Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 33. Núm. 26. (2025): Abril - Sep. 2025

Integrating Ho Chi Minh's Moral Education for Vietnamese Youth in the Globalization Era

Integración de la educación moral de Ho Chi Minh para la juventud vietnamita en la era de la globalización

Integrare l'educazione morale di Ho Chi Minh per i giovani vietnamiti nell'era della globalizzazione

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Recibido: 14/01/2025 Aceptado: 14/02/2025 Publicado: 06/05/2025

Abstract

In the context of globalization, digital transformation, and the Fourth Industrial Revolution, educational ideologies targeting youth have become a critical research area, particularly amidst the influx of diverse cultural and ideological values. This article investigates the theoretical foundations and core principles of Ho Chi Minh's thought on moral education for young people in Vietnam, emphasizing its relevance and sustainable value in contemporary settings. This article employs comparative and contrastive methods that reference international experiences; the study identifies the importance of aligning traditional values with modern development needs. The research highlights the enduring significance of Ho Chi Minh's philosophy in fostering morally upright and professionally competent youth, proposing policy recommendations and practical solutions to enhance the effectiveness of moral education. These efforts aim to cultivate a generation capable of contributing to national development and global integration.

Keyword: Ho Chi Minh, moral education, revolutionary ethics, integration, digital transformation, Vietnam.

Resumen

En el contexto de la globalización, la transformación digital y la Cuarta Revolución Industrial, las ideologías educativas dirigidas a los jóvenes se han convertido en un área de investigación fundamental, en particular en medio de la afluencia de diversos valores culturales e ideológicos. Este artículo investiga los fundamentos teóricos y los principios básicos del pensamiento de Ho Chi Minh sobre la educación moral para los jóvenes Vietnam, haciendo hincapié en su relevancia y valor sostenible en los entornos contemporáneos. Este estudio se emplean métodos comparativos y contrastivos que hacen referencia a experiencias internacionales; el estudio identifica la importancia de alinear los valores tradicionales con las necesidades de desarrollo modernas. La investigación destaca la importancia duradera de la filosofía de Ho Chi Minh en el fomento de jóvenes moralmente íntegros y profesionalmente competentes,

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proponiendo recomendaciones de políticas y soluciones prácticas para mejorar la eficacia de la educación moral. Estos esfuerzos tienen como objetivo cultivar una generación capaz de contribuir al desarrollo nacional y la integración global.

Palabras clave: Ho Chi Minh, educación moral, ética revolucionaria, integración, transformación digital, Vietnam.

Riassunto

Nel contesto della globalizzazione, della trasformazione digitale e della quarta rivoluzione industriale, le ideologie educative rivolte ai giovani sono diventate un'area di ricerca critica, in particolare in mezzo all'afflusso di diversi valori culturali e ideologici. Questo articolo esamina i fondamenti teorici e i principi fondamentali del pensiero di Ho Chi Minh sull'educazione morale per i giovani Vietnam, sottolineandone la rilevanza e il valore sostenibile in contesti contemporanei. Questo articolo impiega metodi comparativi e contrastivi che fanno riferimento a esperienze internazionali; lo studio identifica l'importanza di allineare i valori tradizionali con le moderne esigenze di sviluppo. La ricerca evidenzia il significato duraturo della filosofia di Ho Chi Minh nel promuovere giovani moralmente retti e professionalmente competenti, proponendo raccomandazioni politiche e soluzioni pratiche per migliorare l'efficacia dell'educazione morale. Questi sforzi mirano a coltivare una generazione in grado di contribuire allo sviluppo nazionale e all'integrazione globale.

Parole chiave: Ho Chi Minh, educazione morale, etica rivoluzionaria, integrazione, trasformazione digitale, Vietnam.

Introduction

Youth are the driving force behind sustainable national development, particularly in the context of international integration (Thanh, 2024). The study of Ho Chi Minh's ideology on youth education holds significant value in shaping a generation of young Vietnamese with revolutionary ethics, creativity, and knowledge mastery capable of meeting the demands of national progress while preserving cultural identity. Recognized for their energy, adaptability, and innovation, youth have consistently played a vital role in all stages of national development. In the current era, their influence extends beyond national boundaries, encompassing regional and global spheres.

