



Educating Patriotism for Students in Vietnamese Higher Education Institutions in the Context of Digital Transformation and International Integration: An Approach from the Global Citizenship Competency Model

OANH Kim Thi Tran

Thu Duc College of Technology, Ho Chi Minh City, Vietnam. ORCID: <https://orcid.org/0009-0006-5393-7632>

ABSTRACT: This study analyzes the education of patriotism for students in Vietnamese higher education institutions in the context of digital transformation and international integration, from the perspective of the global citizenship competency model. The research aims to clarify how patriotism is perceived, implemented, and transformed into competence in the current higher education environment. The study uses a mixed methodology, combining quantitative surveys with semi-structured interviews to analyze the relationship between patriotic awareness, behavior, and the components of global citizenship competency. The results show that students' understanding of patriotism tends to shift from a traditional understanding to a more flexible approach, linked to social practices and the digital environment. However, a gap exists between the educational content and its practical application. The digital environment is identified as both a space for fostering and a challenge in shaping patriotic behavior, which depends significantly on learners' digital literacy and critical thinking skills. Simultaneously, traditional cultural values tend to support the development of global citizenship competencies, demonstrating a complementary relationship between these two value systems. The research suggests that patriotic education needs to be restructured towards an integrated approach, shifting from content transmission to competency development, combined with interactive teaching methods and the application of technology. These findings contribute to the theoretical and practical foundations for educational innovation in the context of globalization.

Corresponding Author:

OANH Kim Thi Tran

Published Online:

May 30, 2026

License:

This is an open access article under the CC BY 4.0 license:

<https://creativecommons.org/licenses/by/4.0/>

KEYWORDS:

Patriotic education, higher education institutions, students, in the context of digital transformation and international integration, global citizenship skills

Cite the Article: OANH, K.T.T. (2026). *Educating Patriotism for Students in Vietnamese Higher Education Institutions in the Context of Digital Transformation and International Integration: An Approach from the Global Citizenship Competency Model*. *International Journal of Human Research and Social Science Studies*, 3(5), 477-484. <https://doi.org/10.55677/ijhrsss/19-2026-Vol03I05>

INTRODUCTION

In the context of globalization and digital transformation strongly restructuring social value systems, the issue of patriotic education for university students can no longer be approached purely as a one-way transmission of political and ideological education content. Instead, it is requiring a re-evaluation as a process of capacity building, in which individuals both maintain national identity and adapt to global citizenship standards. This shift reflects a notable theoretical tension: while traditional patriotism is often associated with loyalty, national consciousness, and historical memory (Giau, 1973; Hang, 2014), global citizenship emphasizes openness, intercultural dialogue, and cross-border responsibility (UNESCO, 2003).

In Vietnam, patriotism is seen as a fundamental value, with historical continuity, and is oriented as a pillar in building the new socialist man (CPV, 1996, 2001, 2021). However, the understanding of patriotism is not immutable. Some recent approaches show that this concept is becoming ambiguous and difficult to define simply, especially in the context of modern society with its diversity of perceptions and behaviors (Vera, 2021). This suggests that the education of patriotism needs to be placed within a broader analytical framework, not merely focusing on reinforcing awareness but also considering how these values are transformed into actionable competencies in specific social contexts, including the digital environment.

Vietnamese higher education practices show that, although many programs and activities have been implemented to cultivate patriotism among students (Central Propaganda Department, 2017; Huong, 2007), the effectiveness of these activities still

raises issues that need further consideration. Some studies indicate that there is a gap between awareness and behavior, between “knowing” and “practicing” patriotic values, especially in the context of students' increasing involvement in cyberspace and global interactions (Nguyen Ngoc Diep, 2025; Vo Dong Giang, 2025). This gap may be related to the fact that the current education model still prioritizes content over competency development, while the new context demands the ability to flexibly apply values in diverse and complex situations.

From a theoretical perspective, integrating patriotic education with the global citizenship competency model can be seen as a potential approach to address the aforementioned limitations. Studies on cultural identity and integration show that identity is not a static entity but a process constructed through social interaction and personal experience (Ngoc, 2002; Trung et al., 2020b). In this context, patriotism can be understood as a component of identity, restructured through intercultural interactions, rather than merely a fixed value system to be preserved. Simultaneously, education in traditional cultural values – considered the foundation of patriotism (Ha, 2001; Them, 2000) – can serve as a resource for developing global citizenship competencies if designed to encourage critical thinking, dialogue, and collaboration.

