

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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LEGAL EDUCATION QUALITY FOR STUDENTS AT
VIETNAM PEOPLE'S ARMY SCHOOLS

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INTRODUCTION

1. Rationale

The legal education quality is a matter that holds an important position and role in strengthening legal institutions; building and perfecting the socialist rule of law state of Vietnam, by the people, for the people. This is a matter that the Party and the state always pay attention to, and is a responsibility and task of the entire political system, in which the state plays a key role in contributing to the improvement of people's awareness, understanding and compliance with the law.

Vietnam People's Army schools are where officers and commanders are trained, and they play an important role in the new context of building and defending the country. In addition to the requirements for capacity, quality, military knowledge and political courage, the level of understanding and capacity for organizing and implementing the law within units is very important for the comprehensive development of the students' capabilities, character and personality, and directly serves the management and command of the military after graduation. In recent years, the legal education quality for students at military schools has achieved significant results. Leaders and commanders at all levels have been concerned and focused on the legal education quality for students. The awareness and compliance with the law of students have gradually improved, and the application of legal knowledge in the learning process and work at units has had significant changes. However, the legal education quality for students at military schools still has certain limitations and has not yet met the goals and requirements set forth. Some schools have not paid enough attention to the legal education quality. The training and use of the team of officers and lecturers for legal education is still inadequate and has not gone into depth. Some students at certain schools still do not value the subject of state and law, and their legal consciousness and understanding are not yet strong. They do not strictly comply with legal regulations, and violations of the law and military discipline still occur.

Stemming from the above reasons, the legal education quality for students at military schools needs to be further researched, clarified on theoretical basis and summarized in practice as a basis for identifying solutions to further improve the legal education quality for students at military schools in the coming time. Therefore, PhD candidate chose the topic "*Legal education quality for students at Vietnam People's Army schools*" as their doctoral thesis in Jurisprudence, Theory and History of State and Law.

2. Research purpose and mission of the topic

2.1. Research purpose

Analyze and clarify theoretical issues, assess the current status of legal education

quality for students at military schools, identify viewpoints and propose solutions to improve the legal education quality for students at military schools today.

2.2. Research mission

Firstly, provide an overview of the relevant research on the topic.

Secondly, analyze the theoretical basis of legal education quality for students at military schools; study legal education at military schools in some countries around the world and their reference value for Vietnam.

Thirdly, provide an overview of the situation at military schools. Analyze and evaluate the current situation of the legal education quality for students at military schools in the past period.

Fourthly, identify viewpoints and propose solutions to contribute to improving the legal education quality for students at military schools in the coming period.

3. Research subject and scope of the topic

3.1. Research subject

The thesis studies the theoretical and practical bases of the legal education quality for students at Vietnam People's Army schools today.

3.2. Research scope

- *In content terms*: study the theoretical basis and current situation of the legal education quality for students at military schools; to reference some countries around the world. Based on the evaluation of the current situation, the thesis proposes solutions to improve the legal education quality for students at military schools.

- *In spatial terms*:

The thesis examines theoretical and practical issues in the legal education quality for students training to become officers at the university level at military schools; However, the author only focuses on researching and surveying data in schools belonging to officer groups. Specifically: Border Guard Academy, Military Technical Academy, Logistics Academy, Army Officer School 1, Political Officer School.

- *In temporal terms*:

The figures in the thesis are collected by the author from 2015 to 2022.

4. Theoretical basis and research methodology

4.1. Theoretical basis

The thesis is based on Marxism-Leninism, Ho Chi Minh's thought and the Communist Party's views on the State and law; legal documents of the State; documents, directives, orders and regulations guiding the Ministry of National Defense, the General Department of Politics, the General Staff and military schools on legal education in the Vietnam People's Army.

4.2. Research methodology

- Analysis and synthesis method: Used when evaluating and clarifying domestic and foreign scientific works, ongoing research issues of the thesis (chapter 1); analyze and clarify the concept, characteristics, and role of legal education; establish the concept, evaluation criteria, and conditions for ensuring the legal education quality for students at military schools (Chapter 2); analyze and evaluate the current situation of the legal education quality; synthesize the results of surveys, statistical data on academic performance, and the situation of law violations by students at military schools (Chapter 3).

- Practical survey and sociological investigation method: Used to collect opinions from officers, lecturers, and students at some military schools; evaluate the current situation of the legal education quality at military schools today (Chapter 3); assess the level of agreement and disagreement with the author's views and solutions to improve the legal education quality for students at military schools in the coming time (chapter 4).

- Comparison and contrast method: Used mainly to evaluate issues that have been researched or not yet researched in scientific works related to the dissertation (Chapter 1); assess academic performance, training and compliance with the law and discipline of students at some military schools (Chapter 3).

In addition, the author uses other methods such as: Systematization method; expert method; document research method and case study method.

