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## **Building and Developing Political Theory Teacher: Importance, Difficulties and Solution Orientation**

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### **ABSTRACT**

Political theory subjects are compulsory subjects in the Vietnamese education system, forming a contingent of teachers who teach these subjects in the national education system of Vietnam from the high school level to college, university, and graduate university. Over the years, this team has grown in quantity and quality, meeting the needs of education reform in general and higher education in particular. However, this development has not yet met the practical needs in quantity and quality. This study shows that, in order to comprehensively renovate the education system, it is necessary to build and develop a team of teachers who are professional, dedicated to the profession, and have foreign language and computer skills. However, in the process of building and developing a contingent of political theory teachers, many difficulties have arisen in terms of training policy, salary, and bonuses as well as international integration. On the basis of studying the State's legal documents on comprehensive reform of education, on building and developing a contingent of teachers; surveying the reality of the need to build and develop a contingent of political theory teachers; this study recommends oriented solutions to build and develop this team in the future.

**Keywords:** Building and developing, teacher of political theory, education innovation, importance, difficulties, solution orientation

### **INTRODUCTION**

For many years, especially since the country's innovation (1986), the Party and the State of Vietnam have paid great attention to improving the quality of education and training in general and the quality of teachers. Directive No. 40/2004/CT-TW, dated June 15, 2004, of the Secretariat of the Party Central Committee, "On building and improving the quality of teachers and educational administrators" clearly "The goal is to build a contingent of teachers and educational administrators with standardized, quality assurance, sufficient quantity, synchronous structure, especially focusing on improving political bravery and quality, lifestyle, conscience and skills of teachers; through the management and development of education in the right direction and effectively to improve the quality of human resource training, to meet the increasing requirements of the industrialization and modernization of the country" (Communist Party of Vietnam, 2004).

The 8th Plenum of the Central Committee of the XIth term issued Resolution No. 29-NQ/TW, on November 14, 2013, "On fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration", setting out tasks and solutions to innovate ways of inspecting and evaluating education and training activities, including the teacher's teams and education staff. The resolution states: "Innovate the mechanism of receiving and processing information in education and training management. Implement a mechanism for learners to participate in evaluating educational and training activities; teachers participate in the assessment of managers; educational and training institutions participate in the assessment of state management agencies" (Communist Party of Vietnam, 2013). This is one of the new points in assessing education and training activities in general and the assessment of education and training teams in particular.

The XIII Congress of the Party (2021) has issued a policy to associate the improvement of the quality of teachers with the accreditation of education quality, including the quality of teaching and management activities of the teacher's teams and education staff: "Improve the quality of teachers and educational administrators at all levels to meet the requirements of fundamental and comprehensive innovation in education and training. Strengthen the accreditation of educational institutions" (Communist Party of Vietnam, 2021a). Along with the requirements set forth, the teacher's teams and education staff in general and the teacher's teams of political theory are growing in both quantity and quality.

Globalization is an inevitable trend and affects all aspects of social life, drawing all nations and peoples into this process. Globalization requires changing actors' cognitive and action capacities to adapt to new contexts (Trung,

et al., 2020; Hoduc., et al., 2022; Vuhong, 2022). This article points out the need; clarifies difficulties and challenges; surveys the actual situation of the building and developing a contingent of political theory teacher's teams. From there, it is recommended to propose proactive solutions in building and developing a contingent of political theory teachers, meeting the requirements of the comprehensive education innovation of Vietnam.

## LITERATURE REVIEW

### Political education

Political education in Vietnam is the education of youth and other strata of society about Marxism-Leninism and Ho Chi Minh's ideology; guidelines and lines of the Communist Party of Vietnam; the policies, and laws of the State of Vietnam.

Political education is applied at all levels of education in Vietnam, in the form of Citizenship Education subject (from primary school up to high school level); Marx-Leninist Philosophy, Marx-Leninist Political Economy, Scientific Socialism, Ho Chi Minh's ideology, History of the Communist Party of Vietnam at all universities and colleges (Ministry of Education and Training, 2019)

### Political education at universities and colleges

Students majoring in political theory: Students majoring in Marxism-Leninism and Ho Chi Minh's ideology are exempt from tuition fees. This course is taught at the Academy of Journalism and Communication, Ho Chi Minh City University of Social Sciences and Humanities, Hanoi University of Social Sciences and Humanities, Hanoi National University of Education, Ho Chi Minh University of Education, etc.

Students not majoring in political theory: Before 2008, students of universities and colleges studied five political theory subjects: Marxist-Leninist Philosophy, Marxist-Leninist Political Economy, Scientific Socialism, Ho Chi Minh's ideology, and History of the Communist Party of Vietnam. In 2008, the Ministry of Education and Training integrated the subjects of Marxist-Leninist Philosophy, Marxist-Leninist Political Economy, and Scientific Socialism into the subject of Basic Principles of Marxism-Leninism, changing the subject of the History of the Communist Party of Vietnam to the subject of the Revolutionary Lines of the Communist Party of Vietnam.

