Educational philosophy for Vietnam in the present era

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Abstract The present era witnesses rapid advancements in science, technology, and unforeseen transformations that impact all dimensions of the global economy and society, including Vietnam. Consequently, a comprehensive reform of the education system becomes necessary to address the evolving developmental requirements. This reform encompasses multiple aspects such as organizational structure, administrative management, curriculum content, teaching methodologies, and quality assurance. To navigate the changing landscape effectively, the establishment of an educational philosophy that can guide the activities of educational institutions within the national education system becomes imperative. This article acknowledges the crucial need, given the current state of education, to formulate an educational philosophy that will provide direction for Vietnam’s education in the new contextual landscape.

Keywords: philosophy, educational philosophy, education, Vietnam

1. Introduction

In the history of education in Vietnam, education has never been as widely discussed as it is today. Discussions about education extend from macro-level managers to various school institutions, from teachers to parents, and from official state media to people’s social networks. These discussions often touch upon the quality of Vietnamese education and are filled with emotions, including praise, criticism, approval, and disapproval. The focus is on education in general and the educational philosophy specific to Vietnam. The main topics of concern include the numerous shortcomings of the current education system, its inability to adapt to socioeconomic development, outdated curriculum content and textbooks, inappropriate teaching methods, ineffective management of many educational institutions, lax quality assurance, an incompatible diploma system, substandard teaching staff, and the heavy burden of enrollment at all levels. The key question raised is what the education sector should do given that our education system is still young, limited in resources and experience, and faces rapid changes in the scientific and technological environment. What strategies are needed in education to be suitable and capable of producing resources that meet the requirements of national development? Should education be based on a pillar philosophy? What is the best content and teaching-learning approach? These are complex issues that are challenging to address and reach consensus on in terms of scientific awareness and social agreement.

The concept of “educational philosophy” has been discussed by many researchers in recent decades, not because Vietnamese history lacks educational philosophy. Essentially, all researchers acknowledge that Vietnamese history has witnessed the emergence of various educational philosophies advocated by notable educators such as Chu Van An, Ho Quy Ly, Nguyen Trai, Nguyen Binh Khiem, Le Quy Don, Nguyen Dinh Chieu, and Ho Chi Minh. In Vietnam, there are currently two main tendencies when discussing educational philosophy. The first tendency, proposed by Thai Duy Tuyen, Do Khanh Tang, and Hoang Minh Thao, is referred to as the “philosophy of education.” The second tendency, advocated by Pham Minh Hac, Nguyen Huu Chi, Nguyen Cong Giap, Tran Kiem, Tran Quang Nhiep, and Nguyen Anh Tuan, is referred to as “educational philosophy.” Educational philosophy is a historical and contextual matter. In each historical period, educational philosophy has different goals and directions to serve the progress of citizens and the development of the country. It must be constructed based on the realities of each specific historical period, taking into account the environmental circumstances of that time. Importantly, one cannot apply the educational philosophy of one nation or historical period to another, or even within different units or educational and training organizations within the same branch or field. Educational philosophy can only be correct and effective in its guiding role in education and training when it aligns with the historical context, environmental conditions, specific goals of each country, nation, unit, or organization. Therefore, researching and studying the content related to educational philosophy in Vietnam today is an urgent matter in order to identify the guiding ideology for educating and training all generations of citizens in each specific historical period, thereby achieving the country’s goals and expectations for individuals and their responsibilities in national and social development.
2. Materials, methods, techniques, questions, and purpose

Theoretical basis
Based on the theoretical basis of Marxism-Leninism, Ho Chi Minh’s thought, guidelines and policies of the Party and State on teaching and training.

Practical basis
The process of leadership, direction and implementation of the Party, State, and localities in the renewal of education and training in Vietnam currently.

Methods
The article uses dialectical materialism and historical materialism in research, and specific methods include analysis, synthesis, logic and history.

Techniques
The article uses the technique of documentary analysis as well as the system of documents relating to the renewal of education and training in Vietnam currently.

Questions
1. What is the basic difference between philosophy and educational philosophy?
2. What are the basic contents of the current Vietnamese educational philosophy?

Purpose
The aim of this article is to analyse and clarify the basic content relating to the current Vietnamese educational philosophy.

