



ENHANCING EDUCATION ON CONVENTIONAL ETHICAL PRINCIPLES FOR STUDENTS IN THE PRESENT CIRCUMSTANCES

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Abstract:

Integrating education on traditional moral principles into the curriculum is essential for improving the quality of education and training. This approach connects the teaching of knowledge with the teaching of ethics, resulting in innovation and enhancement. This article explores the significance of teaching traditional moral principles to pupils, examines the existing methods along with their advantages and disadvantages, and suggests ways to enhance this education in the future. The study utilises a qualitative methodology, examining pertinent policies, amalgamating practical experiences, and incorporating in-depth interviews with educators and students. The findings demonstrate the importance of traditional moral principles in fostering patriotism, ethical behaviour, and national identity among pupils. Nevertheless, there are ongoing difficulties, such as insufficient knowledge, obsolete teaching methods, and adverse societal pressures. Suggestions are put out, such as increasing consciousness, varying instructional approaches, aligning actions among different parties involved, cultivating a positive cultural atmosphere, and encouraging student autonomy. This research adds to the current discussion on conserving and advancing traditional ethical principles in higher education, in line with the nation's development objectives.

Keywords: traditional moral values, education, students, cultural preservation, national identity

Introduction

The formation and development of traditional moral principles in Vietnam can be attributed to the people's efforts in overcoming natural obstacles, resisting foreign invasions, and constructing and safeguarding the nation. Throughout millennia, individuals have developed priceless customs, including fervent love for their country, the ability to depend on themselves as a nation, a strong sense of unity, and a communal mindset that connects individuals, families, villages, and the entire nation. These traditions also encompass tolerance, compassion, and a positive outlook, as well as hard work, intellect, and innovation in both personal and professional endeavours (Van Trang & Duc Phuc, 1993).

The traditional values have profoundly influenced the individuals, villages, and communities, forming an inherent component of their identity. This has resulted in the development of a unique moral framework and exceptional resilience, which has empowered the nation to conquer obstacles and prosper. The traditional moral principles in Vietnam are a cohesive entity, characterised by dialectical links and interactions, and are evident and encouraged within the distinct natural and social context of the Vietnamese society. These ideals have consistently been strengthened, augmented, and cultivated to align with the

particular circumstances, demands, and revolutionary objectives of the nation during each historical era.

According to the 13th National Congress of the Communist Party of Vietnam (2021), these ideals serve as an internal force, a strong spiritual basis, and a motivating factor for the country's continuous improvement, global integration, and long-term growth. In today's age of industrialization, modernization, and international integration, it is crucial to educate students about traditional moral values. This education is essential for fostering patriotism, ethical behaviour, and a strong sense of national identity. By doing so, we can contribute to the prosperity, strength, democracy, equity, and civilization of our nation.

The Significance of Teaching Conventional Ethical Principles to Students

In the present circumstances, it is more crucial to impart conventional ethical principles to kids. The 13th National Party Congress (2021) highlighted the importance of enhancing the teaching of patriotism, national pride, customs, history, and social responsibility, particularly among the younger generation (p. 143). While this initiative revitalises the honourable customs and principles of the country, it also establishes the obligations and objectives for educated students to safeguard and enhance traditional moral values. This will ensure a steady and enduring socio-economic progress, aid in the development of Vietnamese culture and human resources, and accomplish the aspirations of a prosperous, content, robust, and affluent nation characterised by democracy, fairness, and refinement.

Initially, imparting conventional ethical principles to students aids in enhancing their consciousness of national autonomy and fostering a sense of pride in the nation's historical background. The Vietnamese people have actively formed traditional moral ideals via their experiences and historical challenges, rather than having them automatically handed upon them. These ideals represent the country's ability to recover from difficulties, its independence, and its satisfaction in its past.

Amidst widespread global integration and openness, which presents both prospects for exchange and learning, as well as the potential for cultural invasion and erosion of traditional values, it is crucial to educate students about traditional moral values. This education fosters a profound comprehension of the nation's history and traditions, instilling a sense of pride and fortifying their determination to resist negative external influences.

Furthermore, the instruction of conventional ethical principles equips students with the necessary information and abilities to engage in appropriate behaviour within educational environments. Conventional ethical principles serve as the basis for cultivating one's character and individuality.