From 2008-2009 to 2018-2019 enrollment period: Students of all universities must take three compulsory political theory subjects. The total time for teaching and studying Political Theory subjects is 10 credits. Specifically: (i) Basic Principles of Marxism-Leninism: 5 credits (part 1: 2 credits, part 2: 3 credits); (ii) Ho Chi Minh's ideology: 2 credits; (iii) Revolutionary Lines of the Communist Party of Vietnam: 3 credits (Ministry of Education and Training, 2008).

From the enrollment period 2019-2020 up to now: According to Decision 4890/BGD-DT of the Ministry of Education and Training in 2019, the program of Political Theory subjects for university-level training in non-science majors. The political theory consists of 5 subjects. The total duration is 11 credits. Specifically: (i) Marxist-Leninist Philosophy: 3 credits; (ii) Marxist-Leninist Political Economy: 2 credits; (iii) Scientific Socialism: 2 credits; (iv) History of the Communist Party of Vietnam: 2 credits; (v) Ho Chi Minh's ideology: 2 credits (Ministry of Education and Training, 2019).

### Political theory teachers

Political theory teachers are part of the theoretical research community and have been actively participating in research and giving scientific arguments for the formulation of the Party's guidelines line; policies and laws of the State, contributing to the implementation of the Innovation. Assessing the achievements of this work, the Document of the XIIth National Congress of the Communist Party of Vietnam (2016) affirmed: The ideological and theoretical work has achieved many achievements, making our people aware more clearly of the path to socialism in Vietnam. That achievement has a great contribution to political theory teachers. Because it is they who clearly understand their role when standing on the podium and imparting knowledge of political theory to cadres and party members is an honor and responsibility.

The team of political theory teachers are also the teachers of the Vietnamese national education system, directly participating in teaching in the national education system of Vietnam at all levels and majors school and types of schools.

## RESEARCH METHODS

### Theoretical research methods

Theoretical analysis and synthesis: This method is used to analyze, synthesize, and systematize scientific information collected from documents related to the research problem, viewpoints, and theories on assurance quality assurance of education and training in the context of educational innovation. From there, draw conclusions related to the research problem. This research method aims to understand theoretical issues associated with building and developing a contingent of political theory teachers in universities in the context of educational innovation to build the theory of the topic and collect Scientific information on the history of the

building and developing a contingent of political theory teacher in universities in the context of educational innovation.

Collect documents and studies related to the research problem. Synthesize, analyze, and research textbooks, books, and publications such as theses, topics, and scientific reports related to science on building and developing a contingent of political theory teachers in universities in the context of educational innovation to build a theoretical basis for the research topic. Classification and systematization of related theoretical bases. Based on theory, hypothesize, and orientation for research.

**Practical research methods**

The purpose of the investigation: The research team used the survey method by questionnaire to collect data and data on the building and developing a contingent of political theory teachers in universities in the context of educational innovation, and identify difficulties and challenges posed in the building and developing a contingent of political theory teacher in universities at Vietnam today.

Survey content: Collecting information on the actual status of the building and developing a contingent of political theory teachers in universities in the context of educational innovation. We also used the questionnaire to investigate the necessity and feasibility of measures to improve education quality in the context of educational innovation.

Participants: This study has the participation of 471 people (N=471), who are in the field of state management of education, teachers, and teacher who are teaching at some institution’s education and training.

Questionnaire design: The questionnaire is related to the building and develops a contingent of political theory teachers in universities in the context of educational innovation. Questions about gender, age, education level, seniority, and working position were added to the questionnaire (Table 1).

**Table 1. Classification of survey objects**

Variables	Characteristic	Frequency (number)	Ratio (%)
Gender of surveyed person	Female	261	48.83
	Male	210	51.17
Age of the people surveyed	25-30 years old	97	20.59
	31-40 years old	123	26.12
	41-50 years old	139	29.51
	51-62 years old	112	23.78
Degree of the person being surveyed	Bachelor	124	26.33
	Master	121	25.69
	Doctor	127	26.96
	Associate Professor and Professor	99	21.02
Working years of the surveyed person	Less than 5 years	49	10.40
	5-10 years	81	17.21
	11-20 years	257	54.56
	21-30 years	84	17.83
Working position	School teacher ((junior, high school)	141	29.94
	University lecturer	279	59.23
	School administrators (junior, high school)	20	4.25
	University administrators	31	6.58

(Source of the author’s survey. N=471)

The question is divided into five levels with conventional scores (Table 2).