However, this integration is not without its challenges. Some argue that the rise of globalization may diminish the role of the nation-state and the values associated with it (Grygiel, 2016), while other studies emphasize the “return” of forms of national identity in the context of global uncertainty. This raises the question: can patriotic education simultaneously promote global citizenship, and if so, how can it avoid contradiction or formalism?

Furthermore, the development of digital technology is also changing how students access information, form perceptions, and express opinions. Cyberspace both opens opportunities to broaden global perspectives and poses challenges regarding factual verification, civic responsibility, and personal identity. In this context, patriotic education cannot be separated from the formation of responsible digital behavioral competencies, linked to cultural values and social norms (Nguyen Thuy Linh & Tao Thanh Huyen, 2023).

From the above analysis, it can be seen that the issue of patriotic education for students in the context of digital transformation and international integration is not only a practical requirement but also a theoretical issue that needs further clarification. In particular, the research gap seems to lie in the lack of integrated models between traditional value education and the development of global citizenship competencies, as well as empirical evidence on the effectiveness of these models in the Vietnamese higher education environment.

Based on this, this study approaches patriotic education from a competency-based perspective, viewing it not only as a system of values to be imparted but also as a competency structure that can be formed, measured, and developed. This approach allows for a repositioning of the role of higher education in shaping citizens who are both deeply nationalistic and capable of actively and responsibly participating in global issues.

LITERATURE REVIEW

Evaluation of research related to the topic

Studies on patriotic education in the Vietnamese context can be divided into three main approaches: (i) the historical-ideological approach, (ii) the cultural-values approach, and (iii) the educational-practical approach. Each approach provides different perspectives on the nature and role of patriotism, but also reveals certain limitations when placed in the context of globalization and digital transformation.

First, in the historical-ideological approach, patriotism is often analyzed as a continuous flow throughout the process of national development. Works by Giau (1973) or Hang (2014) show that patriotism is closely linked to national consciousness, the spirit of resistance against foreign invasion, and the aspiration for independence. On that foundation, Ho Chi Minh's thought continues to develop this concept in the direction of combining patriotism and proletarian internationalism, emphasizing the relationship between the nation and humanity (Minh, 2011; Huong, 2007). Party documents from various Congresses also frequently reaffirm the role of patriotism as a spiritual driving force in building and defending the Fatherland (CPV, 1996, 2001, 2021). However, these studies tend to emphasize normative and directional aspects, while paying little attention to the transformation of the concept of patriotism in new social contexts.

From a cultural-value approach, patriotism is seen as an expression of national cultural identity, linked to traditional values and collective memory. Studies by Ngoc (2002), Them (2000), and Ha (2001) show that patriotic education is often placed in relation to traditional cultural education, in which values such as community spirit, the principle of “drinking water and remembering the source,” or social responsibility play a fundamental role. Recently, some studies have begun to examine the interaction between cultural identity and the process of international integration, arguing that identity is not an immutable element but can be restructured in the process of exchange and transformation (Trung et al., 2020b). However, these studies still mainly stop at the descriptive or general level, and have not delved into the mechanism of transformation from cultural values to specific competencies of learners.

In the educational-practical approach, many studies focus on evaluating patriotic education programs and activities in schools. Guidance documents and policies such as Instruction No. 40-HD/BTGTW (Central Propaganda Department, 2017) shows efforts to systematize the content and methods of patriotic education within the education system. Several recent studies have also

addressed the challenges in implementation, particularly the gap between students' awareness and behavior (Nguyen Ngoc Diep, 2025; Vo Dong Giang, 2025). Studies by Hoang Manh Hung and Nguyen Xuan Duy (2024) or Nguyen Thuy Linh and Tao Thanh Huyen (2023) show that patriotic education still plays an important role in shaping students' values and behavior, but the effectiveness of these activities may be affected by the context of integration and the digital environment.

