



**BUILDING THE TEACHING STAFF OF DEFENSE
EDUCATION AND SECURITY IN UNIVERSITIES TO MEET
CURRENT DEVELOPMENT REQUIREMENTS IN VIETNAM**

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Abstract:

In Vietnam today, strengthening defense and security education for all classes of people, especially students at universities, is an essential job. In particular, one of the critical factors contributing to improving the quality of defense and security education for university students is the teaching staff of defense and security education. However, the teaching staff of defense and security education in Vietnamese universities needs more quantity and has certain limitations in quality. The article outlines several requirements posed to the teaching staff of national defense and security education and, on that basis, proposes some solutions to build the contingent of defense and security education lecturers in Vietnamese universities to meet the current development requirements of the country.

Keywords: teaching staff, defense, and security education, Vietnam

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1. Introduction

In leading the revolution, the Communist Party of Vietnam has permanently attached great importance to the role of national defense and security. The thinking of the Communist Party of Vietnam on national defense and security education is formed from the reality of the Vietnamese people's revolutionary struggle, from the experiences and lessons of the history of nation-building and the protection of our ancestors, condensed and crystallized in the revolutionary line of the Communist Party of Vietnam over the past 90 years.

Developing thinking in defense and security education is the work of those directly involved in defense and security education and the whole political system. To create the mindset of defense and security education, it is necessary to build a team of highly qualified and dedicated national defense and security education lecturers and, at the same time, create a link between legal theory and practical activities to train human resources with high education and technical expertise, good labor skills and ability to quickly adapt to rapid changes in production technology, have good qualities, and be able to creatively apply knowledge to the production process to bring high productivity, quality, and efficiency to the country's economy. Therefore, universities in Vietnam have constantly researched and improved the content of training programs and teaching methods, invested in team building, and developed facilities to enhance quality training to meet the needs of socio-economic development and the cause of industrialization and modernization of the country. That career is placing new and higher demands on defense and security education teaching staff.

The main task of equipping them with basic knowledge about the military line of the Party, the state management of national defense and security, on necessary military and security skills, contributing to building and training the sense of discipline and scientific behavior for students studying at school and upon graduation, the teaching staff of national defense education and security have an essential role, directly affecting learners to train a team of scientific, technical, managerial and professional staff who are conscious and capable of being ready to participate in implementing the task of defending the Socialist Vietnamese Fatherland in all working positions.

The process of training high-quality human resources requires the teaching staff of defense and security education to be built and developed in quantity, quality, and structure with professional and professional qualifications and ethical attributes to meet the increasing requirements of this particular teaching activity.

2. Requirements for the teaching staff of national defense and security education in Vietnam today

The teaching staff of national defense and security education at universities are cadres and civil servants, some of whom are military and police officers. Therefore, that team must fully meet the requirements of quality, capacity, methods, and working style, like

lecturers teaching other subjects at universities, and at the same time, must also meet the quality requirements quality, power, techniques, and functional style as cadres of the Party and State in the people's armed forces.

Based on thoroughly grasping the provisions of the Law on National Defense and Security Education and the Law on Higher Education, it is possible to determine the requirements for quality, capacity, and working style of the teaching staff of national defense education and security at universities includes the following specific issues:

Firstly, political qualities. Having a firm political will, a firm ideological stance, loyalty to the goals and revolutionary ideals, belief in the cause of innovation under the leadership of the Party, management of the State, and the cause of protection Country. Ready to fight to defend the independence, sovereignty, and territorial integrity of the Fatherland, defend the Party, support the socialist regime, rest assured, stick with the cause of education and training, ready to receive and complete all assigned tasks. No deterioration in political ideology, no “self-evolution” and “self-transformation” expressions. Resolutely fight against false and hostile views, protect and develop Marxism-Leninism, Ho Chi Minh's thought, the Party's ideological foundation, and the State's laws.

Secondly, moral qualities. Have a pure and exemplary moral character; ideal in cultivating, training, and striving; need, thrift, integrity, righteousness, impartiality; have a healthy, proper lifestyle, have a high sense of responsibility; consciously organize discipline, speak, write and follow the lines and views of the Party, policies, and laws of the State. Honesty, humility, simplicity, closeness, respect, and love for people. They actively study and follow President Ho Chi Minh's ideology, morality, and style. Do not violate regulations on what party members cannot do; no degradation in morality, lifestyle, bureaucracy, corruption, or waste.