**Table 2. Table of scale conventions**

Medium score	$1.00 \leq \bar{X} \leq 1.80$	$1.81 \leq \bar{X} \leq 2.60$	$2.61 \leq \bar{X} \leq 3.40$	$3.41 \leq \bar{X} \leq 4.20$	$4.21 \leq \bar{X} \leq 5.0$
Convention point	1	2	3	4	5
Convention point	Not important	Less important	Rather important	Important	Very important
Level of achievement	Least	Weak	Medium	Rather	Good

$$\bar{X} = \frac{\sum_{i=1}^k X_i K_i}{n}$$

Processing survey data: Use the formula to calculate the average score:

$\bar{X}$ : Medium score.  $X_i$ : Score at level  $i$ .  $K_i$ : Number of participants rated at  $X_i$  level.  $n$ : Number of people participating in the assessment. Meaning of using  $\bar{X}$ : The average score in the statistical results represents the degree of representation according to a certain quantity criterion of the sum consisting of many units of the same type. The average score reflects the average level of the phenomenon and compares two (or more) populations of the studied phenomena of the same type, not of the same scale.

## RESEARCH RESULTS

### Assess the importance of building and developing a team of political theory teachers

To assess the importance of building and developing a contingent of political theory teacher' activities in the context of educational innovation, the research team surveyed  $N=471$  people with 05 rating levels: (1) Not important; (2) Less important; (3) Rather important; (4) Important; (5) Very important. The results are shown in Figure 1.

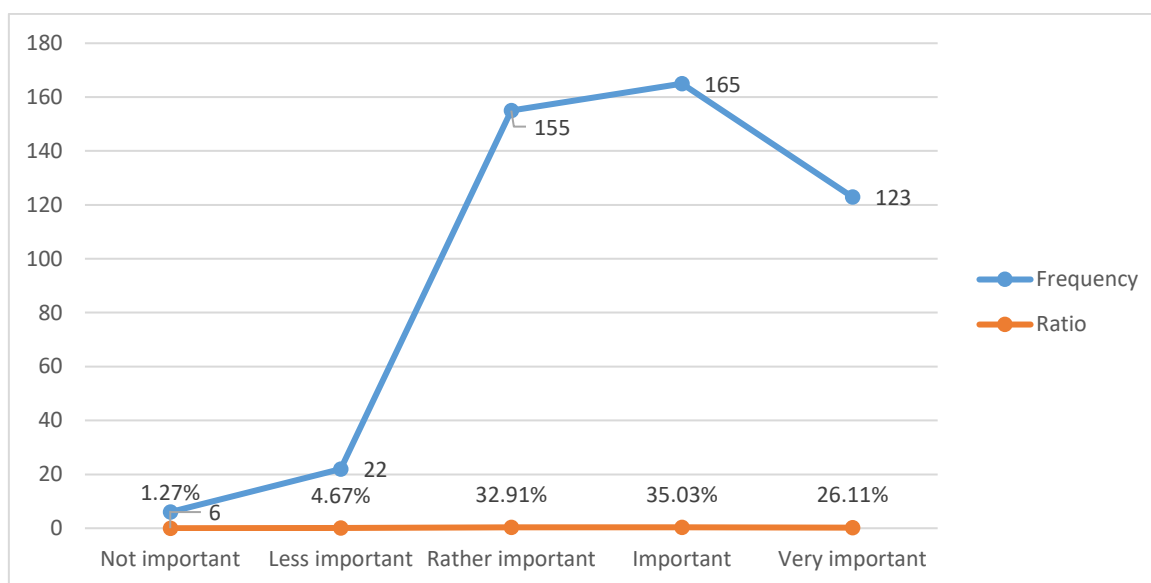


Figure 1. Assessing the importance of building and developing political theory teachers

(Source of the author's survey.  $N=471$ )

The survey results (Figure 1) show that: 26.11% (123/471 respondents) answered "Very important"; 35.03% (165/471 respondents) answered "Important". Thus, the total number of respondents "Very important" and "Important" accounted for 61.14% (288/471 respondents). Meanwhile, the number of people who answered "Rather important" accounted for 32.91% (155/471 respondents); the number of people who answered "Less important" accounted for 4.67% (22/471 respondents) and the number of people who answered "Less important" accounted for 4.67%. "Not important" accounted for 1.27% (6/471 respondents).

This survey result is relatively consistent with some previous studies of colleagues when researching and evaluating the role of teachers in the context of educational innovation. At the same time, the research results with 61.14% answering "Very important" and "Important" have shown that Vietnam's guidelines lines and policies are almost consistent with reality, as well as the requirements set forth in the process. educational reform in general; in building and developing a contingent of theory teachers in particular.