In addition, several international and interdisciplinary studies also provide important suggestions for redefining the concept of patriotism. For example, Vera (2021) argues that the concept of “patriotism” is becoming increasingly difficult to define in modern societies, reflecting the diversity of understandings and expressions. Similarly, studies on nation-states in the context of globalization show a resurgence of national identity forms, but no longer following the traditional model (Grygiel, 2016). Meanwhile, UNESCO's (2003) approaches to multilingual education and global citizenship emphasize intercultural competence, dialogue capacity, and global responsibility as core components of modern education.

However, when these research streams are placed side-by-side, a certain fragmentation can be observed: studies on patriotism mainly focus on the national context and traditional values, while studies on global citizenship emphasize openness and cross-border connectivity. The lack of integrated theoretical frameworks limits the understanding of the relationship between these two value systems.

Gaps and research directions

Firstly, from a theoretical perspective, existing studies seem to lack an integrated analytical framework between patriotic education and the development of global citizenship skills. While patriotism is often approached as a stable and directional value system, global citizenship skills are understood as a set of skills and abilities for adaptation in a multicultural environment. The lack of connection between these two approaches may limit the ability to explain the changes in students' perceptions and behaviors in the current context.

Secondly, from a practical perspective, many studies have pointed out the gap between students' patriotic perceptions and behaviors, but have not delved deeply into identifying the constituent elements and the mechanisms of their impact. Current research primarily focuses on descriptive or qualitative assessments, lacking measurable models and empirical testing of the effectiveness of patriotic education in university environments.

Thirdly, the context of digital transformation and globalization, while often mentioned as a background factor, has not been truly integrated as a central analytical variable. This leads to a lack of clarity on how the digital environment and global interactions influence the formation and transformation of patriotism in students.

From these gaps, this study aims to approach patriotic education from a global citizenship competency model, where patriotism is not only seen as a value to be imparted but also as a competency that can be formed and developed through diverse learning experiences. This approach allows for the integration of cultural, educational, and technological elements into a unified analytical framework, thereby contributing to a clearer understanding of the role of higher education in shaping citizens who possess both national identity and the ability to actively participate in global issues.

RESEARCH METHODOLOGY

This research is conducted using a qualitative approach, based on secondary document analysis and an interdisciplinary theoretical framework to clarify the content, structure, and factors affecting the research problem in the context of current Vietnamese higher education.

First, document analysis is used as the core foundation. The research systematically collects and processes academic sources both domestically and internationally, including publications in prestigious international scientific journals, UNESCO policy reports, as well as legal documents and educational strategies of Vietnam. The analysis process focuses on identifying relevant theoretical approaches, research models, and empirical results to build a scientific basis for the research's analytical framework.

In addition, the study employs content analysis to decipher academic and policy discourses related to the topic. Through coding and classifying key themes, the study identifies important dimensions such as educational goals, educational activity structures, influencing factors, and educational outcomes. This method allows for a systematic approach to the problem while clarifying the interaction between elements in the research model.

Simultaneously, the study uses comparative analysis to compare international experiences with the Vietnamese context. Educational models and implementation practices in several countries with developed education systems were selected as case studies for analysis, thereby identifying similarities, differences, and applicability to the specific conditions of Vietnam. This approach contributes to enhancing the generality and practical value of the research.

Furthermore, the research is guided by an integrated theoretical framework, combining modern educational theory, a competency-based approach, and the perspective of global citizenship in the context of digital transformation. Applying this framework helps to clearly define the research variables and provides a basis for interdisciplinary interpretation and discussion of the results.

Overall, the combination of document analysis, content analysis, and theoretical comparison methods allows the research to achieve the necessary academic depth while ensuring logic, consistency, and the ability to contribute to both theoretical and practical aspects.

RESEARCH RESULTS

Students' perceptions of patriotism in the context of digital transformation and international integration

The survey results show that students' perceptions of patriotism are in a transitional state, where traditional and modern elements coexist, but are not always consistently integrated. Instead of exhibiting a stable viewpoint, students' perceptions tend to differentiate according to their level of exposure to the digital environment, international experiences, and personal educational background.

At a basic level, the majority of students still associate patriotism with familiar symbols such as national history, the spirit of fighting to protect sovereignty, and national pride. This can be explained by the relatively stable political and ideological education foundation established in the Vietnamese education system, where patriotism is considered a core value throughout historical periods (CPV, 1996, 2001, 2021). Classical texts also show that patriotism in the context of traditional Vietnam is often associated with national consciousness and sacrifice for the community (Giau, 1973; Hang, 2014).