3. Results and Discussion

3.1. Characteristics of education in Vietnam today

When considering the current state of Vietnamese education, there are conflicting and sometimes strongly worded opinions. Some argue that national education has made significant progress, particularly when compared to the high illiteracy rates following the August Revolution, thanks to the considerable efforts of the state and the education sector. They acknowledge the achievements despite the existence of challenges and shortcomings. On the other hand, others assert that education in Vietnam is characterized by contradictions and serious deficiencies, lagging behind global standards. Interestingly, both perspectives are supported by reasoned arguments and evidence, according to their respective viewpoints.

Addressing these conflicting opinions requires a calm and objective approach. It is crucial to evaluate the current state of Vietnamese education from a historical standpoint, particularly in relation to the viewpoint of the Party, which serves as the prevailing educational philosophy in Vietnam. This philosophy emphasizes the development of people's intellect, the cultivation of resources, and the nurturing of talent. The success achieved in education today cannot be easily compared to past outcomes, nor can it be directly compared to the achievements of long-established educational institutions in Europe and America, which benefit from strong economic foundations and substantial budget allocations for education.

However, it seems that all three goals mentioned above have not been fully realized. It is challenging to provide convincing evidence by simply comparing the number of degrees with the population, the number of schools and training institutions, the number of international competition awards, the number of research topics and inventions, the number of patents, or the number of highly educated staff members.

Discussions on public forums indicate that current education in Vietnam still faces many limitations and disadvantages, primarily due to low educational quality. Despite being recognized as a top national priority, the actual results thus far indicate that the investment strategy has been inadequate. The education sector struggles to attract talented individuals to teaching and scientific research positions, resulting in a prevalent issue of “brain drain.” Moreover, the curriculum content and textbooks are outdated and slow to adapt, focusing heavily on theoretical and academic knowledge while lacking relevance to the dynamic realities of economic and social life. When changes are necessary, they often lead to the neglect of professional knowledge in favor of moral and legal education, as evidenced by the consequences of recent educational practices.

The management of education is also ineffective within the education system. There are conflicting opinions regarding preschools, primary schools, high schools, vocational training institutions, universities, postgraduate schools, specialized classes, renowned schools, new establishments, mergers, separations, and the model of National and Regional Universities. International recognition of Vietnamese universities is still modest, and scientific research outcomes remain less effective.

Current education in Vietnam fails to meet the requirements of developing people's intellect, training resources, and fostering talent. Numerous objective and subjective factors contribute to this situation, but finding suitable solutions to address these challenges is of utmost importance. Education policies have certain shortcomings and deficiencies, and the curriculum content is not appropriately aligned. Examinations at all levels impose a heavy burden, and inconsistent and constantly changing regulations create psychological insecurity, negatively impacting recruitment efforts and distorting the overall image of education. Educational facilities remain insufficient, particularly in rural, mountainous, and ethnic minority areas. The living
conditions of teaching and research staff are also challenging, making it difficult to attract highly qualified individuals to the teaching profession.

In online discussions, the term "education alienation" has emerged, tarnishing the positive image of teachers and education managers. Despite various government directives aimed at curbing tutoring and improving diploma management at all levels, the issue persists. Despite numerous education reforms, there has been no significant breakthrough in quality. The field of education holds great significance, not only within its own realm but also for society as a whole, as it shapes the destiny of the nation in the near future. In our view, taking into account the historical specificity and the reality of the education landscape, it is essential to objectively evaluate and accurately assess the state of education. This evaluation will serve as the foundation for determining a reasonable policy. It is important to recognize that the education models of developed countries cannot be directly applied to Vietnam. Similarly, maintaining the current model of education without adapting it to specific periods of time is not an effective approach. The challenge lies in identifying an appropriate model that draws from the best practices of developed countries while incorporating the relevant elements of Vietnam's political, economic, and cultural context.

Establishing and promoting an educational philosophy is a necessary mission as it provides clear guidance for the future development of a robust and effective education system. By doing so, we can ensure that education in Vietnam is aligned with the right principles and values, empowering individuals to contribute to national and social development.