### Level of implementation and level of achievement in building and developing a team of political theory teachers

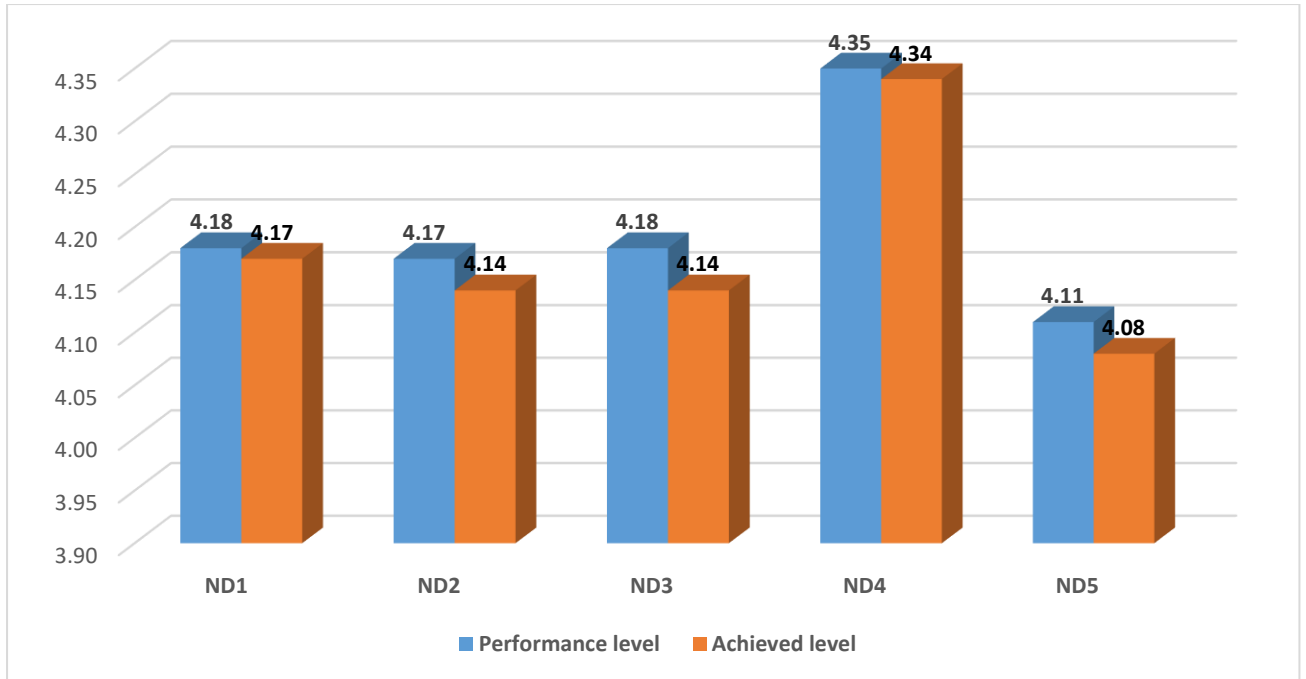
With the results of this survey, the authors have gone into depth to analyze and evaluate the level of implementation and achievement of building and developing political theory teachers through a number of important criteria. Which, the rating convention is as follows: 1. Poor; 2. Weak; 3. Medium; 4. Rather; 5. Good. The detailed results of the survey are shown in Table 3.

**Table 3. Level of implementation and achievement of building and developing a contingent of political theory teachers**

TT	Survey content	Implementation level					$\bar{X}$	Achievement level					$\bar{X}$
		1	2	3	4	5		1	2	3	4	5	
1	(ND1). Building and developing a contingent of political theory teachers must have qualifications and professional competence suitable to their majors.	4	10	40	258	159	4.18	5	11	42	255	158	4.17
2	(ND2). Building and developing a contingent of political theory teachers must have good political, moral, and lifestyle qualities	6	13	47	236	169	4.17	7	15	49	232	168	4.14
3	(ND3). Building and developing a contingent of political theory teachers through scientific research activities and international publication	6	11	50	231	173	4.18	7	11	52	229	172	4.14
4	(ND4). Building and developing a contingent of political theory teachers through practical activities and practical penetration	2	10	37	193	229	4.35	5	11	42	255	158	4.34
5	(ND5). To build and develop a contingent of political theory teachers through regular study and training to improve their research and teaching qualifications	10	19	40	243	159	4.11	7	15	49	232	168	4.08
Total		5.6	12.6	42.8	232.2	177.8	4.20	6.4	14.0	45.0	229.2	176.4	4.18

(Source of the author's survey. N=471)

Survey results Table 3 shows: The average score of the survey contents at the level of achievement is  $\bar{X} = 4.18$  and the level of implementation is  $\bar{X} = 4.20$ , in the range of  $3.41 \leq \bar{X} \leq 4.20$ . Thus, the level of achievement in building and developing a team of political theory teachers is at the level of "Rather". However, there is content that is rated as "Medium". Specifically, the content "Building and developing a contingent of political theory teachers through practical activities and practical penetration" with  $\bar{X} = 3.34$  and  $3.35$ . In addition, there is some content such as: "To build and develop a contingent of political theory teachers through regular study and training to improve their research and teaching qualifications" with  $\bar{X} = 4.04$  and  $4.11$  located at the lower end of the "Rather" rating range. This shows that many solutions are needed to build and develop a team of political theory teachers in the future.



**Figure 2. Comparison of the level of implementation and the level of achievement of building and developing a team of political theory teachers**

(Source of the author's survey. N=471)

Through Figure 2, it can be seen that: Although there are differences in survey contents, the difference is not significant. The comparison chart shows that the performance data are pretty similar to the pass data and this is very similar and consistent. However, the supplied comparison shows that the level of achievement in all contents is lower than the level of implementation.