Globalization, digital transformation, the rise of the knowledge economy, and multidimensional cultural exchanges amplify the urgency of fostering moral education, value orientation, and revolutionary character in youth (Doan, 2024). Ho Chi Minh, a visionary leader of the Vietnamese revolution, identified youth as the "spring of

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society," underscoring their pivotal role in achieving sustainable development. His teachings emphasize "fostering the revolutionary generation for the next generation," with revolutionary ethics as the cornerstone.

However, youth moral education faces complex challenges, including the rapid spread of information, external cultural influences, materialistic tendencies, and pressures from market economies. Additionally, global issues such as climate change, inequality, pandemics, and the impact of digital media and social networks demand innovative and adaptable approaches. Balancing universal values with preserving Vietnamese identity and revolutionary ideals has become essential.

This study examines Ho Chi Minh's ideology on youth moral education, using comparative and contrastive methods to analyze its theoretical and practical dimensions within the international context (Pham, 2024). It highlights opportunities for innovative application and provides policy recommendations to enhance moral education, aiming to prepare Vietnamese youth for global integration while maintaining ethical and cultural integrity.

Literature review

Ho Chi Minh’s Thought on Youth Moral Education

Numerous studies on Ho Chi Minh's ideology concerning youth moral education have underscored its pivotal role, drawing significant attention from researchers. Scholars consistently emphasize the vital contribution of young people to national development, particularly highlighting the importance of moral education in cultivating ethical and responsible citizens.

Ho Chi Minh placed a strong emphasis on the moral upbringing of youth, a priority that is clearly reflected in his extensive body of work, including his poems, admonitions, speeches, and even his final will. This recurring focus illustrates his deep conviction that a morally grounded youth is fundamental to the progress and integrity of society, serving as a cornerstone for sustainable development. Research has extensively explored the practical significance of Ho Chi Minh’s approach to youth moral education, demonstrating that it transcends theoretical ideals and addresses real-world needs.

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For instance, studies such as Thai (2025) highlight the essential role of revolutionary ethics in Ho Chi Minh's framework for youth development. He viewed moral education as a critical tool for shaping a generation capable of upholding the values of the revolution while contributing to societal advancement. Ho Chi Minh famously regarded youth as the "successor force of the revolution," entrusting them with the dual responsibility of nurturing revolutionary ethics (hồng) and honing professional competencies (chuyên). This dual focus was designed to ensure that young people not only possessed moral integrity but also the necessary skills to drive national progress.

Ho Chi Minh's vision for youth moral education was rooted in the belief that ethical values are indispensable for creating a generation that can lead the country forward. His teachings emphasized qualities such as loyalty, integrity, and a sense of duty to the nation, which he saw as foundational for revolutionary success. By integrating moral education with professional development, he aimed to prepare youth to meet the challenges of a rapidly changing society while remaining steadfast in their ethical principles. This balanced approach reflects his understanding that a nation's future depends on a youth population that is both morally upright and professionally capable, ensuring they can contribute meaningfully to the country's growth and stability.

Domestic research highlights the significant roles of the Party, State, and organizations like the Youth Union in promoting youth morality. Pham (2022) stresses integrating moral education within families, schools, and social institutions, aiming to cultivate politically steadfast, ethically pure youth capable of prioritizing collective well-being over personal gain. These studies also advocate for exemplary leadership and multi-faceted strategies to align youth education with national development goals while safeguarding Vietnam's cultural and revolutionary values (Tri, et al. 2022).

However, significant gaps remain in existing research. Current studies predominantly focus on traditional moral education frameworks, with insufficient attention to the modern challenges posed by technological advancements, including social media, artificial intelligence, and digital platforms. This oversight leaves questions about harmonizing revolutionary ethics with contemporary digital environments and global citizenship principles.

This article addresses these gaps by connecting Ho Chi Minh's moral philosophy with modern ethical challenges, especially in the context of Industry 4.0 and

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globalization. It proposes practical strategies to adapt revolutionary ethics for educating Vietnamese youth to become ethically grounded, technically skilled, and globally engaged citizens, ensuring moral resilience in a rapidly evolving digital landscape.