Thirdly, professional capacity. We have a comprehensive knowledge of the economy, politics, culture, society, national defense, security, and professional expertise. Having specialized qualifications in military science, protection and security. Ability to organize and conduct pedagogical activities, military training, and defense and security education for students and trainees; have the qualifications and ability to propagate, educate, persuade, manage and train students and trainees; have knowledge and capabilities for scientific research; capable of advising and proposing scientific arguments to the Party and State in planning guidelines and policies, renovating and perfecting programs and contents of defense and security education for students, fostering defense and security knowledge for trainees.

Fourthly, in terms of methods and working styles. Having an organized, scientific, democratic, collective, enthusiastic, positive, vibrant working style; always thorough and meticulous in propagating, educating, persuading, cheering, and motivating students, student; having a mass, friendly, open manner, promoting self-criticism and criticism; always agreeing between theory and practice, talking and doing.

Fifthly, lecturers of defense and security education must have the duty to participate in scientific research. Without scientific research, it is impossible to teach well;

with a degree, lecturers must be able to do scientific research and summarize practice to combine theory with practice in teaching and research. Therefore, the scientific research of the teaching staff is a criterion to evaluate the quality of training. National defense and security educators should focus on scientific research and consider this an essential task to update the constitution and innovate teaching methods. Scientific research is the driving force that promotes career passion, helping lecturers master knowledge based on independent thinking, creativity, and applying knowledge in lectures and real life. Each article and each research problem require lecturers to outline an outline and read related documents. Therefore, the lecturer has accumulated quantity to change qualitatively; knowledge is expanding and in-depth. The trainers will be proactive in dealing with all the problems raised and will combine well and use the methods in every lecture to improve the training effectiveness.

Sixthly, national defense and security education lecturers must understand social realities and grasp the national, regional, and international defense and security situation. Teaching the subject of national defense and security education is necessarily linked with practice, linking theory with practice and updating relevant social information. For the lecture to be lively and persuasive, the lecturer needs to relate to the world's reality, the country, the locality, and the students. This relationship depends on the lecturer's method; the teacher can tell himself to the lecture and help students see the performance in real life, or the teacher can suggest and talk to the student members, citing local and national practices, from which to generalize and clarify theoretically.

Seventhly, national defense and security education teachers must regularly study and improve their research and teaching skills. Studying and fostering to improve professional qualifications, political theory, state management, foreign languages, informatics, and teaching methods to enhance work capacity to meet innovation requirements and improve quality training is a regular task of defense and security education instructors. To be responsible for implementation when being sent by the institution to train and retrain to have suitable professional qualifications and academic degrees. In addition, defense and security education teachers must improve their ability to use foreign languages in scientific research and new research results and exchange and cooperate in training, retraining, and research science.

3. Some solutions to build the teaching staff of defense and security education at universities to meet the current development requirements of Vietnam

The cause of innovation and international integration poses new and urgent problems in research and teaching defense and security education, especially in training quality human resources high for the country. Facing these requirements, the teaching staff of national defense and security education in Vietnam must innovate and improve the quality according to the criteria to meet the needs of high human resource training, and implement essential solutions, sync the following:

Firstly, to develop and implement a strategy to develop the teaching staff of national defense and security education. Building and improving the quality of the teaching staff of national defense and security education must be associated with overcoming the limitations in the awareness of educational management agencies, Party committees, and authorities at all levels of the role and scope of education importance of the teaching staff of defense and security education and the teaching staff themselves. Although, in recent years, that perception has had specific changes and improved relatively in an upward direction, these are just not fundamental changes, and since then, continued to enhance awareness of educational management agencies, Party committees, and university administrators about the importance and necessity of national defense and security education, timely overcoming the disregard for the subject of education defense and security education.

Fostering and equipping educational management agencies, Party committees, and university administrators with the correct views on intellectuals, lecturers, training policies, remuneration, and employment intellectuals - teaching staff. Carry out planning on the contingent of leaders, managers, cadres, and lecturers of defense and security education based on restructuring to suit the quantity, quality, and development trend. Based on the structure and planning of the teaching staff, annually arrange for lecturers to improve their professional qualifications in defense and security and in-depth political theory according to their majors. On the other hand, it is necessary to have a plan to arrange for the teaching staff to go on field trips to summarize the practice (online trips in the country and abroad) to expand their understanding and awareness. Along with the training and retraining to improve the professional qualifications of theory and practical knowledge, it is necessary to foster pedagogical skills for the teaching staff. At the same time, promote the emulation movement to innovate teaching methods, strengthen the inspection of the compilation of lesson plans, and organize scientific seminars.