3.2. The Philosophy and educational philosophy

In order to establish the core content of Vietnamese educational philosophy, the first step is to define and unify the internal understanding of philosophy. Philosophy should not be confused with philosophy itself. Philosophy, as a science, has its own research subjects, methods, and a system of results expressed through categories, principles, and rules, with rules being the central component. Philosophy encompasses a comprehensive system of theoretical viewpoints that address the world and the role of individuals within it. It represents a general awareness that is conveyed through propositions and serves as the foundational concept guiding both cognition and human action. Philosophy holds significant spiritual value, generating a strong belief system that acts as a guiding principle for individual or communal behavior, actions, and lifestyles. As such, philosophy is an aspect of an individual's or a community's awareness, specific to a particular field, and provides direction and meaning to education by virtue of its correctness.

In practice, individuals or communities also possess their own philosophies, which are documented or implicitly accepted as values voluntarily adhered to without conditions. The activities of individuals or organizations based on a particular philosophy differentiate them from others, illustrating the effectiveness and value of that philosophy.

Based on the aforementioned perspective, educational philosophy is a concise and clear viewpoint on education held by those who fulfill an educational function. It encapsulates the core ideas and provides guidance for the formulation of policies, teaching and learning methods, curriculum design, and the instructional process. Teaching and learning is not solely the responsibility of individuals but also involves organizational entities such as management agencies, schools, and training institutions. Therefore, educational philosophy serves as a legal document that governs education management, teachers, and students, establishing the principles that organizations and individuals must adhere to. Educational philosophy, issued by government agencies and approved by educational institutions, teachers, students, and the broader community, plays a critical role in ensuring consistency and effectiveness within the educational system.

In Vietnam, the lack of unified internal educational philosophy has resulted in persistent challenges in teaching and learning at all levels. Despite numerous adjustments, changes, and reforms, the education industry has not achieved the desired outcomes. Educational philosophy, by delineating the direction of education and the fundamental tasks of the teaching and learning process, determines the quality, capacity, and responsibilities of learners, teachers, schools, families, and society. It provides valuable guidance for educational institutions in transforming the knowledge system, developing skills, and shaping attitudes in accordance with set goals.

From this perspective, educational philosophy can only be effective when tailored specifically to each subject, level, and form of education. The educational philosophy for preschool education, for instance, will differ from that of general education, vocational training, or university education. It is for this reason that few countries around the world incorporate educational philosophy into legal documents, often using it as a guiding principle. National Education Commissions or Ministries of Education and Training of various countries rarely include a dedicated section defining their educational philosophy. Similarly, major and reputable universities typically do not have a separate section explicitly outlining their educational philosophy, but rather, they present the philosophy's content in a clear, concise, and succinct manner as part of the institution's overview, which defines its mission, goals, core values, and vision.

3.3. Is there currently an educational philosophy in Vietnam?

The question of whether there exists an educational philosophy in Vietnam has been vigorously debated in the fields of research and education management. Numerous discussions, exchanges, and scientific seminars have generated conflicting
opinions on this matter. Some individuals assert the existence of an educational philosophy, while others refute it, citing the absence of this term in any official state management documents. This issue becomes more complex if one solely considers the use of words. Some default to the belief that Vietnam possesses an educational philosophy, even though it has not been explicitly stated in words or enshrined in legal documents. The educational achievements of Vietnam since the establishment of the Democratic Republic of Vietnam serve as clear evidence. Presently, various viewpoints on educational philosophy in Vietnam are being debated:

Firstly, educational philosophy is manifested in the grand vision of the Party and the State, encapsulated in the significant endeavors related to education outlined in the Platform and the resolutions of Party congresses. This reflects that Vietnamese education continues to progress along the right path, achieving remarkable accomplishments in national defense and development. Educational philosophy is also specified in legal documents, such as the Law on Education 1998, Law on Education 2005, Law on Education revised in 2009, Law on Higher Education 2012, Law on Vocational Education 2014, Law on Higher Education revised in 2018, and Law on Education 2019.

It would not be convincing if the development of strategies were considered as a mere branch of the Party’s resolutions, as this would violate the laws governing the adjustment of specific branches of legislation. The task of philosophy is to provide guiding ideologies, measures, and enforcement mechanisms to restore order. While the plan is determined beforehand, the actual implementation does not significantly differ from the specific philosophy.