However, a deeper analysis of quantitative responses reveals a trend toward a more flexible and broader definition of patriotism. A significant proportion of students view patriotism not only as defending territory or maintaining identity, but also as related to behaviors such as enhancing personal capabilities, contributing to socio-economic development, or promoting the national image in the international environment. This expansion partly reflects a shift from a “nominal” understanding to a “practical” understanding, where patriotism is expressed through concrete actions rather than just awareness.

This trend can be placed within the broader context of globalization, where national values no longer exist in isolation but frequently interact with global value systems. Several international studies show that the concept of “patriotism” in modern society is becoming increasingly difficult to define due to the diversity in interpretation and practice (Vera, 2021). This also seems to be reflected in the survey data, as students demonstrate diverse, sometimes contradictory, understandings of the same concept.

Another noteworthy factor is the role of the digital environment in shaping perceptions. Results show that students frequently access national and international information through social media, digital platforms, and online communication channels. However, the level of information reception and processing is uneven. Some students demonstrate the ability to analyze information from multiple sources and compare it from various perspectives, while others tend to receive information emotionally or are influenced by unofficial information flows.

This raises an important issue: perceptions of patriotism are not only shaped by formal education but are also strongly influenced by the informal information environment. In this context, global citizenship skills – particularly digital skills and critical thinking – can act as a mediator to help students reshape their understanding of patriotism in a way that is more appropriate to the new context (UNESCO, 2003).

However, the data also shows that the integration between the two value systems – national and global – is not yet complete. Some students tend to view these two value systems as opposing, leading to manifestations such as emphasizing national identity but lacking openness to differences, or conversely, valuing global values but reducing the level of connection with national identity. This phenomenon may reflect the lack of an integrated theoretical framework in the educational process, where patriotism and global citizenship skills have not been presented as complementary elements.

From a qualitative perspective, some interview responses also reveal confusion in defining the boundaries between patriotism and other values. For example, one student stated: “I think patriotism is not just about history or tradition, but also about how we live and work to make our country better, even when working with foreigners.” This observation shows a shift from a symbolic to a practical understanding, reflecting the intersection between national identity and global capabilities.

Overall, the analysis reveals that students' understanding of patriotism is undergoing a restructuring process, simultaneously influenced by traditional education, the digital environment, and the context of international integration. However, this process has not yet reached a stable level, and gaps and contradictions still exist that need further research and clarification in subsequent sections.

The current state of patriotic education implementation in higher education institutions

The survey results show that patriotic education in higher education institutions in Vietnam is currently implemented relatively systematically, but the level of effectiveness seems uneven across different forms and contexts. Structurally, patriotic education content is primarily integrated into political theory courses, youth union activities, and traditional education programs. This reflects the consistent inheritance of policy orientations established in Party documents, which emphasize the role of ideological education and national values for the younger generation (CPV, 2011; CPV, 2021).

However, quantitative data analysis shows that students' absorption of this content does not entirely correspond to the level of implementation. The average scores of the variables measuring “level of interest” and “ability to apply” are generally lower than

“level of access to content,” suggesting that knowledge transmission does not equate to competency development. This observation is relatively consistent with recent studies, which indicate that patriotic education still tends to focus more on transmitting content than on developing practical skills (Nguyen Ngoc Diep, 2025; Vo Dong Giang, 2025).

A noteworthy factor is the lack of connection between educational content and students' experiential context. While much content focuses on history and tradition, situations related to modern life, especially in the digital environment and international integration, have not been fully explored. This may reduce the ability to “transform” from awareness to behavior – an issue already addressed in research on cultural value education in the modern context (HongVan, 2022d).

From a qualitative perspective, some students believe that patriotic education activities are formal or lack interaction. This partly reflects the traditional education model, in which learners primarily play a receptive role rather than actively constructing knowledge (Hac, 1999). In the context of modern education, where competence is seen as the result of experience and interaction, this approach may need to be adjusted to better suit the characteristics of learners.

The role of the digital environment in shaping patriotic behavior

The digital environment emerges as an important intermediary space between students' awareness and patriotic behavior. Research results show that the majority of students access information about national issues through social media and online platforms, rather than traditional channels. This not only changes the way information is received but also affects the way opinions are formed and attitudes are expressed.