Moral Education in the Era of Globalization and Industry 4.0

Research on moral education in the era of globalization and Industry 4.0 has gained significant international attention as societies face rapid technological advancements. Studies by Gardner & Davis (2013) emphasize the urgent need for youth to navigate ethical dilemmas in a globalized digital world. These studies highlight global trends in moral education, focusing on cultivating critical thinking, promoting social responsibility, respecting cultural diversity, gender equality, and environmental sustainability. Initiatives such as "global citizenship education" are increasingly adopted to prepare youth for challenges like climate change, technological disruption, and social inequality. For instance, Nguyen et al. (2023) argue for evolving moral education to address issues such as data privacy, algorithmic bias, and the ethical use of artificial intelligence.

Thuan, B. B. (2023) analyze future job market trends in Vietnam, predicting that by 2030, over 80% of occupations will require advanced digital skills. This projection highlights the rapidly evolving technological landscape and underscores the urgent need for the Vietnamese education system to adapt accordingly. Their study emphasizes the critical importance of integrating digital ethics into educational frameworks to ensure that youth are prepared with technical proficiency and a strong ethical foundation. The authors argue that combining digital ethics and technical competencies is essential for cultivating responsible and competent professionals who can effectively navigate the complexities introduced by artificial intelligence, social networks, and automation.

This dual focus ensures that young individuals are equipped to handle the technical demands of modern workplaces while maintaining moral integrity and ethical responsibility. Furthermore, Thuan (2023) stress that incorporating digital ethics can help mitigate potential negative impacts of technology, such as privacy violations and data misuse, fostering a more conscientious and socially responsible workforce.

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However, while global research has extensively addressed integrating critical thinking and moral decision-making in education, a significant gap exists in adapting revolutionary ethics - rooted in Vietnam's cultural identity and national values - to high-tech contexts. Addressing this gap is crucial for developing educational strategies that are both culturally relevant and aligned with the demands of a globalized, technologically advanced economy.

Domestic research has thoroughly explored Ho Chi Minh's philosophy of moral education, emphasizing the development of revolutionary ethics (hồng) and professional competence (chuyên). Nguyen & Nguyen (2024), highlight integrating these values within families, schools, and social institutions to nurture ethically grounded and socially responsible youth. However, these studies seldom consider the applicability of Ho Chi Minh's principles in the era of globalization and Industry 4.0. There is a notable gap in research regarding implementing his educational ideals in digital contexts, such as artificial intelligence, social networks, and automation.

This article seeks to bridge this gap by integrating Ho Chi Minh's moral philosophy with contemporary global trends in moral education. His assertion that "ethics is the foundation, and talent is the means to achieve goals effectively" (Khuong & Hoang, 2015) serves as a guiding principle for addressing modern dilemmas, such as data ethics and digital equity. By harmonizing revolutionary ethics with global citizenship principles, Vietnam can create innovative moral education strategies, such as gamified learning and AI-driven platforms, aligning with Ho Chi Minh's vision of practical and experiential learning (Truong, 2024). These efforts will ensure youth have the ethical and technical skills to thrive in a globalized, digital future while preserving Vietnam's revolutionary and cultural identity.

Existing research on Ho Chi Minh's moral education has effectively established a foundational understanding of his emphasis on revolutionary ethics and professional competence. These studies highlight the integration of moral education across families, schools, and social institutions, underscoring the importance of fostering ethically grounded and socially responsible youth.

However, the current body of work has not adequately addressed adapting Ho Chi Minh's principles to contemporary challenges posed by globalization and Industry 4.0, such as digital ethics, algorithmic bias, and global citizenship in high-tech contexts. This article seeks to bridge this gap by exploring how Ho Chi Minh's moral philosophy

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can be integrated with international trends, fostering innovative educational approaches like gamified learning and AI-driven platforms. This research aims to equip Vietnamese youth with the ethical and technical capacities needed for leadership in the digital age by aligning revolutionary ethics with global principles.

Method

This study employs a multidisciplinary research methodology, integrating comparative, contrastive, analytical, and synthesis methods alongside dialectical and historical materialist approaches to investigate Ho Chi Minh's thoughts on youth moral education and their contemporary significance. The comparative method is used to identify similarities between Ho Chi Minh's ideology and international frameworks such as "global citizenship education," focusing on shared values like ethical responsibility, adaptability, and social engagement. By referencing global trends, this method demonstrates the alignment between Ho Chi Minh's revolutionary ethics and universal educational principles, highlighting their relevance in a globalized context.