5. Theoretical and practical significance of the Thesis

5.1. In terms of theoretical significance

The thesis contributes to clarifying, supplementing and developing theoretical issues on the legal education quality for students at military schools, contributing to raising the awareness of subjects in ensuring the legal education quality for students at military schools today.

5.2. In terms of practical significance

- The research results of the thesis contribute to shedding light on the legal education quality for students at military schools; the views and solutions proposed in the thesis will be consultations to help the authorities and military schools to study, apply and contribute to improving the organization, management and implementation of legal education in order to improve the legal education quality for students at military schools in the new context.

- The research results of the thesis can be used as references both in the field of legal science, serving the research, teaching and learning process throughout the army in general and at military schools in particular.

6. Structure of the thesis

In addition to the Introduction, conclusion, references and appendices, the content of the thesis consists of 04 chapters, 11 sections.

Chapter 1 LITERATURE REVIEW

1.1. DOMESTIC RESEARCH SITUATION

1.1.1. Group of research works related to the legal education quality outside the military

The thesis provides an overview of the group of works related to the legal education quality outside the military. Research works in the form of scientific topics, reference books, monographs; doctoral thesis; journals, scientific articles with reference value, providing a number of theoretical and practical bases related to the thesis.

1.1.2. Group of research works related to the legal education quality in the military

In addition to scientific research works on different subjects and fields outside the military, in recent years, many scientists have approached and researched scientific works related to the legal education quality for subjects in the military expressed in scientific topics, reference books, journals and some doctoral theses in Jurisprudence, Educationology, Philosophy, Political Science, ...

1.2. OVERSEAS STUDY SITUATION

Through studying scientific works related to the legal education quality studied abroad, the author found that scientific works that delve into one side or a specific issue of legal education as just stating the concept, characteristics, structure, functions, roles of legal education, legal consciousness in a number of different fields, and at the same time offer solutions to improve the legal education quality, legal awareness for different subjects.

1.3. COMMENTS, EVALUATIONS; ISSUES THAT NEED TO BE FURTHER STUDIED; SCIENTIFIC HYPOTHESIS AND RESEARCH QUESTIONS

1.3.1. Comments and evaluations on published works

Through the study of works related to the thesis topic, it is shown that scientific works have made important contributions in certain theoretical and practical aspects of legal education, the legal education quality. These works can be referenced and selectively inherited during the research process of the thesis. However, new scientific works only address theoretical issues of legal education and legal consciousness in a

general sense for various different subjects, no works or topics have approached and specifically studied the theoretical and practical bases of legal education quality for specific subjects in military activities who are students trained as officers in the military. Therefore, it is necessary to continue researching, supplementing, and developing a systematic theoretical basis such as the concept, characteristics, and role of legal education; concepts, evaluation criteria, and conditions that ensure the legal education quality for students at military schools that are suitable for the learning process and meet the training objectives and requirements of military schools, as well as the duties and responsibilities of students after graduation to become officers in the Vietnam People's Army. These are specific functions and tasks that have not yet received enough attention from scientists. Some recent works only have research directions related to legal education in the Vietnam People's Army and for students at military academies, which provide a basis for the author to clarify theoretical issues, have more evaluation data of the actual situation, and propose solutions to improve the legal education quality for students at military schools.

1.3.2. Issues that need to be further researched

**** In theoretical terms***

Firstly, continue to research and clarify more theoretical issues related to the topic such as the concept, characteristics and role of legal education for students at military schools. *Secondly*, build and clarify the concept of legal education quality, define criteria for evaluating the legal education quality for students at military schools. *Thirdly*, deepen the conditions to ensure the legal education quality for students at military schools.

**** In practical terms***

Firstly, clarify the specificity, advantages, disadvantages and characteristics of the students at military schools. *Secondly*, clarify the current situation of the legal education quality, point out the achievements and limitations; identify the causes of the achievements and limitations of the legal education quality for students at military schools. *Thirdly*, develop views and propose solutions to improve the legal education quality for students at military schools in the new context.

1.3.3. Scientific hypothesis and research questions

**** Scientific hypothesis***

Students trained at military schools to become officers of the Vietnam People's Army need to understand and grasp legal knowledge and regulations in order to apply them in managing, commanding troops, and carrying out other assigned tasks.

Therefore, it is important to recognize the significance of the legal education quality for students at military schools in the context of building and perfecting the socialist rule of law state, contributing to building a revolutionary, regular, elite and modern army and fulfilling the mission of building and defending the homeland in the new context. Therefore, comprehensive solutions on awareness, implementation organization, and conditions for ensuring the legal education quality should be proposed to meet the training objectives and requirements at military schools and to improve the legal education quality for students in the coming time.

*** Research questions**

1 - Why is it necessary to improve the legal education quality for students at military schools?

2 - How is the legal education quality for students at military schools understood? What are the evaluation criteria and conditions for ensuring the legal education quality for students at military schools?

3 - What is the current state of the legal education quality for students at military schools? What are the specific results, limitations, and causes leading to these results and limitations?