Secondly, to improve political courage, professional courage, and moral thought for the teaching staff of national defense and security education. To have political courage, a solid career, and a pure teacher's morality, it is necessary to pay attention to many aspects and strive for each lecturer in defense and security education. Therefore, it is essential to have legal documents on political bravery, professional courage, and ethics of defense and security education teachers, clearly specifying ethical standards for teachers of national defense and security education. There is a strict reward handling mechanism that must be strictly enforced. Promote the spirit of self-criticism and criticism because of the sense of disciplinary organization, the sense of profession, the sense of politics, the sense of morality, and the ethical behavior, first of all, consciousness and voluntary behavior perception of each teacher.

Thirdly, renovate the work of training, self-training, fostering, and training national defense and security education teachers in the direction of standardization and modernization.

Currently, the renovation of training, retraining, and training of national defense and security educators in the direction of standardization and modernization is essential for us to have a contingent of national education teachers. Good room and security are both "pink" and "specialist." First, it is necessary to prioritize investment in schools and faculties that train students majoring in defense and security in terms of educational facilities and equipment, implementing preferential policies for lecturers and students majoring in defense and security education. Selection requirements must be set in line with the conditions set forth for national defense and security education instructors right from the time of enrollment; prioritizing recruitment, and planning the teaching staff in training institutions specializing in national defense and security ensures quality because this is the first factor that directly determines and has a long-term influence on the quality of the teaching staff of defense and security education. The training in the form of expansion and enhancement for the teaching staff must come from the requirements of the schools, and the movement, according to the planning, must closely combine training and retraining to improve professional qualifications subject with the activity of the qualities of teachers.

To fundamentally renovate the contents, training programs, and teaching methods, study, test, and evaluate the learning results of students and trainees studying the subject of national defense and security education in a human-oriented way, learning-centered, active learning turns the training process into a process of "self-training."

Fourthly, they are renewing and perfecting mechanisms and policies to motivate the teaching staff of defense and security education to constantly improve their professional capacity and cultivate professional ethics. Implement policies on recruitment, placement, use, and implementation of staff policies. Evaluation of national defense and security education lecturers must be based on specific criteria, functions and tasks, and the effectiveness of assigned duties. In implementing the planning of leadership and management cadres at universities, it is necessary to plan the teaching staff of defense and security education and the structure of the national defense and security education staff, at the same time, security from the lecturer to the principal lecturer, senior lecturer according to training structure, standards, and majors.

Fifthly, promote and improve the positivity and self-discipline of the national defense and security education teaching staff in enhancing their professional capacity and personality training, especially with young lecturers. The sense of responsibility of national defense and security education lecturers not only comes from a sense of duty but also from belief, excitement, passion for the job, and affection for and respect for the profession, from the desire to impart knowledge and ideas to learners.

Consolidate the belief of the teaching staff of defense and security education in the nobility and necessity of the profession they are undertaking. It is necessary to make the learners see the connection as well as the vivid meaning of the subject of defense and security education for different students in terms of training majors and acquisition levels; The duration of the program must have a certain flexibility and come from the objective needs of students and trainees. And in the lecture, lecturers need to pay

attention to determine which content needs to be related to reality and put the type and level of practice with a specific, general meaning, not random; selected practical events are highly topical, are of great interest to society, have addresses, clear origins, and ensure honesty, and have analytical methods so that learners can see the relationship between theory and theory and practice is illustrated and proven.

Building and strengthening a healthy working environment motivates national defense and security education lecturers to strive and constantly rise. Increasing awareness for the teaching staff about the necessity of forming and consolidating the necessary qualities and characteristics of defense and security education lecturers by the traits of their educational activities.

4. Conclusion

Over the years, with the attention and guidance of the Party and State, along with the efforts of generations of defense and security education lecturers at Vietnamese academies and universities, has continuously developed, gradually improved teaching quality, innovated teaching methods, strictly followed the motto of linking theory with practice, ensuring political stability, promoting socio-economic development build and maintain national defense and security. To continue to promote the achievements and overcome the limitations and weaknesses, special attention should be paid to building a contingent of national defense and security education lecturers who are both scientific officers and combatants. Enthusiastic revolutionary soldiers are indispensable content in the socio-economic development strategy in Vietnam today.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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