The contrast method complements this by examining the distinctiveness of Ho Chi Minh's approach, particularly its emphasis on integrating revolutionary ethics with Vietnam's unique socio-historical conditions. This method reveals Ho Chi Minh's philosophy of fostering youth deeply rooted in national identity and adaptable to global challenges.

The analysis method focuses on dissecting the theoretical and practical dimensions of Ho Chi Minh's moral education framework. This method traces historical development and practical applications by deconstructing concepts such as revolutionary ethics. It illustrates how these principles are tailored to Vietnam's specific socio-political needs while maintaining relevance in addressing modern challenges such as globalization and digital transformation.

The synthesis method integrates comparison, contrast, and analysis of findings to propose actionable recommendations, including policy suggestions and practical strategies. This approach bridges traditional values with global trends, showcasing Ho Chi Minh's enduring framework as a model for cultivating morally and professionally competent youth capable of advancing national development and international integration.

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The dialectical materialist method provides a comprehensive and dynamic perspective, analyzing Ho Chi Minh's thoughts as part of an interconnected and evolving system influenced by historical, cultural, and social changes. The historical materialist method examines the socio-economic conditions shaping Ho Chi Minh's ideas, tracing their evolution to meet specific historical needs. Together, these methods ensure a holistic and objective understanding of Ho Chi Minh's moral education framework, offering insights for modern applications while balancing cultural preservation and global integration.

Results and discussion

Ho Chi Minh's Moral Education Framework for Youth: Foundations, Roles, and Significance

Concept of Moral Education for Youth According to Ho Chi Minh

Ho Chi Minh's philosophy on moral education for youth represents a comprehensive framework blending revolutionary ethics with professional competence. This concept underscores that ethics provide the foundation for personal and societal development, while expertise equips individuals to contribute effectively to national and global progress. Ho Chi Minh says, "Ethics is the foundation; talent is the means to achieve goals effectively" (Pham, 2022). This dual focus on moral integrity and technical expertise aims to create a generation capable of advancing Vietnam's revolutionary ideals while meeting the demands of modernization and global integration.

Core Elements of Ho Chi Minh's Thought on Moral Education

Ho Chi Minh identified key principles integral to youth moral education, designed to align personal values with societal and national progress. These principles include:

Loyalty to the Country and Filial Piety to the People, Ho Chi Minh prioritized national interests above personal concerns. Loyalty requires active contributions to independence, freedom, and socialism. Filial piety demands respect, service, and dedication to the welfare of the people, ensuring the youth's commitment to the nation and its citizens (Nguyen, 2023).

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Need, Thrift, Integrity, Righteousness, and Impartiality, Ho Chi Minh elevated these traditional values into revolutionary ethics, advocating disciplined and ethical lifestyles. These principles counter materialism and corruption, fostering societal harmony and fairness while emphasizing self-discipline and collective responsibility (Kien, 2021).

In opposition to Individualism, Ho Chi Minh cautioned against the detrimental effects of selfishness and materialism on social cohesion. He encouraged youth to prioritize community and national well-being over individual gain, reinforcing collective progress as essential to revolutionary ethics. A Pure International Spirit, Recognizing the modern world's interconnectedness, Ho Chi Minh advocated for global cooperation while preserving Vietnam's cultural identity. He encouraged respect for cultural diversity, peacebuilding, and mutual understanding, ensuring Vietnam's active role in global progress without compromising national values (Trung & Van, 2020).

Role of Moral Education for Youth

Ho Chi Minh says moral education transforms the next generation into ethical, responsible, and globally engaged citizens. It is the cornerstone for personal integrity, social cohesion, and national development. Youth, as the inheritors of the revolutionary cause, are seen as the backbone of Vietnam's progress. Ho Chi Minh believed nurturing ethical behavior among youth was essential to preserve Vietnam's revolutionary values and sustain its independence, freedom, and cultural identity (Tri, et al., 2022). Furthermore, moral education fosters critical thinking, resilience, and adaptability, equipping youth to address the challenges of globalization and digital transformation.