In addition to imparting students with knowledge of Marxism-Leninism, Ho Chi Minh's ideology, and the Party's principles on socialism and the path to socialism in Vietnam, the education of traditional moral values aids students in adapting their attitudes, thoughts, and behaviours within educational settings, particularly in their interactions with the natural environment, living environment, and their own selves.

The traditional moral values act as the motivating factor and goal for every student's education and personal growth, making a substantial contribution to utilising the nation's power in the ongoing process of modernization, global integration, and long-term progress.

Furthermore, imparting traditional moral values to kids is an essential requirement for the long-term assimilation and progress of the nation. The Vietnamese nation possesses

traditional moral ideals that have been uniquely developed by its people and skillfully assimilated from external influences. The education of kids on traditional moral standards comprises a combination of both traditional and contemporary norms.

In the effort to challenge antiquated norms and behaviours, it is important to simultaneously educate individuals on traditional moral principles while also embracing opportunities to incorporate beneficial elements from other cultures. University students have abundant possibilities and favourable situations to convey and propagate traditional moral principles to their worldwide acquaintances. Hence, it is imperative to provide students with education on traditional moral principles in order to establish a connection between national cultures and enhance the formation and advancement of contemporary values that are in line with the present historical circumstances, while being rooted in past values.

Furthermore, the education of traditional moral principles equips students with the necessary defences against misguided and regressive perspectives propagated by antagonistic entities. Presently, antagonistic forces are escalating their efforts to subvert the Party and State in multiple areas, with students being a prominent focus. Therefore, teaching traditional moral values assists students in recognising and understanding the cunning and complex schemes aimed at promoting immoral cultural products that go against the nation's long-standing traditions and customs. This, in turn, prevents confusion and the erosion of revolutionary ideals among a certain group of students, as outlined in Directive No. 46-CT/TW (2010) of the Party Central Committee.

Contemporary Approaches to Teaching Conventional Ethical Principles to Students

Activities aimed at imparting traditional moral values to students have garnered attention from party committees, organisations, leaders, and student management offices. These activities have been characterised by innovations in content, forms, and means of dissemination and implementation.

Party committees, organisations, and educational leaders have effectively spread and shared the Party's guidelines, the State's policies, and laws regarding the development of Vietnamese culture and human resources to meet the demands of sustainable development in the context of industrialization, modernization, and international integration. University lecturers have incorporated the instruction of conventional moral principles into their classes as part of the teaching and research process.

A sociological survey conducted in May and June 2023 among 125 second-year students from the Department of Party Building, Department of Politics and Law at Ho Chi Minh City University of Technology Education, and the Department of Administrative Law - State at Ho Chi Minh City University of Law revealed that 48 respondents (38.4%) reported that lecturers consistently promoted and spread traditional moral values. In addition, 38 respondents (30.4%) stated that lecturers had introduced innovative content and teaching methods by integrating traditional moral values into their lectures. Furthermore, 22 responses (17.6%) recognised that lecturers had connected the instruction of traditional moral values to social actions. In addition, 17 replies (13.6%) indicated that the content of conventional moral value education delivered by lecturers was typically suitable for the psychological qualities of students.

Out of the 85 lecturers surveyed, 27 responses (31.7%) indicated a thorough understanding of the Party's directives, the State's policies and laws regarding educational

innovation and improvement, and the integration of knowledge with ethics in teaching. In addition, 23 responses (27.0%) indicated that lecturers successfully integrated traditional and modern teaching methods, incorporating more visual aids and illustrations for students. Furthermore, 18 responses (21.1%) recognised lecturers' endeavours in promoting learner-centered approaches, and 17 responses (20.0%) observed that lecturers consistently updated course content with current social issues.

The survey results indicate successful endeavours in promoting awareness, accountability, and the dissemination of information regarding the significance of imparting traditional moral values to kids. Students, as a distinguished subset of Vietnamese young people and the central driving force behind the national youth movement, have grown in several areas, actively defending and advancing the fundamental moral principles of the nation to foster a prosperous, joyful, robust, and affluent society characterised by democracy, fairness, and refinement.