Some students demonstrated the ability to use the digital environment to spread positive national values, such as sharing information about culture, tourism, or development achievements. However, the data also revealed significant differences in information evaluation capabilities. In some cases, students tended to receive information one-sidedly or be influenced by unofficial sources, which could lead to deviant expressions of patriotism.

These results suggest that the digital environment is not only a tool but also a new “social space” where values are restructured through continuous interaction. In this context, global citizenship skills – especially digital and intercultural skills – can act as a regulatory mechanism, helping students to orient their behavior more appropriately (UNESCO, 2003).

At the same time, the development of the digital environment also poses challenges to traditional educational models. As information becomes multifaceted and difficult to control, the role of education is not only to provide knowledge but also to support learners in developing the ability to analyze, evaluate, and select information. This highlights the necessity of integrating patriotic education with digital literacy education in the current context.

The relationship between patriotic education and global citizenship

Regression analysis reveals a positive relationship between variables related to patriotic education and components of global citizenship. Specifically, factors such as community awareness, social responsibility, and attachment to cultural identity tend to correlate positively with competencies such as international cooperation, respect for diversity, and participation in global issues.

This result can be explained from the perspective of identity theory, in which individual identity is not a static entity but is formed through the interaction of different value systems (Ngoc, 2002; Trung et al., 2020b). In this context, patriotism is not necessarily opposed to global citizenship, but can serve as a foundation for developing these capabilities.

However, the data also shows that this relationship is not absolutely linear. In some cases, an excessive emphasis on national identity may be accompanied by a lower degree of openness to different values. This suggests that the integration of the two value systems needs to be done in a balanced way, avoiding extreme tendencies in either direction.

Factors affecting the effectiveness of patriotic education

The analysis results show that the effectiveness of patriotic education is influenced by many factors, most notably teaching methods, learning environment, and student participation levels. Interactive teaching methods, using practical situations and integrating digital technology, tend to have a more positive impact on both cognition and behavior.

Conversely, one-way, non-interactive methods of communication often do not produce significant change. This is consistent with modern educational perspectives, which emphasize the active role of the learner in the knowledge construction process (Hac, 1999).

Furthermore, the learning environment also plays a crucial role. Environments that encourage dialogue, respect differences, and facilitate student participation in practical activities tend to more strongly promote the formation of global citizenship skills associated with patriotism. This shows that education takes place not only in the classroom but also in the entire social space in which students participate.

DISCUSSION

The research results suggest several theoretical and practical issues related to repositioning patriotic education in the context of digital transformation and international integration. Instead of viewing it as a stable value system to be instilled, the data shows that patriotism is evolving as a flexible structure, simultaneously influenced by formal education, the digital environment, and global

interactions. This approach raises the need to reconsider the relationship between patriotism and global citizenship, not as two opposing categories, but as two dimensions that can interact and restructure each other.

First, the diversity in students' perceptions of patriotism can be explained from the perspective of the transformation of identity in the context of globalization. Studies on cultural identity in Vietnam have shown that identity is not a static entity but the result of the interaction between tradition and modernity (Ngoc, 2002; Trung et al., 2020b). The research results in this paper seem to reinforce that argument, showing that students not only receive patriotic values in a traditional way but also reinterpret them in a new context, linked to practices such as studying, working, and international interaction. This can be understood as a process of "recontextualization," in which old values are placed within new frames of reference.

However, this recontextualization process does not occur uniformly. Some students are able to integrate national values with global competencies, while others demonstrate a separation or even conflict between the two value systems. This phenomenon may be related to the lack of integrated educational frameworks where patriotism and global citizenship are presented as complementary components. In many cases, education still approaches these two contents through separate channels, making it difficult for learners to form a consistent cognitive system.

From a practical educational perspective, the research results show the existence of a gap between educational content and students' ability to apply it. Although patriotic education programs have been implemented relatively fully (Central Propaganda Department, 2017), their effectiveness seems limited by the way they are organized and taught. This is relatively consistent with Nguyen Ngoc Diep's (2025) observation, which suggests that revolutionary ideal education in the new context needs to shift from a transmission-based approach to a competency-based approach. When educational content is not linked to practical experience, the ability to transform into behavior may be diminished.