4 - What is the guiding perspective and solution to ensure that the legal education quality for students at military schools is increasingly improved?

Chapter 2

THEORETICAL BASIS FOR THE LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS NEM

2.1. CONCEPTS, CHARACTERISTICS AND ROLES OF LEGAL EDUCATION FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

2.1.1. Concept of legal education for students at Vietnam People's Army schools

*** Concept of legal education**

Legal education is a directed, purposeful and organized activity of the entity conducting legal education in order to build and form for the subject of legal education legal knowledge, level of understanding, belief, affection and lawful conduct as prescribed by law.

*** Concept of legal education for students in Vietnam People's Army schools**

Legal education for students at military schools is a purposeful, oriented and organized activity of the entity conducting legal education for students at Vietnam People's Army schools; in order to build and form for them legal knowledge, beliefs, affection and lawful conduct as prescribed by law.

2.1.2. Characteristics of legal education for students at Vietnam People's Army schools

Firstly, legal education for students at military schools is carried out by a very diverse system of subjects: leaders, commanders, officers, lecturers, rapporteurs, propagandists, unit managers. *Secondly*, the subjects of legal education at military schools are students who are studying and training in a military environment with cultural level, moral qualities, sense of law and military discipline. *Thirdly*, legal education for students at military schools focuses on theoretical knowledge of the state and laws, national legal documents, international legal instruments, especially the law on national defense and security. *Fourthly*, legal education for students at military schools is conducted in diverse and diverse forms, suitable to the characteristics of the learning and training process in the military environment. *Fifthly*, legal education for students at military schools is held in a strict, serious and disciplined military environment.

2.1.3. The role of legal education for students in Vietnam People's Army schools

Firstly, legal education for students at military schools contributes to the formation of legal awareness, legal feelings and proper behavior for students. *Secondly*, legal education contributes to the formation of qualities, personality and capacity of revolutionary soldiers for students at military schools. *Thirdly*, legal education for students of military schools contributes to building a legal and cultural environment in student units. *Fourthly*, legal education for students at military schools plays an important role, contributing to building a "revolutionary, regular, elite, step by step modern" army in the new context.

2.2. CONCEPT AND CRITERIA FOR EVALUATING THE LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

2.2.1. Concept of legal education quality for students at Vietnam People's Army schools

"The legal education quality for students in Vietnam People's Army schools is a synthesis of the values of legal education activities, the level of conformity with the criteria, in order to meet the requirements and achieve the set objectives of the level of knowledge, legal awareness and law-abiding behavior of students at Vietnam People's Army schools."

2.2.2. Criteria for assessing the quality of education for students at Vietnam People's Army schools

2.2.2.1. Group of criteria on awareness, capacity and quality of team of officers, lecturers teaching, propagating, disseminating law.

2.2.2.2. Group of criteria on legal education contents and programs

2.2.2.3. Group of criteria on forms and methods of legal education

2.2.2.4. Group of criteria on the level of legal awareness, consciousness and academic achievement of students after receiving legal education

2.2.2.5. Group of criteria on conditions for legal education support and service

2.3. CONDITIONS TO ENSURE THE IMPROVEMENT OF THE LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

2.3.1. Conditions to ensure political requirements

2.3.2. Conditions to ensure legal requirements

2.3.3. Conditions to ensure the organization and management of legal education for students at military schools

2.3.4. Conditions to ensure inspection, supervision and handling of violations and rewards in legal education for students at military schools

2.3.5. Conditions to ensure funding sources, facilities and equipment for legal education

2.3.6. Conditions to ensure the quality of student admissions.

2.4. EXPERIENCE IN LEGAL EDUCATION AT MILITARY SCHOOLS IN SOME COUNTRIES AROUND THE WORLD AND REFERENCE VALUE FOR VIETNAM

2.4.1. Legal education at military schools in some countries around the world

- *Firstly*, in the US

- *Secondly*, in Israel

- *Thirdly*, in India

- *Fourthly*, in New Zealand

- *Fifthly*, in Russia

2.4.2. Reference value for Vietnam

Firstly, military schools need to have a deeper awareness of the importance of the legal education quality, clearly define the position and role of legal education in the cause of building and defending the Fatherland in the new context. *Secondly*, military schools study and refer to develop legal education contents and programs in a more comprehensive direction; contents related to military, defense, security activities and other fields of social life. *Thirdly*, functional agencies of the Ministry of National Defense and military schools should study and build models for training legal officers and military legal officers at some centers and schools to serve the entire military in a professional manner. *Fourthly*, based on the development of specialized legal

education models, students should be trained to perform legal advisory functions for commanders, advise officers in units, and participate in legal proceedings to protect the rights and interests of units and military personnel when needed.