Tasks of Moral Education for Youth. The primary functions of moral education for youth include instilling ethical values, fostering professional competence, and developing a sense of collective and global responsibility. Ho Chi Minh's emphasizes: Moral education must instill loyalty to Vietnam's revolutionary principles, helping youth understand the sacrifices of previous generations and the importance of preserving independence and freedom (Doan, 2005).

Balancing Tradition and Modernity: Youth must honor Vietnam's cultural heritage while embracing universal human values such as equality, environmental protection, and social justice. This balance equips them to address global challenges like climate

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change, inequality, and non-traditional security threats. Encouraging Lifelong Learning and Critical Thinking: Moral education must promote perseverance, adaptability, and a commitment to continuous self-improvement for societal contributions. Developing Global Citizenship: Youth must engage in international collaboration, respect cultural diversity, and contribute to peace and mutual understanding, reflecting Ho Chi Minh's vision of global integration with national pride (Thai, 2025).

Significance and Relevance of Studying Ho Chi Minh's Moral Education Philosophy. Studying Ho Chi Minh's moral education philosophy offers valuable insights for addressing contemporary challenges. His teachings provide a timeless framework for fostering ethically grounded and competent youth in an era characterized by globalization, digital transformation, and ethical complexities. The 2023 Vietnam Digital Transformation Report indicates that over 80% of jobs by 2030 will require advanced digital skills (Hoa, et al., 2024). This underscores the need for moral clarity to guide technological applications and ensure equitable and sustainable progress.

Ho Chi Minh's emphasis on ethics in education also aligns with Vietnam's strategic objectives under the United Nations' Sustainable Development Goals (SDGs), which call for inclusive, equitable, and quality education to empower youth for global challenges (Nguyen, et al., 2025). By integrating his principles into educational systems, Vietnam can cultivate a generation capable of preserving its cultural heritage while advancing as a modern, globally integrated nation.

Ho Chi Minh's concept of moral education for youth combines revolutionary ethics and professional competence to create ethically grounded and socially responsible individuals. His principles-loyalty to the nation, integrity, opposition to individualism, and fostering a pure international spirit-form the bedrock for comprehensive youth development. The role of moral education extends beyond individual growth, shaping the collective future of Vietnam as a resilient and globally engaged nation. In the context of globalization and Industry 4.0, the tasks of moral education remain critical for equipping youth with the values and skills needed to navigate a rapidly changing world while upholding Vietnam's revolutionary ideals and cultural identity.

Moral Education for Vietnamese Youth in Industry 4.0: Balancing Ethics and Professional Competence

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In the Fourth Industrial Revolution (Industry 4.0) era, Ho Chi Minh's philosophy on moral education has gained critical relevance in guiding Vietnamese youth to navigate the ethical and professional complexities of globalization and digitalization. Ho Chi Minh underscored the essential integration of morality with technical expertise, asserting, "Ethics is the foundation; talent is the means to achieve goals effectively" (Thu & Ngoc, 2024). This dual emphasis on ethics (hồng) and professional competence (chuyên) provides a foundational framework to prepare Vietnamese youth for the rapidly evolving global labor market. As technological advancements such as artificial intelligence, automation, and digitalization reshape societal and professional landscapes, moral education becomes indispensable in fostering a generation capable of leveraging these opportunities while preserving Vietnam's revolutionary ideals.

Ho Chi Minh's vision calls for moral education that equips youth to address ethical dilemmas in digital transformation, including data privacy, algorithmic bias, and automation's societal impacts. The 2023 Vietnam Digital Transformation Report indicates that by 2030, over 80% of jobs in Vietnam will require advanced digital skills (Hoa et al., 2024). While technical competence is necessary, ethical clarity is equally critical to ensure that digital transformation supports equitable and sustainable progress.

Ho Chi Minh emphasized that moral education should guide youth to prioritize collective well-being over personal gain, fostering responsibility in applying technology to societal advancement (Tram, 2024). In this context, moral education acts as a compass, enabling youth to navigate ethical challenges while contributing to Vietnam's development in the global digital economy.