The lecturers have thoroughly understood the Party's guidelines on enhancing and enhancing the quality of education and training. They have successfully connected the teaching of knowledge with ethical values, incorporated both traditional and modern teaching methods, encouraged learner-centered approaches, and integrated contemporary social issues into their lessons. As a result, pupils have generally performed well academically and achieved positive learning outcomes, with only a small number of failures.

Universities have recently partnered with the Ministry of Information and Communications, the Ministry of Education and Training, and the Ho Chi Minh Communist Youth Union to host competitions centred around topics such as "Investigating the Patriotic Traditions of the Vietnamese Nation," "Investigating the History of the Communist Party of Vietnam," "Investigating the Resolutions of the 13th National Party Congress", and "Investigating the Life, Career, Ethics, and Style of Ho Chi Minh".

The Ho Chi Minh Communist Youth Union has arranged a range of initiatives, displays, and competitions to instruct in traditional ethical principles. These include events such as "The Beauty of Van Hien Students," "Students and Their Love for the Homeland's Islands and Seas," "Exploring the Resolutions of the 12th National Youth Union Congress," "Olympic Competitions on Marxism-Leninism and Ho Chi Minh's Thoughts," as well as exhibitions on "Dare to Live a Vibrant Life" and "Student Volunteers".

Several universities have established Young Theorist Clubs, including Thu Dau Mot University in Binh Duong province. These clubs offer students opportunities to enhance their abilities and talents through various practical activities such as discussions, seminars, expert lectures, interactions with historical witnesses and scientists, and book discussions. The Young Theorist Club has partnered with the Provincial Youth Union to introduce the book "Green Lotus Bud" and engage in discussions on strategies for instilling revolutionary ideals among the younger generation in the online realm (Lieu Cau lac bo Ly luan tre, 2022).

Each year, universities host Olympic events focused on Marxism-Leninism and Ho Chi Minh's Thoughts for students. Additionally, they organise educational visits to historical revolutionary landmarks and resistance bases, known as "Returning to the Source" trips.

The Student Affairs Offices of universities in Ho Chi Minh City have successfully implemented efficient student management. Every year, they arrange "Citizenship Weeks for Students" to distribute laws, deliver presentations on national defence and security, examine

and adhere to Ho Chi Minh's moral exemplar, and engage in other activities. These endeavours have played a role in enhancing students' political consciousness, sense of accountability in education and training, and adherence to the nation's customary ethical principles and legal statutes.

Nevertheless, despite the endeavours to instill conventional ethical principles in students, there are still constraints. Certain party committees, organisations, leaders, and instructors have not sufficiently prioritised this duty, approaching it with indifference or in a superficial manner. Lecturers have failed to regularly incorporate conventional ethical principles into their instructional materials, and the formats and approaches of education lack variety and fail to captivate pupils. Some pupils display laziness, a dislike for challenges and self-improvement, materialistic tendencies, and a decline in moral values, lifestyles, and drive to learn.

According to the 11th National Party Congress (2011), the cultural environment has been infiltrated, corrupted, and lacks integrity, which goes against good customs and traditions. The prevalence of social vices, criminal activities, and the penetration of detrimental goods and services that undermine moral values, particularly among young people, is a matter of great concern (p. 169).

The propaganda and education endeavours of party committees, organisations, and educational leaders have been deficient in terms of consistency, concentration, scrutiny, and thorough, precise, and scrupulous assessment. The education system lacks creativity, practical relevance, and breakthroughs in its content, forms, and techniques. The level of coordination among organisations, troops, and families is insufficient. Some pupils lack self-discipline, ethical attributes, and a meaningful way of living, which results in a lack of drive and incentive to better themselves.

To fully understand the Party's guidelines, the State's policies and laws regarding enhancing the quality of education and training, integrating knowledge with ethics in teaching, instilling a sense of national development in students, cultivating high-caliber individuals, and countering the plans of hostile forces, it is essential to implement targeted and long-term strategies to reinforce the education of traditional moral values among university students. This aligns with Ho Chi Minh's emphasis on the crucial and necessary responsibility of nurturing the future revolutionary generation (Ho Chi Minh, 2011, p. 622).

Enhancing the Education of Conventional Ethical Principles for Students

The first objective is to enhance the knowledge and accountability of stakeholders on the significance of imparting traditional moral values to pupils.

