating a comprehensive strength for the development of society and the country.

Promoting the development of education: The tradition of valuing learning is a driving force behind the development of education in Vietnam throughout various historical periods. It not only contributes to the establishment of a systematic education system but also encourages the expansion of learning opportunities for all social classes. The encouragement of learning from parents, families, and the community has helped many generations of students overcome difficulties, achieve high academic results, and contribute to the societal development.

Contributing to the construction of Vietnamese national cultural identity: The tradition of valuing education is not only about acquiring knowledge but also about learning ethics and how to be a good person. Values such as respecting teachers, expressing gratitude to educators, and showing respect to educated people are highly regarded in society. This is reflected not only in traditional customs and festivals like Teachers' Day but also in educating children about learning responsibility and love for learning.

Creating motivation for socio-economic development: A nation with a strong tradition of learning will have a solid intellectual resource, laying the foundation for sustainable socio-economic development. The tradition of learning helps people not only acquire basic knowledge but also develop creative skills and critical thinking, thereby creating a high-quality workforce that meets the demands of the integration and international competition era.

Based on the above analysis, it can be seen that the tradition of valuing education in Vietnam is an important part of the development of social consciousness and constitutes a cultural and intellectual value system of the nation. Regardless of the context, this tradition continues to be a solid foundation for Vietnamese society to develop strongly in the future.

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3. The movement and adaptation of the tradition of valuing education in today's society

The tradition of valuing education does not exist as an unchanging entity but is always in motion, evolving with the development of society. Social existence, particularly economic, political, cultural, and scientific-technological conditions, plays a decisive role in the formation, maintenance, and development of this tradition.

The influence of socio-economic conditions on the tradition of valuing education: Socio-economic conditions have a direct impact on the scope and level of maintaining the tradition of valuing education. During the feudal period, the self-sufficient agricultural economy limited learning opportunities for the majority of the population. Only the ruling class and affluent families had the means to pursue an educational path. However, with the development of a commodity economy and exposure to Western civilization in the modern era, the education system has been expanded, shifting the motivation for learning from "studying to serve as a mandarin/bureaucrat" to studying to meet economic and social needs.

Entering the modern era, especially in the context of the Industry 4.0, the knowledge-based economy presents new demands for learning and workforce training. Education is no longer confined to the school environment but has expanded to include online training, lifelong learning, and international integration. This poses challenges but also provides opportunities for the tradition of valuing education to continue to thrive in a dynamic and globally connected society.

Changes in the concept of learning through the developmental stages of society: Social existence not only influences the scope of learning but also shapes the concept of education throughout historical periods. In the feudal society, education primarily served the imperial examinations and the state administrative apparatus, reflecting the ideology of "studying to serve as a mandarin/bureaucrat". During the colonial and semi-feudal period, the Western education model was introduced, creating an intersection between Confucian traditions and modern educational thinking. This stage marked a shift from a rigid educational model serving the ruling class to a more open educational model that provided opportunities for various other social classes.

Nowadays, with the development of technology and globalization, the concept of "learning to be a person, learning to build a career" is becoming increasingly popular, emphasizing the role of education in developing skills, creativity, and international economic integration. Learning is no longer confined to the school framework but has expanded into lifelong learning, continuously updating knowledge to adapt to the ever-changing work environment.

Factors that promote and hinder the tradition of valuing education in the current context: Alongside the factors that promote the tradition of valuing education, societal conditions also present certain barriers. Inequality in access to education still exists, particularly between regions with different economic conditions. Rural areas and remote regions continue to face significant challenges in accessing the modern education system, especially in terms of high-tech learning methods.

The pressure to pursue degrees and qualifications, studying for academic achievements rather than for knowledge, remains a pressing issue in the current education system. This leads to cramming, imbalanced learning, and a race for grades without truly focusing on personal development. Additionally, the explosion of information technology, while opening up many learning opportunities, also presents new challenges. Learners may be overwhelmed by the vast amount of information, easily accessing knowledge but lacking in selectivity and critical thinking.

In addition, the impact of consumer culture, entertainment, and the trend of emphasizing a pragmatic lifestyle also somewhat affects the learning awareness of a segment of young people. As economic conditions improve, some individuals tend to prioritize immediate material benefits over long-term investment in education, leading to a decline in motivation to learn among a portion of students.

In summary, societal existence has a profound impact on the tradition of valuing education, causing this tradition to continuously evolve and change according to the objective conditions of each historical period. In order for the tradition of valuing education to truly become a sustainable development driver for society, appropriate policies and measures are needed to overcome barriers and promote favorable factors. This requires coordination among the State, families, schools, and the entire society in creating a conducive educational environment, establishing the right motivation for the younger generation, and ensuring that the tradition of valuing education continues to be inherited and developed in the new context.