Digitalization also amplifies the need for transparency and integrity in globalized professional environments. As Vietnam integrates into international markets, youth must uphold ethical conduct in intellectual property rights, cybersecurity, and cross-border collaboration. Ho Chi Minh's principle of selflessness and dedication to the common good provides a moral framework for ensuring technological progress aligns with Vietnam's revolutionary ethos and international standards. For instance, Vietnam's National AI Strategy for 2030 incorporates global ethical guidelines while preserving Vietnam's cultural identity, exemplifying the practical application of Ho Chi Minh's teachings (Bui & Nguyen, 2023).

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To meet the demands of Industry 4.0, Vietnam's moral education system must embrace innovative digital tools. Platforms incorporating gamification, virtual reality simulations, and artificial intelligence-driven applications can create dynamic learning environments. These tools allow youth to engage with real-world ethical scenarios, such as addressing automation's societal impacts or combating misinformation. This approach aligns with Ho Chi Minh's philosophy of combining theory with practice to foster comprehensive education. For example, virtual reality simulations can immerse youth in ethical decision-making contexts, enhancing critical thinking and moral responsibility alongside technical expertise.

Ho Chi Minh's teachings highlight the importance of cultural exchange and international cooperation for moral education. He advocated for peace, mutual understanding, and respect for cultural diversity while maintaining Vietnam's revolutionary ideals (Tran, 2024). Participation in international forums, student exchanges, and cross-border innovation projects enables youth to internalize global ethical norms while safeguarding their national identity. These collaborations allow Vietnamese youth to broaden their perspectives and develop the skills necessary to function as moral leaders in international networks.

Globalization and digitalization introduce complex ethical challenges, including the spread of misinformation, rising consumerism, and the erosion of traditional values. Ho Chi Minh warned against the detrimental effects of selfishness and individualism, emphasizing the need for youth to prioritize collective well-being (Phuc, et al., 2023). Moral education must address these issues by integrating local and international values, ensuring youth develop a balanced ethical framework. For example, Vietnam can incorporate best practices from other nations, such as Japan's emphasis on collective discipline and Finland's focus on equality and inclusivity, while preserving its cultural heritage and revolutionary traditions.

Equitable access to moral education remains a pressing challenge in the digital era, particularly for rural and underprivileged communities. The digital divide limits access to modern learning tools and resources, disproportionately affecting marginalized youth. Ho Chi Minh's principle of equality in education emphasizes bridging this gap, ensuring inclusive opportunities for developing moral and professional skills. Expanding access to digital platforms and providing tailored

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resources for underserved regions are essential to ensure all youth benefit from Industry 4.0's transformative potential.

In the context of Industry 4.0, Ho Chi Minh's vision of moral education remains a cornerstone for preparing Vietnamese youth to navigate the complexities of globalization and digitalization. By integrating revolutionary ethics with professional competence, Vietnam can cultivate a generation of ethically grounded, socially responsible, and technically skilled individuals. This dual framework ensures that Vietnamese youth contribute meaningfully to the global digital economy while upholding the values of Vietnam's revolutionary legacy. Ho Chi Minh's teachings offer enduring guidance for fostering a resilient, forward-thinking workforce capable of addressing national and global challenges.

Moral Education for Vietnamese Youth: Balancing National Traditions and Global Values in Globalization

In the context of globalization, Ho Chi Minh's emphasis on moral education provides a timeless framework for addressing Vietnamese youth's ethical challenges. He emphasized that morality must be deeply rooted in revolutionary ideals while aligning with universal human values, stating. This perspective underscores the imperative of preserving Vietnam's cultural heritage while embracing progressive international ethical norms. Globalization introduces unprecedented opportunities for youth to engage in global collaboration, yet it also amplifies challenges related to cultural homogenization, individualism, and ethical dilemmas in technology and societal governance.

Ho Chi Minh's teachings advocate for an integrated approach to moral education, blending the values of patriotism, collectivism, and selflessness with global ideals of equality, sustainability, and cultural diversity. Ho Chi Minh recognized that the ethical foundations of nations vary due to differences in history, culture, and ideological systems. Vietnamese youth, therefore, must develop an adaptive ethical mindset, allowing them to navigate these differences while upholding their national identity. In his view, moral education must equip youth to prioritize national interests while fostering mutual understanding and cooperation with other nations.

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This balance is crucial in today's interconnected world, where ethical conflicts often arise from disparities in value systems. The globalized economy requires respect for intellectual property rights, environmental sustainability, and human rights - values that align with global norms but must be contextualized within Vietnam's revolutionary heritage.