Secondly, there is a viewpoint asserting that Ho Chi Minh’s thoughts on education affirm the educational philosophy in Vietnam. Ho Chi Minh’s philosophy on education was previously confirmed through his instructions, articles, and speeches in the field of consistent education and philosophy. For example, statements such as "Study to learn, to be a human, to become a cadre, study to serve the whole fellow citizen, classes and people, the nation and humanity. To achieve this, one must be diligent, economical, unselfish, serious, and prioritize the benefits of the people," "The benefits of growing trees within 10 years, the benefits of nurturing people within 100 years," "Not to tire of learning, not to weary of teaching," and "To build socialism, one must first have socialists" emphasize the importance of education in the formation of revolutionary generations. Ho Chi Minh emphasized that education’s role is to unleash learners’ abilities, and educational information must encompass understanding of constitution, intelligence, aesthetics, and morality. The method of education is closely linked to the family, school, and society. In letters addressed to students at the beginning of a new school year on October 20, 1955, Ho Chi Minh wrote:

"... Constitution: Strengthening personal health and hygiene  
• Intelligence: Reviewing lessons and acquiring additional knowledge  
• Aesthetics: Recognizing beauty and non-beauty  
• Morality: Loving the nation, the people, labor, science, and the public."

The philosophical understanding of education extends to the holistic development of individuals in terms of morality, constitution, and aesthetics to build a stronger society. This confirms that the educational philosophy in Vietnam aligns with Ho Chi Minh’s ideals and is not misguided.

Thoughts on various sectors such as politics, economics, military affairs, diplomacy, culture, arts, and education are not the entirety of the philosophy pertaining to those sectors. Legalization of the text may be acceptable, but without it, the understanding would be incorrect.

Thirdly, Vietnam’s philosophy is vividly expressed in UNESCO’s perspective on education, which is based on four pillars: "learning to know, learning to do, learning to be, and learning to live." Currently, many international organizations, nations, and countries adopt their own philosophies of education, tailored to their specific contexts, and Vietnam is no exception. Some argue that this philosophy is clearly reflected in the strategic development of education and training in Vietnam, as evidenced by the achievements made in the field of education over the decades.

In reality, all endeavors are inherently influenced by the political, economic, and cultural foundations. Vietnam, with its unique characteristics among nations worldwide, faces various complexities, making it challenging to develop a broad philosophy that universally encompasses humanity. Philosophical education should be tailored to Vietnam’s specific circumstances, taking into account the factors of national character that must be integrated into the philosophy.

Thus, the field of education in Vietnam operates based on an educational philosophy derived from various sources, including opinions, party directives, state laws, and Ho Chi Minh’s thoughts on education. However, this philosophy is not explicitly articulated in official discourse, as the guiding principles of the law are clearly delineated in Vietnam’s educational philosophy.

Fourthly, culture and education in Vietnam undergo a developmental process that embraces value perspectives on education from both Eastern and Western histories. However, the three major influences in Vietnam, namely Confucianism, Buddhism, and Taoism, hold their specific significance in shaping the philosophical aspects of folk education. During the Spring and Autumn - Warring States period, Confucius laid the foundation of education based on his perspectives and principles, which included:

- Cultivating virtuous character
- Loving the people

https://www.malque.pub/ojs/index.php/msj
• Pursuing perfection
• Practicing sincerity, self-improvement, maintaining harmony in the household, and governing the state.

Confucius emphasized that learning should encompass knowledge of the source, principles, and morality, as well as the acquisition of new knowledge and the application of knowledge to improve oneself, manage the household, society, and ultimately strive for global peace.

Buddhism, with its profound insights, addresses education by emphasizing its purpose to guide individuals towards morality, self-understanding, and responsibility. Buddhism seeks to help individuals progress spiritually and attain enlightenment for their own salvation and the benefit of others. Thus, the essence of Buddhist education lies in finding the path, understanding truth, and acquiring beliefs and knowledge to enhance oneself while restraining destructive tendencies.

From a Taoist perspective, knowledge is inherent in people. Taoism emphasizes that one can gain understanding without external pursuits. It recognizes the innate purity of human nature and promotes the idea of "learning without learning," suggesting that the best form of education is achieved by letting go of formal education and returning to one's inherent purity.