4. The impact of the tradition of valuing education on societal development

The tradition of valuing education is one of the core cultural values of the Vietnamese nation, contributing to the shaping of the education system, developing human resources, and promoting social progress. From the perspective of dialectical materialism and historical materialism, it can be seen that the tradition of learning is not only influenced by societal existence but also has a reciprocal effect on the development of society. The emphasis on education and the value placed on knowledge have contributed to raising the intellectual level of the population, building intellectuals, and promoting progress in the fields of science, technology, economy, and culture.

Valuing education as a driving force for education and human resource development: The tradition of valuing education has created a strong motivation that drives the development of the education system in Vietnam. Throughout history, the spirit of curiosity and the thirst for knowledge have become a prominent characteristic of the Vietnamese people. From the feudal period with the Confucian education model, to the colonial period with the intersection of Western education, and then to the modern era

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with innovations in training and research, the tradition of valuing education has always played an important role in guiding education and enhancing the quality of human resources.

In the era of Industry 4.0, the spirit of valuing education continues to be effective in encouraging people to constantly update their knowledge and enhance their professional skills to meet the demand for high-quality labor. Alongside the formal education system, alternative learning methods such as online learning, self-study, and soft skills training are becoming increasingly popular. This contributes to the creation of a highly skilled workforce that adapts well to the competitive labor market and the development of the knowledge economy.

Roles of valuing education in the formation of the intellectual class and science and technology development: The intellectual class is an important factor in the development of society. The tradition of valuing education not only helps to raise the general knowledge of the population but also plays a crucial role in the formation and development of the intellectual class—individuals with knowledge, critical thinking, and the ability to contribute to the fields of science, culture, and economy. Throughout Vietnam's history, the intellectual class has made significant contributions to patriotic movements, educational reforms, and advancement of science and technology.

The strong development of science and technology in today's era is also significantly attributed to the spirit of valuing education. Individuals with a strong will to study and innovate have created many valuable scientific works, helping Vietnam achieve a certain position on the global knowledge map. Fields such as information technology, artificial intelligence, medicine, and renewable energy all feature the contributions of outstanding intellectuals, who continue the tradition of learning and constantly seek exploration and creativity.

Contributions of the tradition of valuing education to the modernization of the country: Modernizing the country requires a high-quality workforce capable of absorbing and applying knowledge in practice. The tradition of valuing education has played an important role in this process by enhancing the quality of education, developing intellectual forces, and promoting innovation.

First of all, the tradition of valuing education creates a solid foundation for enhancing the intellectual level of the population, contributing to the construction of a knowledgeable society capable of applying science and technology to production and daily life. As a result, Vietnam can quickly absorb scientific achievements from around the world, applying them in practice to improve labor productivity, enhance life quality, and develop our economy and society.

In addition, the tradition of valuing education plays an important role in promoting innovation and creativity spirit. When society values knowledge and prioritizes education, outstanding individuals will have the opportunity to develop creative thinking, conduct research, and contribute to the country's development. The success of many scientists, engineers, entrepreneurs, and experts in various fields is a testament to the immense value of the spirit of valuing education in the modernization process of the country.

Finally, the tradition of valuing education also plays an important role in building a learning society, where each individual has the opportunity for personal development through lifelong learning. A learning society not only helps to raise the intellectual standard of its people but also creates a favorable environment for the application of science and technology in practice, enhancing national competitiveness in the context of international integration.

The tradition of valuing education is not only a cultural value but also a powerful motivation driving social development. Through enhancing the quality of education, forming an intellectual class, and promoting science and technology, this tradition has made significant contributions to the modernization process of the country. In the context of globalization and the Industry 4.0, preserving and promoting the tradition of valuing education has become increasingly urgent for Vietnam to achieve sustainable development and integrate deeply into the global knowledge-based economy.

5. Problems and solutions to promoting the tradition of valuing education in the current context

Some problems regarding the tradition of learning in modern society

The tradition of valuing education in Vietnam has a long history and is one of the important factors contributing to the sustainable development of the country. However, in the context of modern society with profound changes in economics, culture, and technology, this tradition is facing many serious challenges:

Impact of the market economy and pragmatism: Modern society emphasizes practicality and economic efficiency, leading to a mindset focused on obtaining degrees and job positions rather than genuinely accumulating knowledge. This has led to the erosion of the core value of intellectual curiosity, shifting from a genuine spirit of learning for personal growth to merely studying to meet employment demands or secure social status.

Impact of technology and social media: The rapid development of information technology and social media has changed the way people access knowledge. Learning has become quick and easy, but it has also diminished perseverance, the ability to conduct in-depth research, and critical thinking. Additionally, the spread of misinformation and digital entertainment can be distractors against serious study.

Inequality in access to education: Although the education system has developed significantly, there are still disparities in learning conditions between urban and rural areas, as well as among different social classes. This creates barriers to maintaining and promoting the tradition of valuing education, especially for disadvantaged groups.

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Conflict between traditional values and modern trends: While the traditional value of learning emphasizes diligence, perseverance, and the importance of knowledge, modern society focuses on flexibility, speed, and immediate results. This shifts the perception of learning, sometimes leading to a disregard for enduring educational values.