Chapter 3

OVERVIEW OF THE SITUATION OF MILITARY SCHOOLS AND THE CURRENT SITUATION OF THE LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

3.1. OVERVIEW OF THE SITUATION OF VIETNAM PEOPLE'S ARMY SCHOOLS

3.1.1. Organizational structure of Vietnam People's Army schools

Vietnam People's Army schools are places for training, education, and providing human resources for the entire army. Currently, military schools have continuously developed with many levels, training programs, officer training for various branches, combat forces, and technical personnel, meeting the requirements of the quality of the personnel for the army. The organizational structure of military schools includes: Board of Directors (School Board); Education and training management agencies; Faculties, Departments; Student Management Unit; Agencies, units and establishments serving education and training. The student units are managed, studied and trained in all aspects, organized based on the nature and tasks of each training subject with different majors. In the process of learning and training at the unit, students are under the direct guidance of the Director (Principal) - Political Commissar and officers and commanders of student units. For student units, unit commanders are staffed from platoon or class leader to system, battalion level. Currently, the system of military schools has 22 academies and officer schools (universities) to train officers for all branches, agencies and units of the MOD, including 10 academies and 12 officer schools (universities).

3.1.2. Functions and tasks of Vietnam People's Army schools

The functions and tasks of military schools are to organize the conduct of education, training and scientific research activities under the consistent leadership and command of the Central Military Commission, the Ministry of National Defense, General Staff, Political General Department, Party Committee, and Chiefs of Departments and Border Guard Command; Military Branches and Arms; strictly abide by the regulations of the Ministry of Education and Training and the Charter of the schools. Military schools are responsible for training students to become officers at the platoon level, as well as providing university-level education according to authorized missions, content, programs, and plans. Students are selected based on the standards,

criteria, and regulations set by the Ministry of Education and Training and the Ministry of National Defense.

3.1.3. Methods of organizing and managing students at Vietnam People's Army schools

Military schools are part of the system of universities and professional schools directly managed by the Ministry of National Defense in all aspects and recognized by the Prime Minister as providing university-level education. Students at Military Schools study and train in a formal military environment; all students are housed in barracks within their respective units, from platoons to companies, battalions, and regiments, to perform activities such as meals, rest, concentrated living, and compliance with regulations and discipline. Additionally, the learning process for students takes place not only in classrooms but also in outdoor activities, residential areas, sports fields, training areas, in all terrain and weather conditions that closely simulate combat situations.

3.1.4. Characteristics, situation of students and collective environment of students at Vietnam People's Army schools

Students who are trained to become officers at military schools originate from high school students, non-commissioned officers and soldiers who are still young and go through exams and selection according to the regulations of the Ministry of Education and Training, and the standards and conditions set by the Ministry of National Defense. Due to the rigorous selection process, the majority of students possess political qualities, ethics, determination, curiosity, enthusiasm, and a proactive attitude in unit activities. Most of them are determined to become long-term officers in the military. However, due to their young age and the peaceful conditions of the country, students in military schools still face limitations in terms of living standards and practical experience. They are vulnerable to temptations, difficulties, and challenges, and their legal awareness is not yet firmly established. The majority of students have been accustomed to life outside of the military environment before entering these schools.

In addition, the legal education quality for students at military schools is also influenced by the surrounding environment, including the student collective environment. If students live, study and train in a cohesive and disciplined student collective environment, it will promote the sense of responsibility and positive attitude towards learning and training. A strong student collective will create a clean and healthy educational environment that helps prevent and push back negative influences from outside society. Conversely, if the student collective is not good and lacks unity, democracy, and close relationships, it will negatively impact the ideology, emotions,

and attitudes of students during their learning and training process.

3.2. CURRENT SITUATION OF LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

3.2.1. Results and causes of results related to the legal education quality for students at Vietnam People's Army schools

3.2.1.1. Results related to the legal education quality for students at Vietnam People's Army schools

Firstly, there have been positive changes in the awareness and attention of leaders and commanders at all levels towards the legal education quality for students at military schools.

Recognizing the importance of the legal education quality for students for the cause of national construction and defense, school leaders and commanders have always paid attention, are deeply aware and raise the spirit and responsibility to improve the legal education quality for students. Military schools have effectively carried out "Law Day" with content related to the implementation of the political tasks of units and schools. In addition, the Party Committee, the Board of Directors (School Board) and functional agencies in the schools have proactively and effectively implemented the decisions and directives of higher authorities, coordinated closely and consistently from top to bottom; the quality of teaching and learning State and law subject, scientific research activities; building a formal foundation and practicing discipline in schools has been increasingly improved.

Secondly, the quality of the staff of lecturers, rapporteurs, legal propagandists is increasingly consolidated.

Leaders and commanders of military schools always pay attention to consolidating and ensuring the quantity and quality of lecturers, rapporteurs, propagandists and student managers to implement legal education for students. The lecturers in military schools have all undergone formal training, have a firm grasp of professional knowledge, and some lecturers have teaching experience and practical military experience.

The staff of rapporteurs, propagandists and unit managers have received basic training at university level in military and political terms; they have had basic knowledge of the state and law, military discipline and met the set requirements; Rapporteurs, legal propagandists and those who are invited to participate in propaganda and dissemination of the law are always active, proactive and carefully prepare contents to be propagated and disseminated.