Fifthly, when discussing educational philosophy in Vietnam, it is important to consider the concepts found in the treasury of proverbs and folklore. Although these expressions may not be highly generalized, their benefits are evident, as they are easy to memorize, apply, and yield productive results. They encompass various aspects of educational philosophy, including goals, methods, and knowledge.

Drawing from Confucianism, a popular saying that represents the long-standing educational philosophy, albeit currently subjected to criticism, is "respect learning first, then prioritize culture." In the treasury of folklore, ancestors pass down their wisdom and experiences related to education. Over thousands of years, they have defined the purpose of learning as acquiring knowledge and improving one's quality of life, and they offer guidance such as "learning is about improving quality and finding the balance between advantages and disadvantages" and "embracing the freshness encountered along the way."

The role of education is emphasized through proverbs like "an uneducated person is like an unpolished gem" and "to understand, one must seek knowledge." Learning is not confined solely to academic pursuits but encompasses responsibility, interests, and strong determination, as expressed in sayings such as "practice leads to talent" and "perseverance is key."

The value of learning from different sources is highlighted in proverbs like "learn wisdom from speech, learn thriftiness, and learn generosity" and "learning through practice." The importance of disciplined learning is conveyed through expressions like "learning from a knowledgeable teacher, not just friends" and "hard work leads to intelligence." The role of teachers is also acknowledged with proverbs such as "do nothing without a teacher" and "to excel, one must hold teachers in reverence."

3.4. Educational philosophy of universities in the world and Vietnam

Globally, philosophic education is rarely explicitly defined in constitutions and educational laws. Even renowned universities do not include specific terms regarding educational philosophy, highlighting the general nature of these institutions. At Harvard University, for instance, there are no explicit terms related to educational philosophy; the university's abstract simply states, "Harvard University is dedicated to excellence in teaching, learning, and research, and to developing leaders in many disciplines to make a difference globally" (Vy, N.D., 2008).

Similarly, Yale University's educational philosophy, upon its establishment in 1701, was as follows: "Yale was devoted to expanding knowledge, fostering creativity and inspiration, and preserving cultural and scientific knowledge for future generations" (https://www.yale.edu/about-yale).

Cambridge University in the United Kingdom also emphasizes its prominent missions and values: "Cambridge University's missions include contributing to culture through pursuing educational goals, fostering learning, and promoting freedom from discrimination" (https://www.cam.ac.uk/about-the-university).

The National University of Singapore (NUS) desires to establish a reliable community of authors, researchers, staff, students, and alumni who collaborate to foster innovation and integration for a promising future. The university places great importance on nurturing talent and ensuring the quality of education, researching its impact, and envisioning its role in serving the nation and society. Their vision is to become a top university globally, with a focus on future planning. Their mission is centered on education, creativity, inspiration, and change. Their values encompass innovation, patience, excellence, respectability, and straightforwardness (https://www.cam.ac.uk/about-the-university).

These specific examples illustrate that nearly all universities worldwide do not explicitly state their educational philosophy. Instead, they outline their missions, visions, and core values.

In general, the missions of renowned universities around the world can be considered their educational philosophy. They prioritize the learner, ensuring the highest quality of education, while also leveraging the expertise of individuals in research, teaching, and studying. These universities strive to create new value through effective communication and a commitment to the values process.

In Vietnam, universities are still in the early stages of development. Many aspects are lacking, including low-quality education, fledgling management, adherence to government standards for quality monitoring, and limited international standards. Financial autonomy is a pressing issue, as is the heavy focus on theoretical knowledge that is often disconnected.
from practical applications in production, business, and daily life. The research capabilities and international publication outputs of Vietnamese universities remain relatively low, and their ability to rank globally is limited. Collaboration between universities, both domestically and internationally, is loose and inefficient.

Despite these challenges, some universities in Vietnam have established specific targets to define their educational philosophy, while others express it through their mission and vision statements. The issue lies in universities' reliance on individual leaders and collective leadership within educational institutions, rather than a systematic approach to higher education.

By formalizing educational philosophy, universities facilitate thoughtful consideration of their objectives, schedules, methods, system design, and operational management.