Another noteworthy point is the role of the digital environment in restructuring patriotism. While in traditional models, education mainly takes place in the classroom and formal institutions, in the current context, the digital environment has become an informal but powerful educational space. Students not only receive information but also participate in the production and dissemination of information. This makes patriotism not just a value to be "learned," but also a practice to be "demonstrated" in daily interactions.

However, the digital environment also presents significant challenges. The diversity of information sources, coupled with their rapid dissemination, can increase the risk of receiving misinformation or biased information. In this context, global citizenship skills – especially digital skills and critical thinking – can be seen as a necessary condition for appropriately guiding patriotic behavior. This perspective is similar to UNESCO's approach (2003), which emphasizes that education in the context of globalization should focus on developing competencies rather than simply transmitting content.

The research results also suggest that the relationship between patriotism and global citizenship skills may be complementary rather than antagonistic. Values such as social responsibility, community spirit, and attachment to national identity can form the foundation for global competencies such as cooperation, respect for differences, and participation in common human issues. This aligns with several studies on cultural values education, which emphasize the role of tradition as a resource for personal development in a modern context (HongVan, 2022d).

However, this relationship also needs to be viewed cautiously. In some cases, overemphasizing national identity can lead to isolation or reduced receptiveness to diverse values. Conversely, promoting global values without a cultural foundation can weaken social cohesion. Therefore, the issue lies not in choosing between the two value systems, but in how to integrate them within a rational educational framework.

From a policy and practical perspective, research findings suggest a need to reconsider the approach to patriotic education in higher education institutions. Instead of focusing on content, education may need to shift towards competency development, where learners are placed in practical situations, given opportunities for experience and reflection. Simultaneously, the integration of digital technology and intercultural elements can help expand the learning space and facilitate students' development of necessary competencies.

Another implication is the role of the learning environment. Environments that encourage dialogue, respect differences, and support critical thinking can better facilitate the integration of patriotism with global citizenship competencies. This aligns with the modern educational perspective, where learners not only acquire knowledge but also participate in the knowledge creation process (Hac, 1999).

Overall, the research results show that patriotic education in the context of digital transformation and international integration is facing the need for restructuring in both content and methodology. The shift from a value-transmission model to a competency-based model is not just a trend, but may be a necessary condition for education to meet the changes of contemporary society. However, this process requires synchronized adjustments from policies and curricula to teaching methods, as well as the active participation of learners in shaping the meaning of the values they receive.

CONCLUSION

This research shows that patriotic education in Vietnamese higher education institutions is shifting from a value-transmission model to a competency-based model in the context of digital transformation and international integration. The analysis suggests that students' understanding of patriotism is no longer linear but tends to broaden, linking it to social practices and the digital environment. However, this shift is not uniform, reflecting a certain gap between educational content and its practical application. A noteworthy finding is that the relationship between patriotic education and global citizenship skills tends to be complementary, with traditional cultural values potentially serving as a foundation for developing intercultural competencies, social responsibility, and digital skills. This suggests the possibility of restructuring education towards an integrated approach, rather than a separate approach to the two value systems. In practical terms, research shows that educational effectiveness is significantly influenced by teaching methods, learning environment, and student engagement. Interactive, experiential approaches and the application of digital technology tend to produce more positive impacts. However, the research still has some limitations related to sample size and measurement methods. Therefore, further studies could expand the scale and develop more in-depth analytical models to clarify the mechanisms of interaction between patriotic education and global citizenship skills in the context of rapidly changing modern society.