Thirdly, student awareness of the importance of legal knowledge has been

increasingly enhanced, discipline, order, obedience to military orders, charters and regulations have been strengthened

Students have realized the critical role of legal knowledge and military discipline in applying them to their future work, thus acknowledging their responsibility for studying and training, and defining their duty as studying well and strictly training. With basic knowledge and skills in laws and military orders, students have strictly complied with norms, discipline, orders, and military regulations, demonstrating a positive and creative attitude and effectively handling practical situations, implementing well the people's work in the localities where they are stationed.

Fourthly, there is a positive change in legal knowledge, awareness and meeting the requirements of quality and capacity of students after graduation

Through legal education, students have developed legal knowledge and awareness, meeting the requirements of quality and capacity of an officer of the Vietnam People's Army; capable of applying legal knowledge to the process of managing and handling cases in the unit. After graduation, when returning to management and military training units, students have mastered the content studied in the school regarding some legal fields and military legal documents to flexibly and effectively apply them in their units and promote legal education for the people in the areas where they are stationed.

Fifthly, academic performance of students in state and law subject has been gradually improved

For the past years, academic performance of students in state and law subject at military schools has changed markedly in the school years; the percentage of students achieving good and excellent grades is increasing. Students are increasingly mastering and understanding the knowledge and regulations of the law, their legal consciousness has significantly increased, thereby making it easier to manage students, and the unit's situation is becoming more stable. The number of law violations and military discipline violations has decreased over the years. In addition, the academic results have also built and developed students' firm political qualities, absolute obedience to the leadership of the Party, orders and directives of commanders, and always being ready to receive and perform assigned tasks well.

Sixthly, the content and program of legal education are more fully structured, in accordance with the goals and training requirements of the school and for each group of students

The training content and program of the State and law subject has initially met the objectives of the subject, which is to help students grasp the content, position, and role

of the State and Law in the development of society, and some legal branches for practical work in the future. Furthermore, military schools have also developed extracurricular programs in accordance with the political education program at units, building content and disseminating legal education with the main content being introducing topics and legal documents related to social fields, especially in the fields of national defense and security.

Seventhly, the innovation and diversification of forms and methods of legal education suitable for the learning and training conditions of students have been actively and timely implemented.

In recent years, schools have actively and proactively innovated and diversified forms and methods of legal education for students. The Council for Legal Education, in coordination with agencies, departments, and student units, has organized legal education activities for students with appropriate and diverse forms such as introducing topics, legal research contests, and information on specialized topics, ...

3.2.1.2. Causes of results related to the legal education quality for students at Vietnam People's Army schools

Firstly, leaders and commanders at all levels always uphold the spirit and responsibility and have close agreement in the process of implementing legal education for students.

Secondly, schools always attach importance to and pay attention to the capacity and qualifications of the legal education team.

Thirdly, schools are always interested in strengthening and innovating contents, programs, forms and methods of legal education for students.

Fourthly, the training of students in awareness of the position and role of legal education is seriously and regularly maintained by schools.

Fifthly, leaders and commanders of military schools have attached importance and attention to the examination and assessment of academic performance of state and law subject of students.

Sixthly, military schools have paid attention to and invested in facilities, funds and support conditions for legal education

3.2.2. Limitations and causes of limitations of the legal education quality for students at Vietnam People's Army schools

3.2.2.1. Limitations of the legal education quality for students in Vietnam People's Army schools

Firstly, the quality of officers, lecturers, rapporteurs and propagandists in the implementation of legal education at military schools is still uneven, lacking in quantity, in some cases limited in professional and practical capacity.

Compared to the requirements to improve the quality of education and training in general and the legal education quality in particular of military schools, the officers and lecturers performing legal education work at times are still lacking in quantity, some schools still have to concurrently be in charge, transfer lecturers who teach other subjects, leading to limitations in professional capacity. Some officers and lecturers have limited knowledge, skills, and practical experience in social life. The proportion of lecturers who have not completed postgraduate education in law at some schools is still high, and the foreign language and computer skills of some lecturers do not meet the requirements for teaching and scientific research in new conditions.

Secondly, sense of learning and research of students is still not high, not truly self-motivated in self-study and research on State and law subject

In learning, there is still a situation where a part of students has shown indifferent attitudes, do not care about legal contents, some students have moderateist ideology, have not raised the spirit of self-discipline in learning and training, especially in the self-study and self-training regime at their units, the learning attitude is not serious and their ability to criticize and self-criticize is still limited.

Thirdly, academic performance of students in State and law subject have not met the set goals and requirements

In the process of studying and training at military schools, most students often pay attention to subjects and contents related to military activities, professional contents, neglect State and law subject, leading to their failure to meet the set goals and requirements. Some students have a limited understanding of legal regulations and skills to apply them in practical work after graduation, which affects the quality of completing tasks in the unit.