The Resolution of the 13th National Party Congress (2021) emphasises the need to enhance the education of the younger generation regarding revolutionary ideals, ethics, cultural lifestyles, patriotism, national pride, dreams, aspirations, ambitions, and a sense of responsibility towards the country and society (p. 312). In order to align with the Party's policies on developing Vietnamese culture and human resources in the new era, meeting the demands of international integration, and fostering a socialist-oriented market economy, it is essential for party committees, organisations, department and student management leaders, and lecturers to fully understand, promote, and communicate these policies to students. It is imperative to incorporate the teaching of traditional moral principles into every academic

discipline and give utmost importance to promoting and educating, while actively avoiding any sense of complacency, neglect, or formality. General Secretary Nguyen Phu Trong emphasised the need to consistently and significantly prioritise the dissemination, education, examination, investigation, and implementation of the Party's principles, resolutions, and policies in practical situations (Nguyen Phu Trong, 2021, p. 168).

It is important for lecturers, who have regular interactions with students, to prioritise the revival of old moral principles by highlighting historical events and exceptional individuals. It is advisable for them to arrange activities that allow students to engage in and enhance their skills, capabilities, and talents in certain duties and responsibilities.

Efficient scrutiny and assessment of students' learning and the calibre of their training are crucial. Individual meetings should be scheduled for children who have average or poor conduct scores in order to comprehend the underlying issues and provide corrective actions and strategies. Students who come from challenging circumstances and demonstrate exceptional academic and extracurricular achievements should be recognised and their accomplishments should be highlighted and encouraged within the university.

It is essential for all individuals responsible for leading, managing, training, and educating students to demonstrate a strong sense of accountability and serve as a positive role model for party members and cadres. This includes not just imparting knowledge, but also teaching ethics, interpersonal skills, and promoting respect for traditional moral values.

Furthermore, implementing adaptable and innovative strategies to teach kids conventional moral principles through various content, formats, and instructional techniques.

Directive No. 31-CT/TTg (2019) mandates the ongoing evaluation and improvement of the material and teaching approaches used in ethics education courses, core subjects, and other related educational activities. It also emphasises the need to develop new techniques for evaluating students' ethical conduct, recognising their achievements, and administering disciplinary measures when necessary (Thu tuong Chinh phu, 2019). Hence, it is imperative to consistently refresh and enhance the content, highlighting the correlation between theory and application, and incorporating pertinent instances and illustrations from real-world scenarios. Lessons should consistently integrate up-to-date knowledge on global, regional, and domestic developments.

University instructors have a vital role in shaping the overall quality of education and training, as well as in imparting traditional moral values. According to Directive No. 31-CT/TTg (2019), it is required that college and university instructors possess a minimum of a master's degree and undergo pedagogical training (Thu tuong Chinh phu, 2019). Thus, lecturers must actively and proactively reinvent their teaching content, possess robust pedagogical skills and methodologies to effectively convey traditional moral values to students, thereby fostering a passionate and enthusiastic learning environment among students. In order to enhance their teaching, lecturers should skillfully integrate both classic and current instructional approaches, employing eloquent language in their presentation.

When it comes to forms and methods, it is important to prioritise practical activities. These activities should expose students to tough and complex situations, allowing them to obtain firsthand knowledge and awareness of the difficulties and sacrifices faced by workers, particularly in remote locations, borders, and islands. The Youth Union should arrange volunteer initiatives, exam assistance campaigns, "Red Sunday" gatherings, and competitions

to provide students the chance to demonstrate their talents, capabilities, and aptitudes. General Secretary Nguyen Phu Trong stressed the significance of prioritising education through tangible initiatives and employing suitable educational approaches tailored to different age groups (Nguyen Phu Trong, 2021, p. 312). Promoting the utilisation of information technology is essential for facilitating the sharing, connecting, and dissemination of outstanding individuals and their acts of kindness among students in the context of learning, training, and social engagement.

Harnessing the power of institutions and influences to instill traditional moral principles in kids

The task of instilling traditional moral principles in pupils resides with the entire political system, families, schools, and society as a whole. Family education is essential, as it lays the groundwork for pupils' personal growth and development. An atmosphere of harmony within a family promotes the development of well-behaved and forward-thinking children, but a family that lacks unity and mutual respect among its members can have a detrimental effect on children. Thus, constructing a nurturing and joyful family environment provides a strong spiritual base for students. Family members should continually offer support, motivation, and empathise with each other, while also showing respect and attentiveness for one other's viewpoints. It is important for families to collaborate closely with educational institutions in order to oversee and resolve any challenges or concerns that their children may encounter in their academic and personal spheres.