When constructing educational philosophy in Vietnam, universities consistently emphasize the value of high-quality education and scientific research to guide future orientations. They also prioritize international integration, highlighting the uniqueness of their programs and career opportunities. The focus is on leveraging the quality of individuals to affirm their value and contribute to societal development.

For instance, the Vietnam National University (VNU) states its mission, vision, and core values as follows: "Mission: To educate high-quality human resources, foster talent, engage in scientific research, develop technology, and facilitate interdisciplinary and multidisciplinary collaboration. VNU aims to contribute to the construction, development, and national defense, while leading the higher education system in Vietnam. Vision: By 2030, VNU aspires to become a research-oriented, interdisciplinary, and multidisciplinary university with high levels of integration. Some of its universities and research institutes specializing in basic sciences, high technology, and the economy aim to achieve recognition in Asia.

Core values at VNU encompass high quality, creativity, leadership, integration, responsibility, and sustainable development. The university's slogan is "Excellence through Knowledge" (https://www.vnu.edu.vn/ttsk/?C1917/N27921/Su-mang, tam-nhin-va-gia-tri-cot-loi.htm).

Similarly, Hanoi University of Science and Technology, in the abstract does not have parts showing their educational philosophy, but in the mission and vision are showing specific educational philosophy for training institute have traditional in sectors of technology “Development of humanity, training human resources, scientific research, creative technology and transfer knowledge, serving society and nation, with the vision “ to become a university leading area with the core is technique and technology, interacting to economic growth and contributing to keeping the low, peace of the nation, leading in higher university in Viet Nam”, through the core values of the system: Quality - efficient; dedicated-devoted; straightforward-respectable; talent of individuals - collective knowledge; inherit-create”(https://www.hust.edu.vn/su-mang-tam-nhin-gia-tri-cot-loi).

National Economics University, confirmed their values in the economy and Business Administration, all the information of educational philosophy are showing in mission: “National Economics University has the mission supply the product of training for the society, scientific research, consultant, apply and transfer high quality of technology, contributing to the industrialization, modernize in the circumstance integrate to the international economy (https://khaoth-dbclgd.neu.edu.vn/vi/gioi-thieu-4047/su-menh-tam-nhin-dai-hoc-kinh-te-quoc-dan)

Recently, some universities have begun constructing educational philosophy for their brand, such as, the University of Economics, The University of Da Nang, determining strategies for the development of the university have the parts statement educational philosophy: "We believe that higher education plays the important role in “constructing social in the future”. We pursue educational thought, with humanity, scientific spirit and the activity of learning the whole life of individuals for building prosperity in society. Three main parts in their education are: “ liberate - Self educated - benefit” (https://due.udn.vn/vi-vn/gioithieu/gioithieus/cid/3591.)

Ton Duc Thang University, recognized as the leading international scientific institution, presents its essential components as follows: The educational philosophy is guided by the principle of nurturing humanity. The mission focuses on education, research, and innovation to foster human development. The vision aims at advancing humanity and creating a peaceful and happy world. The university upholds high standards based on four criteria: university lecturers, training quality, infrastructure, and international collaboration. The objective is to position the university's research among the top 200 universities globally. The university culture is characterized by quality and reliability. The principles of conduct emphasize justice, effectiveness, and service. The slogan captures the essence: "From there, the light will illuminate everywhere in the galaxy."

During university introductions, there is little differentiation from other institutions. However, Vinh University prioritizes a state educational philosophy centered on collaboration and creativity, aiming to equip students with the adaptability needed in the current context.

Therefore, whether universities desire it or not, they must establish their educational philosophies. These philosophies serve as guiding statements for their missions, visions, and governing activities. It is crucial to note that educational philosophy encompasses aspects such as personal development, humanistic values, constitutional principles, sustainability, careers, and cultural norms, all while aligning with the nation's educational philosophy.
Regardless of their public or private nature, nearly all universities in Vietnam have recently developed independent educational philosophies. The common thread in these philosophies emphasizes the quality of education, scientific research, and optimal learning environments to cater to the needs of students. The universities’ commitment to learners ensures the reputation of educational institutions, the value of diplomas, and the responsibility of utilizing resources to meet social demands and contribute to the community.