Fourthly, there are still cases of violating laws and military discipline by students at Vietnam People's Army schools

In recent years, violations of law and military discipline by students at military schools still occur; causing negative impacts and safety losses to the training process. Some students have not truly voluntarily complied with and followed the law, or

obeyed military law and regulations of the school, which are only reactive. The phenomenon of violating the law and military discipline often occurs with actions such as: murder, intentional injury, assaulting civilians, illegal possession, transportation, and use of drugs, unsafe participation in traffic, gambling, leaving the unit to go out, etc.;

Fifthly, the content and program duration of the State and Law subject have not yet ensured the goals and requirements.

The development of legal education contents and programs for students at military schools is not really suitable, the arrangement and allocation of contents, the amount of time spent on studying the State and law subject is still limited; Especially the content and time for some legal fields, legal documents directly related to the process of working and commanding the army later are still insufficient. Besides, the regulation of the number of lessons that teachers have to teach with much content means that teachers do not have enough time to present and convey basic knowledge to students or have time to practice legal situations, thereby students do not absorb lessons well, the quality of learning is not high.

Sixthly, the innovation of legal education forms and methods at military schools has not been implemented synchronously and thoroughly

The teaching of state and law subject in the main curriculum at military schools is mainly presentations, students listen to lectures in class, the absorption of lessons is mainly from lectures of the lecturers, the combination of stages in the learning process such as discussion, situational exercises are still at a certain level. Students only absorb knowledge in a one-way manner from the lecturer without fully utilizing their thinking and creative abilities. Forms and methods of legal education at some schools are still monotonous, not really closely linking legal education with political and ideological education; fundamental education with intensive education, continuing education.

3.2.2.2. Causes of limitations in the legal education quality for students at Vietnam People's Army schools

Firstly, leaders and commanders at some units where students are studying have not really closely organized legal education for students of the units

Secondly, some officers, lecturers, rapporteurs and legal propagandists have not regularly and actively improved their qualifications and lacked the will to strive.

Thirdly, the sense of learning and research is still not high, not really self-conscious in self-study and self-study of State and law subject.

Fourthly, the examination, examination and assessment of the learning quality of the State and the law are sometimes not really strict and objective.

Fifthly, facilities and funds for legal education at military schools have not been timely ensured.

Sixthly, the organization and coordination among agencies, faculties and units in the implementation of legal education has not still been tight and profound enough.

Seventhly, this is due to the impact on the military training activities of students

Chapter 4

VIEWPOINTS AND SOLUTIONS TO IMPROVE THE LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

4.1. VIEWPOINT TO IMPROVE THE LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

Firstly, improving the legal education quality for students at Vietnam People's Army schools must be associated with the direct and absolute leadership of the Communist Party of Vietnam and the direction of the Ministry of National Defense

- Regularly thoroughly grasp the Party's guidelines and lines, the State's policies and laws on the legal education quality

- Thoroughly grasp and implement the guiding views of the Central Military Commission and the Ministry of National Defense on improving the legal education quality

Secondly, improving the legal education quality is carried out on the basis of standardizing legal education contents and programs to suit students at military schools

Thirdly, improving the legal education quality must always be associated with training requirements and tasks and in accordance with the specific nature of military activities at Vietnam People's Army schools

Fourthly, improving the legal education quality for students must always be associated with political, ideological and moral education; closely combined with discipline training in the Vietnam People's Army

4.2. SOLUTIONS TO IMPROVE THE LEGAL EDUCATION QUALITY FOR STUDENTS AT VIETNAM PEOPLE'S ARMY SCHOOLS

4.2.1. Group of general solutions

4.2.1.1. Strengthen leadership, direction and promote comprehensive strength to improve the legal education quality for students at Vietnam People's Army schools

Strengthening the Party's leadership on the legal education quality is a decisive factor, making contribution to raising legal awareness for students at military schools.

Therefore, the Party's leadership on the legal education quality must always be carried out in a comprehensive, rigorous and in-depth manner. This is an objective and necessary requirement to ensure that legal education activities are carried out in accordance with the views and lines of the Party, promptly overcoming possible shortcomings in ensuring the legal education quality. Therefore, it is necessary to implement some of the following contents: *Firstly*, Firstly, our Party and State need to issue many policies, laws, and guidelines on organizing and implementing legal education activities for organizations, institutions and individuals. *Secondly*, leaders and commanders at all levels at schools should continue to fully and deeply understand the Party's guidelines and lines on legal education activities. *Thirdly*, Party committees, leaders and commanders at military schools must promptly issue resolutions for implementation; regularly renew leadership, direction, management and ensure the legal education quality for students. *Fourthly*, enhance the leadership in building, consolidating, improving, and promoting the roles and responsibilities of the subjects implementing legal education activities.