To achieve this balance, Ho Chi Minh emphasized the need for moral education to integrate the preservation of traditional Vietnamese values with adopting progressive international ethics. He stressed the importance of honoring the sacrifices of previous generations and upholding the principles of independence and freedom. At the same time, he called for embracing universal human values such as justice, equality, and respect for cultural diversity. For example, youth should understand the significance of Vietnam's struggle for independence while actively participating in global initiatives such as the United Nations' Sustainable Development Goals (SDGs, 2015).

Projects focusing on environmental sustainability, gender equality, and poverty reduction allow young people to bridge local values with global imperatives, fostering a sense of responsibility that transcends geographic boundaries.

In the digital age, moral education must address the ethical dilemmas of misinformation, cultural homogenization, and the rise of materialism. Ho Chi Minh warned of the dangers of selfishness and individualism, urging youth to prioritize collective well-being. Digital platforms, gamified educational tools, and virtual reality simulations provide innovative avenues for teaching ethics in relatable and interactive ways, enabling youth to engage with real-world moral scenarios. These tools align with Ho Chi Minh's emphasis on practical and experiential learning, ensuring that youth are aware of ethical principles and capable of applying them in globalized contexts.

Ho Chi Minh also highlighted the importance of role models in moral education. He believed teachers, community leaders, and cadres should embody integrity, humility, and dedication, providing tangible examples for youth to emulate. Addressing corruption and promoting transparency in governance is critical in reinforcing these values, ensuring that youth internalize the principles of ethical leadership. For instance, the Vietnamese government's efforts to align its National AI Strategy with global ethical standards while maintaining its cultural identity illustrate the practical application of this dual focus on national and international values.

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The rapid global integration of economies and cultures necessitates a balanced approach to moral education that respects the unique historical and cultural context of Vietnam while engaging with the progressive values of humanity. Ho Chi Minh's teachings emphasize the need for youth to remain grounded in Vietnam's revolutionary ideals while embracing the responsibilities of global citizenship. Educational programs must integrate traditional values, such as patriotism and community service, with exposure to international norms through exchanges, collaborations, and participation in global forums. This approach equips youth to navigate the complexities of globalization with a resilient ethical foundation, enabling them to contribute meaningfully to national development and global progress.

In conclusion, Ho Chi Minh's moral philosophy offers invaluable guidance for educating Vietnamese youth in the era of globalization. By combining the preservation of national traditions with the promotion of universal ethical values, Vietnam can cultivate a generation of ethically grounded, globally aware, and professionally competent citizens. This dual focus ensures that Vietnamese youth remain true to their cultural roots while actively contributing to advancing a just, sustainable, and inclusive global community.

Conclusion

Research on Ho Chi Minh's thoughts on moral education for youth reveals a profound and sustainable framework for developing individuals and society in Vietnam. His ideology emphasizes the integration of revolutionary ethics with professional competence, highlighting that morality is the foundation for personal and societal development. At the same time, technical skills serve as practical tools for national progress. In the context of the Fourth Industrial Revolution and globalization, this framework gains heightened relevance. Vietnamese youth must possess strong revolutionary ethics, critical thinking, digital literacy, and a sense of global citizenship to navigate complex challenges and contribute to building a prosperous, strong, and civilized nation.

The findings underline the importance of a multi-dimensional educational environment that integrates family, school, and societal roles in fostering ethical behavior and professional skills. Educators can create dynamic and engaging environments that resonate with modern youth by innovating teaching methods -such

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as using digital tools like gamified platforms and experiential learning models - and connecting moral education to revolutionary ideals and global responsibilities.

In today's context, moral education for youth must address contemporary challenges such as digital ethics, environmental stewardship, and social equity while preserving traditional Vietnamese values. Ho Chi Minh's approach provides a timeless foundation for cultivating a generation of ethically grounded, socially responsible, and globally competent individuals. These efforts ensure that youth are equipped not only to adapt to technological and cultural shifts but also to lead with integrity and contribute meaningfully to the global community, solidifying the effectiveness of moral education in modern Vietnam.

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Acknowledgements: This research is funded by University of Economics Ho Chi Minh City, Vietnam (UEH)

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