4. Conclusions

All aspects of socioeconomic life have been profoundly impacted by the rapid development of science and technology. This necessitates a true revolution in education, one that differs from traditional approaches, in order to cultivate high-quality human resources capable of meeting future development requirements. Hence, the promulgation of a Vietnamese educational philosophy becomes imperative. The educational philosophy holds significant importance for a country's education system as it determines the direction for education, sets the goals for teacher standards, defines the knowledge, skills, and attitudes learners should acquire at all levels and forms of training, establishes programs, teaching methods, and guides the management of educational institutions. To accomplish this, the state should establish a group of knowledgeable and dedicated scholars and educational administrators who can develop the contents of the Vietnamese educational philosophy with concise requirements, including the fundamental aspects of vision and mission within the education sector. This crucial task requires objective and scientific surveys, seminars, critiques, and debates. Once a consensus is reached within the education industry, official recognition should be followed by the incorporation of the educational philosophy into legislation.

Research suggests that philosophy of education falls under the domain of social philosophy, specializing in the study of education's goals, forms, methods, and outcomes as a process and a sector within the social realm. Philosophy of education focuses on analyzing, explaining, and implementing educational ideas. Numerous questions arise within this field, such as: What is education? What are its purposes? What should learners study? How should teachers teach? Educational philosophy represents the viewpoint, the central concept, and the core of education put forth by those involved to guide human actions. The overarching question that educational philosophy seeks to answer is the purpose of teaching and learning activities and how the education system aims to develop individuals. Educational philosophy serves as the guiding principle for states, organizations, and educational institutions in their mission to educate and train generations of citizens, fulfilling the country's expectations of its citizens and their responsibilities for national and societal development. Educational philosophy always possesses historical and specific characteristics, therefore exhibiting different goals and directions for education during different periods of history, aligning with the progress of citizens and the country's development. Educational philosophy must be tailored to the reality of each historical period, suiting the environment and conditions, as well as the specific goals of each country, nation, unit, or organization within the realm of education and training. Consequently, educational philosophy is only valid and effective in guiding education and training when it aligns with the historical context, environment, and conditions, and corresponds to the specific goals of each country, nation, unit, or organization.

In the present context, the progress of Vietnam over the past 36 years has been notable. Since 1986, economic and political reforms have spurred rapid economic development, propelling Vietnam from being one of the world’s poorest countries to a low- to middle-income nation. As a result of deep economic integration, the Vietnamese economy has faced significant challenges amidst the COVID-19 pandemic while demonstrating considerable resilience. Vietnam has witnessed rapid changes in its population and society. The country's human capital index surpasses the averages of the East Asia-Pacific region and lower-middle-income countries. Healthcare has also made substantial advancements in tandem with improved living standards. Nevertheless, Vietnam's rapid growth and industrialization have had adverse impacts on the environment and natural resources. Urbanization, economic expansion, and population growth have brought about increasing challenges in waste management and pollution control. The government is actively striving to mitigate the effects of growth on the environment and effectively adapt to climate change. Numerous strategies and plans have been implemented to develop the country and improve people's living standards, firmly protecting the independence, sovereignty, unity, and territorial integrity of the Fatherland. Faced with these opportunities and challenges, the mission of education and training is to enhance intellectual capabilities, develop resources, and nurture talent, making a significant contribution to the country's development and the cultivation of Vietnamese culture and people. The development of education and training, alongside advancements in science and technology, is a top national policy. Investing in education is synonymous with investing in development. The comprehensive renewal of education and training is based on the societal development needs, aiming to enhance quality in line with standardization, modernization, socialization, democratization, and international integration, all while effectively serving the cause of national construction and defense. Therefore, the discussion and exploration of the Vietnamese educational philosophy hold both theoretical and practical significance in the current context of Vietnam. However, this research has not yet presented a comprehensive examination of the factors influencing the Vietnamese educational philosophy today.

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**Conflict of Interest**

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Mission: The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.


Since its founding in 1701, Yale has been dedicated to expanding and sharing knowledge, inspiring innovation, and preserving cultural and scientific information for future generations. Available in: https://www.yale.edu/about-yale. Accessed on: August 9, 2023.