#### **Some difficulties in building and developing a team of political theory teachers**

In order to identify solutions to develop political theory teachers, identifying difficulties is essential. Because, in fact, only when the difficulties in training the team are appropriately identified can there be specific and appropriate policies to develop this team. To determine difficulties in developing political theory teachers, the authors surveyed N = 471 people with the following specific contents and conventions:

(YT1). State policy on developing political theory teachers.

(YT2). Practical experience is limited, there is not much experience, which in teaching theory is very necessary.

(YT3). In terms of pedagogical skills, there are still many limitations, not very confident when going to class; not really conscious in learning foreign languages, informatics.

(YT4). Awareness and responsibility of leaders and managers at all levels.

(YT5). There are still many difficulties in material life, which more or less affects the thought and quality of teaching.

Which, the survey subjects were classified and gave specific results: School teacher (junior, high school, N=141) (Fig 3); University lecturer (N=279) (Fig 4).

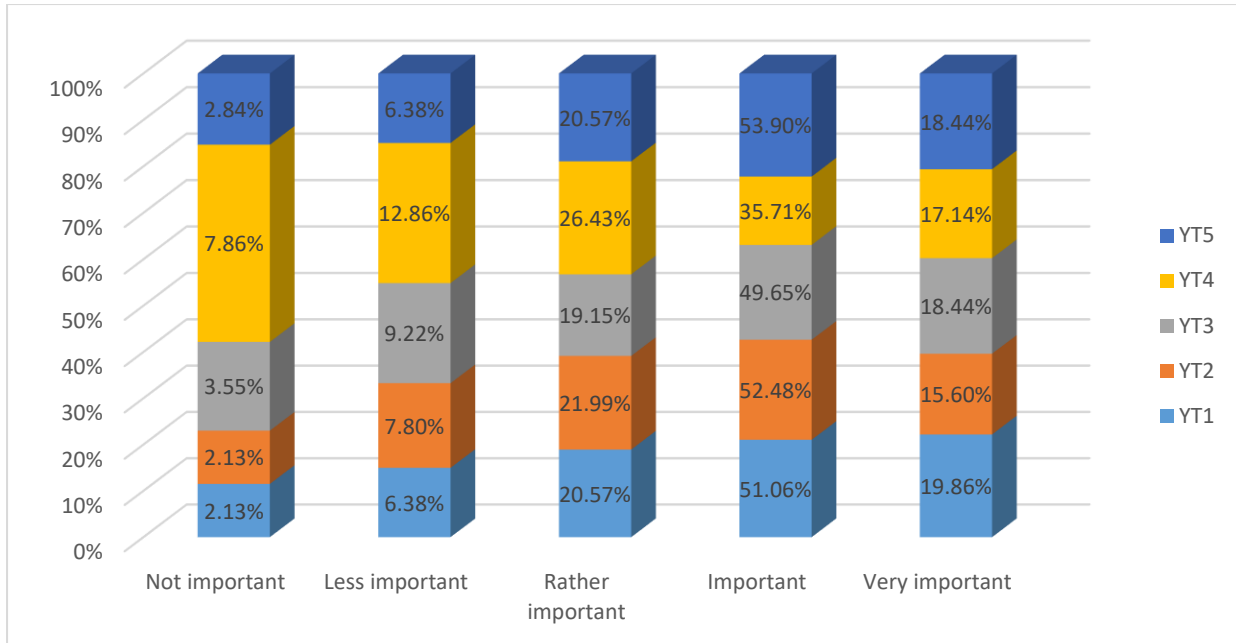


Figure 3: Evaluating of high school teachers (Source of the author’s survey. N=141)