4.2.1.2. Promote fostering and raising awareness of officers, lecturers, rapporteurs and propagandists about the role and importance of the legal education quality for students at Vietnam People's Army schools

In order to improve the quality of organizations and legal education teams at military schools, the first requirement is to raise awareness and responsibility of officers, lecturers, rapporteurs, propagandists at agencies, directly organize the implementation of legal education work. Because, awareness is the basis of action, awareness and practical activity are always closely interrelated. Awareness guides and directs actions, and only with correct perception can there be high responsibility and effective action.

In order for the legal education quality for students at military schools to be improved, leaders and commanders of military schools need to continue to further promote fostering and education to raise awareness of position, role and importance of the legal education quality for officers, lecturers, rapporteurs and propagandists who directly carry out this work. This is necessary to create a high degree of unity in awareness and action, to promote the spirit and responsibility in the process of carrying out legal education.

4.2.1.3. Enhance the assurance of facilities, curriculum system and documents serving for legal education for students

In order to meet the requirements of legal education quality for students at

military schools in the new context, the system of facilities, curricula and documents for this work needs to continue to be invested and renovated in the direction of modernization. Therefore, the functional agencies need to coordinate with the Military School Department, the General Staff together with leaders and commanders at military schools to pay more attention to strengthening and ensuring these conditions, making contribution to improving the quality of education and training in general, legal education quality in particular. To implement this solution well, military schools need to focus on the following contents:

Firstly, increase funding and create conditions for legal education subjects to go to training and study to improve their professional knowledge and qualifications and go to practical research at their units. Timely adjustment of allowances for officers, lecturers, rapporteurs, legal propagandists to encourage enthusiasm, love for the profession, peace of mind to work and successfully complete assigned tasks.

Secondly, strengthen the publication and supplementation of the system of curricula, documents, reference books, specialized journals and official gazettes at school libraries in service of legal education.

Thirdly, continue to build new ones in combination with upgrading and renovating lecture halls, classrooms and rooms in Ho Chi Minh units; equip and put into effective use teaching equipment and facilities such as computers, projectors, multi-purpose classrooms ...

Fourthly, effectively exploit the legal bookcase system in units, it is necessary to equip the internet system to trainee units, set up internal websites, build newsletters,... including the section on propaganda and dissemination of laws.

4.2.2. Group of specific solutions

4.2.2.1. Continue to improve and enhance the quality of organization, apparatus and people to carry out legal education for students at Vietnam People's Army schools

Leaders and commanders at all levels should review and reorganize the structure, staffing and planning of forces involved in legal education at schools in the direction of increasing the number of legal officers and lecturers; standardize the team of rapporteurs and legal propagandists. In addition, the State and law department in some schools need to supplement and fully staff the positions of heads and deputy heads of departments to support each other effectively in the implementation of teaching. It is necessary to formulate a master plan on the legal teaching staff, select competent rapporteurs and propagandists with experience in legal dissemination and

propaganda; student managers must have political integrity, ethics and professional capacity.

Each officer, lecturer, rapporteur and legal propagandist at military schools must always build motivation, uphold responsibility, improve professional quality and capacity. They should proactively build a self-study plan, conduct research to contribute to improving professional competence, accumulate knowledge, skills, learn from experiences, and teaching style. They should frequently enrich their knowledge, cultivate ethical qualities, lifestyles and strive to achieve high results in teaching and scientific research. Regularly organize training classes, workshops on professional methods, pedagogical approaches, and training classes for reporters and legal propagandists to enhance their professional knowledge, propaganda, and dissemination skills of legal education is necessary.

4.2.2.2. Continue to innovate and improve legal education contents and programs to suit each student in different majors.

This is an important solution that affects the legal education quality. If students are educated in law without being equipped with sufficient necessary knowledge about the law, their level of leadership, command, and unit management after graduation will be difficult, and they may struggle to handle legal situations that arise within the unit. Therefore, it is necessary to innovate and improve the content and legal education program to suit each student's educational background in the following ways: *Firstly*, build the content and curriculum of teaching State and law subject must be appropriate for each student's educational background; *Secondly*, the content and legal education program must closely follow the practical requirements of the revolution and be in line with the current development of the military; *Thirdly*, regularly innovate and enhance the quality of exams, assessments, and evaluations of academic performance of students.

4.2.2.3. Strengthen innovation and diversify forms and methods of legal education, combine legal education with formal construction and discipline training for students at Vietnam People's Army schools

Firstly, for the teaching of State and law subject according to the main curriculum

The team of officers and lecturers teaching State and Law must regularly and actively innovate and creatively apply teaching forms and methods that are suitable for the student audience, and promote the positive qualities of learners. The team of officers and lecturers are required to actively design and present lessons using

projectors combined with analysis and explanation to generate interest and focus from the students.