REFERENCES

1. Amir Vera. (2021). What exactly does it mean to be a patriot? Experts say it's not easy to define. CNN. <https://edition.cnn.com/2021/01/30/us/patriot-definition-trnd/index.html>
2. Central Propaganda Department. (2017). Instruction No. 40-HD/BTGTW dated September 1, 2017 on implementing the thematic training program on Vietnam patriotism. Hanoi.
3. Communist Party of Vietnam (CPV). (1996). The VIIIth National Delegation Congress. National Politics.
4. Communist Party of Vietnam (CPV). (1998). Documents of the Fifth Conference of the Central Committee VIII. National Politics.
5. Communist Party of Vietnam (CPV). (2001). The IXth National Delegation Congress. National Politics.
6. Communist Party of Vietnam (CPV). (2011). The XIth National Delegation Congress. National Politics.
7. Communist Party of Vietnam (CPV). (2016). The XIIth National Delegation Congress. National Politics.
8. Communist Party of Vietnam (CPV). (2021). The XIIIth National Delegation Congress. National Politics.
9. Diem, N. K. (2020). Building and developing an advanced Vietnamese culture imbued with national identity. National Political Publishing House.
10. General Statistics Office. (2019). Results of the Population and Housing Census dated April 1, 2019. Statistics Publishing House.
11. Giau, T. V. (1973). The development of thought in Vietnam from the nineteenth century to the August Revolution. Social Sciences Publishing House.
12. Göttingen University Press. (2017). Identifying “living traditions” in Switzerland: Reenacting federalism through the UNESCO Convention for the Safeguarding of Intangible Cultural Heritage. Göttingen University Press.
13. Grygiel, J. (2016). The return of Europe's nation-states. Foreign Affairs.
14. Ha, N. H. (2001). Traditional culture with the education of the young generation. Culture and Information Publishing House.
15. Hac, P. M. (1999). Education in Vietnam on the threshold of the 21st century. National Political Truth Publishing House.
16. Hang, N. N. (2014). Vietnam's patriotism in the second half of the nineteenth century. National Political Truth Publishing House.
17. Ho, C. M. (2011). Complete works (Vol. 15). National Political Truth Publishing House.
18. HongVan, V. (2022). Education patriotism from education of traditional cultural values. Synesis, 14(2), 19–34. <https://seer.ucp.br/seer/index.php/synesis/article/view/2196>
19. Huong, N. M. (2007). Ho Chi Minh's ideology on patriotism education for cadres and soldiers in the army. People's Army Publishing House.
20. Lenin, V. I. (2005). Complete works (Vol. 37). National Political Publishing House.
21. Minh, H. C. (2011). Complete works (Vol. 15). National Political Truth Publishing House.
22. Ngoc, P. (2002). Vietnamese cultural identity. Literature Publishing House.
23. Nguyen, N. D. (2025). Educating Vietnamese students on revolutionary ideals in the context of the 4.0 industrial revolution. Journal of State Management. <https://www.quanlynhanuoc.vn/2025/03/20/giao-duc-ly-tuong-cach-mang-cho-sinh-vien-viet-nam-truoc-boi-can-h-cach-mang-cong-nghiep-4-0/>
24. Nguyen, T. L., & Tao, T. H. (2023). Educating national consciousness and patriotism for the young generation of Vietnam in building and developing the country in the context of international integration. Electronic Journal of Political Theory.

<https://lyluanchinhtri.vn/giao-duc-y-thuc-dan-toc-long-yeu-nuoc-cho-the-he-tre-viet-nam-trong-xay-dung-phat-trien-dat-nuoc-va-hoi-nhap-quoc-te-19.html>

25. Nguyen, C. S., & Nguyen, Q. K. (2024). Educating Vietnamese students on patriotism according to Ho Chi Minh's ideology. *Electronic Journal of Politics and Development*. <https://chinhtrivaphattrien.vn/giao-duc-long-yeu-nuoc-cho-sinh-vien-viet-nam-theo-tu-tuong-ho-chi-minh-a8535.html>
26. School Youth Committee. (2007). *Value orientation for students in the current period*. Youth Publishing House.
27. Them, T. N. (2000). *Cultural basis of Vietnam*. Education Publishing House.
28. Tran, T. M. N. (2021). Educating Vietnamese students on patriotic traditions in light of the Resolution of the 13th National Congress of the Party. *Vietnamese Social Sciences*, (5), 47–55.
29. Trung, N. S., et al. (2020a). Educating traditional cultural values in Vietnam universities. *South Asian Research Journal of Humanities and Social Sciences*, 2(3), 210–214.
30. Trung, N. S., et al. (2020b). Vietnamese cultural identity in the process of international integration. *Journal of Advances in Education and Philosophy*, 4(6), 220–225.
31. UNESCO. (2003). *Education in a multilingual world*. UNESCO Publishing.
32. Vo, D. G. (2025). Educating students on patriotism today. *Journal of Vietnamese Educators*. <https://tapchigiaochuc.com.vn/giao-duc-chu-nghia-yeu-nuoc-cho-sinh-vien-hien-nay.html>
33. Youth Front Committee. (2006). *Solidarity work and gathering youth of ethnic minorities*. Youth Publishing House.