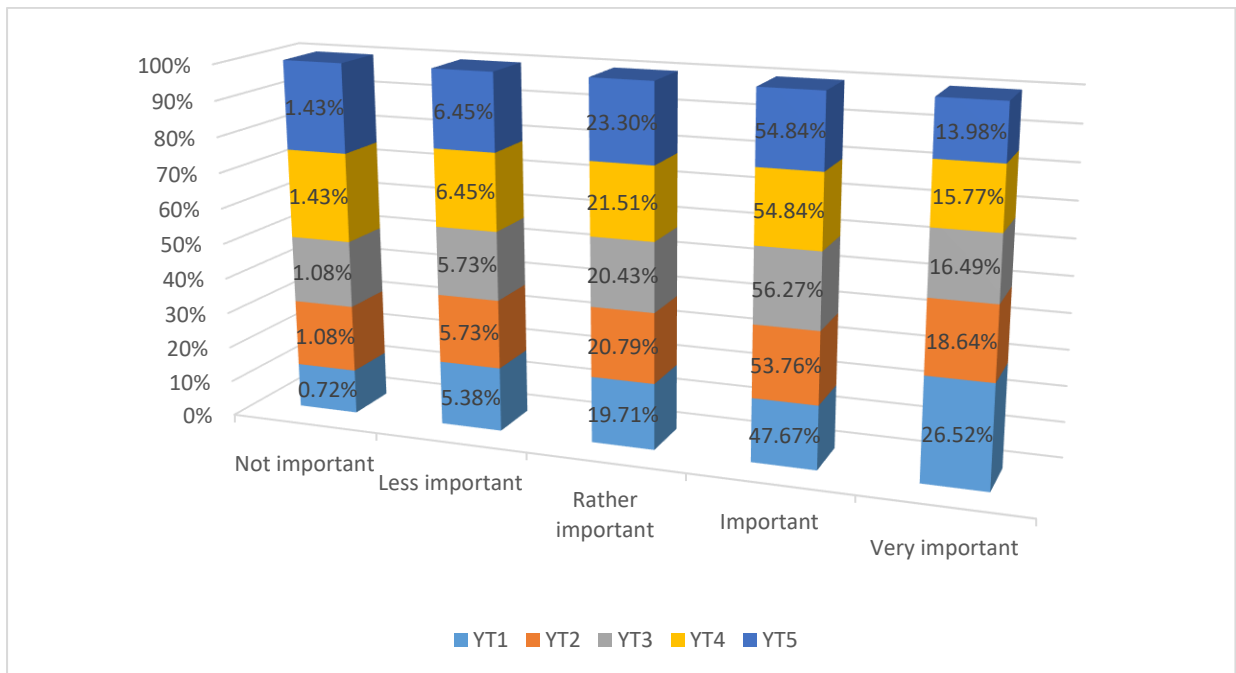


Figure 4: Evaluating of university lecturers

(Source of the author’s survey. N=279)

Figure 3 Figure 4 shows that almost the % rating is similar at all rating levels. However, there are differences between the factors. In, for high school teachers, the assessment level is focused and the assessment level is “Rather important” and “Important”; then, for university lectures, the rating is focused on “Important” and “Very Important”. Although there is a slight difference, the difference is not much.

**Some issues to discuss**

The International Conference on Higher Education in the 21st Century: Vision and Action (1998) outlined the required competencies of an exemplary university teacher as follows: (i) Knowledge and understanding about the different learning styles of students; (ii) Have the knowledge, competence and attitude in terms of monitoring and evaluating students, in order to help them improve; (iii) Voluntary self-improvement in their profession; know the application of professional criteria and always update the latest achievements; (iv) Know how to apply information technology knowledge to their subjects and disciplines; (v) Ability to recognize



external “market” signals about employer demand for graduates; (iv) Master new achievements in teaching and learning, from face-to-face teaching to distance learning; (vii) Pay attention to the views and wishes of the “learner”, i.e., different partners and students; (viii) Understand the impact of international and multicultural factors on training programmes; (ix) Be able to teach different students, belonging to different age groups, socio-economic environment, ethnicity, etc. and know how to work more hours in a day; (x) Being able to secure regular lectures, seminars or workshops with a larger number of students; (xi) Be able to understand individuals’ career “adaptation strategies”. Teachers can based on these requirements choose some areas that are most necessary for them to delve into research and discovery.

Thus, the teacher’s teams are mainly scientists, highly qualified professionals, engaged in scientific research. Thus, in order to teach well, teachers must simultaneously satisfy two competencies: professional competence, scientific research, and pedagogical capacity. If the teacher is not able to search and select information; Without the ability to detect and solve problems, it is difficult to lead learners to the stated goals, unable to teach “how to learn, how to think” to learners.

According to UNESCO’s recommendations, the requirements for teachers in the current era (besides the traditional function of knowing how to do scientific research to teach well at the university level) are:

Understanding information technology and being able to apply them in teaching. When teaching, it is necessary to be aware of the right objects (teaching objects - learners and teaching objects - teaching content), and on that basis, manipulate the right objects;

When teaching, it is necessary to know how to choose methods appropriate to the goals and content of teaching, and to the characteristics of the subjects;

Must understand the structure of teaching methods, know how to properly deploy the process, and know how to coordinate teaching methods in the teaching process;

Understand how to learn in the information and communication environment so that you can guide students to learn and be able to do well as a mentor for them;

Having knowledge of measurement and assessment in education and teaching to accurately and objectively assess learners’ learning results, contributing to affirming the quality of their training products.

In the teaching process, the following characteristics must be noted: (i) Teaching must be associated with the practice, closely adhere to socio-economic reality, and the development of related science and technology. (ii) Teaching attaches great importance to the “search” method, so it is very close to scientific research methods, methods of detecting and solving problems, and handling situations. (iii) Teaching methods attach importance to promoting learners’ ability to self-study and self-research and effectively mobilize the role of modern teaching aids, techniques, and technologies.

### **Suggest some solutions**

First, renewing the policy of training political theory teachers:

In recent years, the Party and the State of Vietnam have paid great attention to improving the quality of education and training in general and the quality of teachers in particular. Directive No. 40/2004/CT-TW, dated June 15, 2004, of the Secretariat of the Party Central Committee, “On building and improving the quality of the contingent of teachers and educational administrators” clearly states that: “The goal is to build a contingent of teachers and educational administrators with standardized, quality assurance, sufficient quantity, synchronous structure, especially focusing on improving political bravery and quality, lifestyle, conscience, and skills of teachers; through the management and development of education in the right direction and effectively to improve the quality of human resource training, to meet the increasing requirements of the industrialization and modernization of the country”.