Secondly, for extracurricular legal propaganda, dissemination and education activities

Schools need to regularly proactively organize forms of extracurricular education, combined with programs and forms of political education at units, living activities and legal research in order to equip students with legal knowledge as well as skills for proactive, positive, and effective handling of situations governed by the law. Specific forms of activities include: propaganda, dissemination, and legal education through the introduction of new legal documents; propaganda, dissemination, and legal education through the compilation and distribution of reference materials; organization of propaganda and dissemination on mass media channels; and establishment of "law clubs" in student platoons, companies and battalions.

4.2.2.4. Continue to raise awareness, promote positivity, sense of initiative and self-discipline in self-study, self-research and training activities of students

Military schools need to promote fostering and educating students to understand the position, role and importance of legal knowledge, thereby motivating them to be passionate about learning, researching and acquiring legal knowledge for the future work process. Avoid the phenomenon of only paying attention to specialized contents and contents related to the military field, not attaching importance to learning and researching State and law contents.

Improve the legal education quality for students at military schools is unified whole, including the purposeful activities of the subjects performing legal education and promoting the active, proactive and self-disciplined role in self-study, self-research and training of students. Therefore, in order for self-study, self-research and training of students to achieve high efficiency, each student needs to build motivation and uphold responsibility; take initiative in building plans for self-study, self-research, scientific training and strengthening the examination and management of self-study, self-research, training to improve knowledge, quality and capacity.

4.2.2.5. Strengthen the close coordination among forces in the implementation organization and ensure the legal education quality for students

In order for the legal education quality for students at military schools to be improved, the close coordination among forces is meaningful in agreeing on legal education objectives, contents, programs and methods, limiting negative impacts in

the legal education process; contribute to creating synergy in the implementation organization. In order to closely coordinate among forces in the implementation organization and ensure the legal education quality for students at military schools, it is necessary to implement the following contents well:

Firstly, the coordination among forces must be carried out right from the elaboration of legal education programs and plans in order to agree on contents, methods, time, place, organizational forms and material means in service of legal education

Secondly, define specific tasks for each agency or unit; in which clearly specifying the leading agency and unit participating in the coordination. Organize the assignment of specific and clear tasks according to the functions and powers of each subject, avoiding the phenomenon of overlapping functions and tasks.

Thirdly, further strengthen the coordination among forces in the forms of thematic learning, insight, activities, talkshows, discussions, visits, learning competition, emulation movements associated with legal topics.

4.2.2.6. Promote inspection and supervision; summarize, learn from experience and promptly reward collectives and individuals in ensuring the legal education quality for students at Vietnam People's Army schools

Through the process of inspection and supervision so that leaders and commanders at all levels can detect, prevent and correct limitations and shortcomings in the process of organizing the implementation of legal education for students. Thereby, leaders and commanders propose appropriate plans and measures to properly resolve and promptly overcome limitations and shortcomings and handle such violations.

In addition to inspection and supervision, school leaders and commanders need to regularly conduct a review and learn from experiences on the legal education quality for students to properly assess the situation, results and limitations of the legal education quality for students, thereby find out the reasons and draw lessons learned about the legal education quality for students at military schools. At the same time, to provide opportunities for agencies, organizations, and individuals in military schools to exchange, learn, and draw experience from each other, to discover advanced examples in organizing and implementing legal education work, in order to timely reward and praise organizations and individuals who have excellent achievements in performing their duties, and continue to expand typical examples for organizations, individuals, and students in military schools to learn from.

CONCLUSION

The legal education quality for students at Vietnam People's Army schools is an important issue contributing to the comprehensive development of capacity, quality and personality of students undergoing officer training. It meets the requirements for innovation and improvement of the quality of education and training in military schools, builds a stronger military, and effectively accomplishes the mission of building and protecting the socialist Vietnam. Through research and reference to published scientific works, this thesis has provided an overview of the related research on the theoretical basis of legal education and legal education in the military, some contents related to the current situation, and solutions to improving the quality of legal education for students in military schools, which have been approached and analyzed from different perspectives in some works. However, no work has systematically and deeply approached and researched from the perspective of the theory and history of the state and law. Therefore, this thesis is an independent scientific work that does not overlap with previously published scientific works.

The thesis focuses on clarifying and supplementing the theoretical basis for the concept, characteristics, and role of legal education for students at military schools; concepts, evaluation criteria and conditions to ensure the legal education quality for students at military schools and conduct field surveys; analyzing and assessing the current situation of legal education quality for students at military schools. Through the evaluation of the current situation, it is shown that although the quality of legal education for students at military schools has achieved certain results, there are still some limitations such as the inadequate attention to legal education by the schools, the unreasonable content, program and duration of legal education; the slow renovation of forms and methods of organizing legal education for students; and the inadequate role and responsibility of entities involved in legal education and the lack of positive learning and training awareness of students leading to low effectiveness. In addition, the thesis also identifies the causes of the current situation of the quality of legal education for students at military schools. Based on that, the thesis proposes four viewpoints and nine solutions to further improve the quality of legal education for students at military schools in the future. The proposed solutions require serious and coherent implementation to bring practical effectiveness in contributing to improving the quality of legal education for students at military schools.

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