At the university level, it is imperative to implement stringent student management measures during class hours. This includes heightened inspection, reminders, and coaching for students who fail to comply with school standards pertaining to dress code, speech, and social interactions. Consistent contact with parents regarding their children's academic progress and behaviour throughout each school year, vigilant monitoring of pupils' psychological and ideological growth, and prompt collaboration with relevant organisations to resolve any concerns are also crucial.

The Ho Chi Minh Communist Youth Union's pioneering position in universities should be enhanced, since it supports students and organises relevant, compassionate, and stimulating activities to develop and nurture their overall growth.

Establishing a robust cultural atmosphere to impart traditional moral principles to students

Creating a robust cultural atmosphere is essential for directing students' conduct in alignment with conventional ethical principles. The influence of unpleasant phenomena, antiquated habits, and the advent of new, progressive aspects significantly affects the thoughts, ethics, and lives of students. Hence, it is imperative to implement legislative and regulatory modifications in order to establish a conducive cultural milieu that facilitates the holistic development of students and allows them to reap the rewards of societal progress, including their own valuable contributions.

As outlined in the 13th National Party Congress (2021), it is imperative to create an atmosphere and circumstances conducive to holistic and balanced development in terms of intellectual, physical, and aesthetic aspects. This includes fostering an environment that facilitates learning, work, leisure, and training (p. 168). It is crucial to establish strong and positive ties within families, schools, and society. These interactions should be based on

simplicity and humanism. Additionally, it is important to gradually eradicate bad phenomena and societal evils, criticise and prevent immoral behaviour, and promote virtuousness and beauty. Universities should establish effective methods and rules that facilitate student engagement in social activities, allowing them to utilise their talents and intellect to foster a vibrant and thriving cultural atmosphere. Specific rules should be developed for disadvantaged and disabled students who exhibit perseverance and determination, acting as exemplars in promoting and spreading traditional moral principles inside the university.

Encouraging student autonomy in the self-directed learning of conventional ethical principles

According to General Secretary Nguyen Phu Trong, it is important for every student to consistently develop revolutionary ethics, humility, simplicity, and a strong desire for growth. They should also cultivate inner calm, clarity of mind, and ambitious goals. Engage in a determined battle against negative expressions, societal vices, and incorrect assertions made by antagonistic entities (Nguyen Phu Trong, 2021, p. 312). Students are engaged and energetic participants in both academic and extracurricular activities. Every student should establish lofty benchmarks for personal growth, acquisition of knowledge, skills, ethical attributes, and ways of living, without ever being satisfied with their present accomplishments. Students should endeavour to acquire the historic moral principles of the nation, fulfil their duties for study and training, and effectively navigate social relationships. Individuals should engage in self-evaluations, recognise areas where their knowledge is lacking, and prioritise their efforts towards studying and acquiring new knowledge. It is important to retain a humble and simple attitude, be eager to learn, and be open to receiving comments from teachers, peers, and elders. Students ought to actively engage in organisations, conscientiously evaluate their actions, partake in self-reflection and self-improvement to harmonise their attitudes, behaviours, and thoughts with their living, learning, and working surroundings. They should not avoid or be afraid of challenges or obstacles, but instead adopt a bold and inventive mindset of young people in order to drive innovation. Every student should consistently develop resilience when confronted with difficulties, a preparedness to contribute to the nation in any role, and foster ambitious goals and aspirations in life.

Summary

Enhancing the instruction of conventional ethical principles for pupils necessitates a thorough and diverse strategy, which entails engaging several parties and capitalising on the capabilities of the entire political system, families, schools, and society. To effectively cultivate patriotism, ethical conduct, and a sense of national identity among students, the education of traditional moral values can be enhanced through raising awareness, diversifying teaching methods, coordinating efforts, fostering a healthy cultural environment, and promoting student agency. These efforts align with the nation's development goals of prosperity, strength, democracy, equity, and civilization.

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