The 8th Plenum of the Central Committee of the XIth term issued Resolution No. 29-NQ/TW, on November 14, 2013, “On fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration”, setting out tasks and solutions to innovate ways of inspecting and evaluating education and training activities, including the teacher’s team and education staff. The resolution states: “Innovate the mechanism of receiving and processing information in education and training management. Implement a mechanism for learners to participate in evaluating educational and training activities; teachers participate in the assessment of managers; educational and training institutions participate in the assessment of state management agencies” (Communist Party of Vietnam, 2013). This is one of the new points in the assessment of education and training activities in general and the assessment of education and training staff in particular.

The XIII Congress (2021) of the Communist Party of Vietnam has issued a policy to associate the improvement of the quality of the teaching staff with the accreditation of education quality, including the quality of teaching and management activities of the teaching staff: “Improve the quality of teachers and educational administrators at all levels to meet the requirements of fundamental and comprehensive innovation in education and training. Strengthen the accrediting of educational institutions”.

In order to build and develop a teachers' team of political theorists in the coming time, it is imperative that the Party and State have more policies in line with reality, in which, there should be a training plan in developed countries. Focus on developing training plans and making commitments to foreign-trained teachers; At the same time, there are acceptable remuneration policies when this team returns to their home country to teach.

Second, applying practical knowledge to teaching political theory:

To improve teaching quality, every year the school organizes training sessions attends lectures at faculty and school levels, and then appoints teachers to participate in the national competition for excellent teachers; Collect feedback from learners on the quality of teachers' lectures, thereby improving the teaching quality of teachers as well as creating conditions for teachers to learn and exchange experiences from each other. A quality lecture is composed of many factors from the stage of teaching preparation, updating materials, methods of communication, pedagogy, teaching seniority, etc. In "practical knowledge" each content of the lecture is an equally important factor, it makes the lecture lively and soulful, bringing the breath of life. Thus, "practical knowledge" here is understood as the practice of state management activities in various fields, the movement of social life. So, how do teachers apply "practical knowledge" to the lesson?

In order to apply "practical knowledge" to the lecture, each teacher must have practical knowledge of state management in various fields, especially practical knowledge of state management at the grassroots government. Most of the learners are working at the commune level. "Practical knowledge" is acquired through the mass media, books, and newspapers, through the exchange of experiences with colleagues, through actual research activities at the grassroots level, and through exchanges with learners on the Internet and reality, etc. But "practical knowledge" is not only one color but it is diverse. That is, it is set for each teacher, especially young teachers, how to properly screen and apply practical knowledge, scientifically and creatively, and in the art of conveying information with each content. The content in each lecture has such effective teaching quality. Because if you choose only bright colors, it will easily lead to a one-way reflection, not convincing the audience, but on the contrary, if you choose "black", there is a risk of being wrong with the Party's guidelines lines, and the effectiveness of training is counterproductive. Therefore, each teacher needs to know how to exploit information from practice flexibly, convincingly, and effectively to apply "practical knowledge" to each lecture content in a scientific, logical, and individual way. step to improve the quality of lecture content. To do that requires a process of seniority, the process of infiltrating practical research, and the art of teaching in each teacher.

In order to apply "practical knowledge" to the lecture to make the lecture breathe life and become more lively and attractive to learners, apart from theoretical research. Every year, the school and the faculties regularly organize many practical studies in the province, and outside the province; departments, branches, and mass organizations, each practical study period, is an opportunity for teachers to have the opportunity to grasp the political, socio-economic situation, security situation, order, and safety society, and at the same time grasp the guidelines lines of the Party and the policies and laws of the State in the locality, state management activities of the government, socio-political organizations at the grassroots level; what are the advantages and disadvantages? That will help a lot in adding practical knowledge to make the lecture content more vivid and make an important contribution to the transmission of information, helping learners to apply the learned knowledge to solve problems and decide on specific local tasks.

Third, actively innovate teaching methods and improve the information technology application capacity of political theory teachers:

In digital transformation, each teacher needs to research and innovate teaching methods in the direction of developing students' independent thinking, creative thinking, and critical thinking such as: attaching importance to quality development, the capacity of learners, saying no to passive learning, actively applying information technology to teaching, etc. That will be the motivation and measure of the quality of teaching and scientific research of political theory teachers in schools.

Teachers must always be creative and innovative in order to have attractive and lively lectures. Each lecture must fundamentally change the method of communication to suit each audience, on the basis of taking the learner as the center and applying information technology in the design and implementation of the lecture.