Academic pressure and overload: One of the common issues today is the problem of academic overload and pressure for grades, causing students to study more due to exam stress rather than a passion for knowledge exploration. This not only affects the learning quality but also diminishes intrinsic motivation for developing thinking and creativity.

Solutions to promoting the tradition of valuing education in the current context

The tradition of valuing education is an important cultural value that has a strong impact on the development of Vietnamese society. However, in the current context, promoting the tradition of valuing education needs to be adjusted to align with the changes in the socio-economic landscape, especially during the Industry 4.0 and international integration.

Firstly, raise social awareness about the role of the tradition of valuing education

The tradition of valuing education is not merely a spirit of eagerness to learn, but also a crucial part of the nation's cultural value system. To promote this value, it's essential to raise awareness throughout society about the meaning of valuing education in the modern context. The education system, media, and families need to coordinate to instill the correct mindset of valuing education, avoiding situations where learning is driven by exam pressure or solely for academic achievements. Schools can integrate content about valuing education into ethics and history curricula to help students clearly understand the significance of this tradition. At the same time, the media needs to intensify publicity about exemplary learning figures and effective learning promotion models to spread the spirit of valuing education throughout the community. Families also play an important role in fostering a spirit of valuing education in their children, not just by encouraging study but also by helping children develop independent learning skills and actively explore knowledge.

Secondly, improve socio-economic conditions to promote the tradition of valuing education

The socio-economic environment significantly impacts the development of the tradition of valuing education. Therefore, specific solutions are needed to create favorable conditions for everyone to access education. First and foremost, there must be policies ensuring equity in education, especially for vulnerable groups such as students in remote areas and those from disadvantaged backgrounds. Investing in educational infrastructure, providing scholarships, and offering financial support to impoverished students are practical measures to help maintain and foster the spirit of valuing education. Furthermore, the education system needs to be reformed to be more practical, closely aligned with socio-economic development needs. It is necessary to shift the educational approach from focusing on theoretical knowledge to developing critical thinking, practical skills, and adaptability to the labor market.

Thirdly, adapt to modern educational trends and international integration.

In the context of globalization and the Industry 4.0, the tradition of valuing education needs to be promoted in a modern direction, combining the traditional spirit of learning with advanced educational methods. Digital transformation in education is an urgent requirement, where online learning platforms, digital libraries, and artificial intelligence should be leveraged to enhance learning effectiveness. Additionally, lifelong learning models need to be encouraged, helping people access knowledge not only during formal schooling but also throughout their career development. To improve the quality of human resources, Vietnam needs to learn from the experiences of countries with advanced education systems, while also developing policies to attract talent and encourage overseas students to return and contribute to the nation. International cooperation in education is also a crucial direction for adopting effective training models and promoting innovation in educational approaches.

While the tradition of valuing education brings many positive values, it's also facing significant challenges in modern society. One major issue is exam pressure and the obsession with achievement in education, which makes learning a burden instead of a driving force for development. To overcome this, there needs to be a shift in student assessment methods, moving from heavy reliance on exams to comprehensive evaluation based on actual competency. Besides, it's crucial to focus on developing creative thinking instead of rote memorization, helping students gain the ability to self-study and solve problems. Another challenge is the imbalance in access to education between different regions and between economically advantaged and disadvantaged groups. This requires effective support policies from the State and collaborative efforts from the community. Furthermore, in an environment where Western culture and digital entertainment platforms are increasingly influencing young people, solutions are needed to preserve and promote the traditional value of valuing education without sacrificing flexibility and creativity in education.

CONCLUSION

The tradition of valuing education is a profound and distinctive cultural value of the Vietnamese people, shaped and nurtured over many generations. Throughout history, the spirit of eagerness to learn, reverence for knowledge, **and** emphasis on the role of education have consistently played a vital role in raising the intellectual standard of the populace, training human resources, nurturing talent, and promoting the nation's sustainable development.

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Through various stages - from feudal times to the reform period and international integration - the tradition of valuing education has been continuously inherited, adapted, and innovated. Although its forms of expression and learning methods have changed, the core value of this tradition remains: it is the aspiration to rise through knowledge **and the** awareness of valuing learning as a path for personal development and contribution to society.

In the modern context, the tradition of valuing education faces significant opportunities but also numerous challenges. The rapid development of technology, pragmatic trends in education, inequality in learning opportunities, exam pressure, and the obsession with academic achievement are issues that confront the preservation and promotion of this spirit. This demands innovation in educational thinking, policy reform, and simultaneously raising society's overall awareness of the true value of learning. Thus, from a philosophical perspective, the tradition of valuing education helps clarify its nature and the driving forces behind its development in Vietnamese history. At the same time, it offers important suggestions for shaping educational policies and developing human resources, contributing to the nation's sustainable progress on the path of industrialization, modernization, and international integration.

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