The application of information technology to teaching political theory helps each teacher to effectively adapt to changes from the impact of digital transformation. However, it is necessary to clearly define information technology as just a tool and means to support the teaching process to improve the quality and effectiveness of political theory teaching, not a method in itself. If too much use of information technology, the teaching of political theory will be counterproductive. Therefore, improving the capacity of teachers to apply information technology, modern means, and technical equipment is one of the important measures contributing to improving the quality of teaching today. Applying information technology and modern teaching means will help teachers quickly access the knowledge of mankind; effectively handle multi-dimensional information and quickly and promptly update new knowledge and hot practical issues to enrich the lecture and improve the practicality of the lecture, bringing excitement, passion for learners, contributing to improving the quality and effectiveness of political theory teaching.

In teaching political theory, each teacher needs to regularly update information and advances in science and technology; constantly improve the ability to collect and process information for teaching, develop critical thinking, and creative thinking, and overcome barriers of sophistry, ruts, stereotypes, and machines. In particular, it is necessary to find and solve research problems based on the application of scientific and technological achievements in a more practical way. Through various sources and channels of information such as exchanges and cooperation with organizations, agencies, colleagues, the internet, published scientific works and scientific activities to grasp, Update and add necessary information. In addition, each teacher must actively enhance the application of information technology, and improve foreign languages, especially English, to be able to access foreign documents and expand and update knowledge.

Fourth, raise awareness and responsibility of leaders and managers at all levels:

In order to build a contingent of political theory teachers in the context of a strong digital transformation, it is necessary to conduct a review and assessment of the organizational structure, management of training and learning, and the process of teaching and learning, the process of building and developing a contingent of political theory teachers, drawing lessons from experience, and on that basis, building a strategy to develop a contingent of political theory teachers to meet the requirements of new assignments in 2030 and subsequent years.

Academies and schools need to determine specific leadership and direction contents for the task of improving the quality of teaching political theory subjects. Continue to renovate and modernize curricula and teaching contents of political theory in the direction of streamlining, overcoming overload, duplication, and backwardness, and intensifying research and application of newly arising practical problems. related to the content of political theory subjects. Building and improving the quality of political theory teachers must be associated with overcoming the limitations in awareness of educational management agencies, party committees, and authorities about the role and importance of political theory. political theory teachers.

The staff of institutes, faculties, departments, and political theory teachers are the direct subjects in performing the task of improving the quality of political theory teaching. Therefore, faculty leaders, managers, and faculty members need to promote their responsible roles in directing and organizing the implementation of comprehensive innovation in education and training in the face of the impacts of the digitalization process. change numbers: increase the updating, struggle, and criticism in lectures on political theory subjects; improve the consistency between theory and practice, explaining new practical problems arising from digital transformation related to subject content.

The political theory of institutes and faculties also needs to maintain and strengthen professional activities such as lectures, model lectures, tests, and lessons learned for teachers' teaching activities. Thereby, there are instructions, fostering to improve the quality and timely praise, reward, and encouragement for teachers of the Institute, the faculty of political theory subjects, directly contributing to improving the quality of teaching. teaching political theory adapted to digital transformation.

Fifth, take the best care of the material and spiritual well-being of political theory teachers:

The tradition of studiousness, respect for teachers, and respect for talents are deeply human values of our nation; are an important factor in creating Vietnamese wisdom, Vietnamese morality, Vietnam culture, and people. In the renewal process, identifying education and training as the top national policy, the Party and the State of Vietnam have always paid special attention to, promulgated, and implemented many guidelines lines, policies, and laws and achieved important results important in thinking, awareness, approach, and implementation organization; on mechanisms and policies to train human resources, contributing to the construction and defense of the Fatherland.

Reviewing and perfecting mechanisms and policies related to the teaching staff in line with reality, commensurate with the specific labor of teachers. The best care for both material and spiritual, especially for high school teachers, teachers in remote areas, areas with special difficulties, etc. for the teaching staff to feel secure in their work and dedication.

It can be said that well performing the work of taking care of life and protecting the legitimate and legitimate rights and interests of officials, teachers, and employees has actively contributed to stabilizing the mind, helping the team to feel secure. working, becoming more and more attached to the school, devoting herself to the cause of educational innovation.

## CONCLUSION

Teachers are an important factor in determining the quality of education. In order to meet the new requirements of the times, teachers must have a deep and thorough understanding of mere pedagogical and professional knowledge, experience, critical knowledge, and skills in technical thinking, and creative thinking. Therefore, it is important and urgent to strengthen training and fostering in thinking science in general, technical thinking, and creative thinking in particular for university and college teachers.

Political theory teachers must be those who are truly imbued with Marxism-Leninism, Ho Chi Minh's ideology, the viewpoints, and direction of the Communist Party of Vietnam; policies and laws of the State of Vietnam to

impart and orient learners, helping them to have the right awareness and action. Political theory subjects are often very abstract, and highly generalized. Therefore, the perception, the amount of knowledge acquired by people depends a lot on the level of knowledge, theoretical and practical capacity; qualities, moral character as well as the teacher's communication method. Every teacher must always clearly define: Educating political theory subjects is very important because it equips learners with a firm proletarian stance and belief in the revolutionary cause of the Party and the State of Vietnam, it is very important that correct reasoning and science will orient students to have the right thoughts and actions, especially in an era with a lot of information like today.

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