

MANAGING AND TEACHING OF NATIONAL DEFENSE AND SECURITY EDUCATION AT INDUSTRIAL UNIVERSITY OF HO CHI MINH CITY IN THE DIRECTION OF DEVELOPING PRACTICAL CAPACITY

THE CURRENT SITUATION AND THE PROBLEMS RAISED

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National defense and security education for students is one of the contents of the human training strategy, aimed at training new and qualified people to perform two tasks: construction and defend the Socialist Vietnam Fatherland. It is very important and necessary to research the teaching management of national defense - security education for students of Industrial University of Ho Chi Minh City in the direction of developing practical capacity. The author of the article has investigated the current situation of teaching management in defense and security education at the Industrial University of Ho Chi Minh City in the direction of developing practical capacity, analyzing strengths, analyzing weaknesses, causes of the situation and the problems posed.

Keywords: National defense - security education; Managing and teaching security and national defense education; Ho Chi Minh City University of Industry; Practice capacity; Capacity development for practice.

1. Introduction

National defense and security education for students is one of the contents of the human training strategy to train new people with enough qualifications to perform two tasks of building and protecting the Socialist Vietnam Fatherland. Therefore, the management of national defense and security education in universities needs to thoroughly grasp the general educational principle: learning with practice, theory associated with practice, education combined with production workers, the university is associated with the society. The research on the management of national defense and security education for students at the Industrial University of Ho Chi Minh City in the direction of developing practical capacity is contributing to clarify and realize management theory. education on a specific and practical issue is the management of defense and security education for students at the Industrial University of Ho Chi Minh City; in order to unify awareness and realize the policies on the management of national defense and security education for students in accordance with the reality, bringing the effectiveness of this important work.

However, seriously recognize that, in reality, the change in awareness in some managers and a part of students is still slow compared to the target, subject

requirements and defense - security education task in the new situation. In some universities, some centers and a part of students, students still take lightly and try to “pay” for the course or have simple thoughts about the subject, leading to real organization. At present, the task of education on national defense and security is arbitrary, low calculation of economic - political - social efficiency in implementation.

In the coming time, the world and regional situation will continue to develop complicatedly, with potential instability factors. Although peace, cooperation and development are still the main trends, due to inherent fierce contradictions and emerging problems, especially the diligence and ambition of the militant forces, the the threat of peace, stability and national sovereignty still exists. For our country, the hostile forces associated with domestic and foreign reactionaries continue to push back against the “peaceful evolution” strategy with new tricks, extremely sophisticated, poignant and dangerous. We try to take advantage of the issue of “democracy, human rights, ethnicity, religion”, take advantage of the loopholes and weaknesses of a part of officials to “deepen”, “inflate”, to destroy the great national solidarity block, causing socio-political instability. That raises an urgent

requirement to improve the quality of defense and security education for subjects, especially students studying at universities and colleges. An issue that needs attention in order to improve the quality of defense-security education is to strengthen the management of this activity closely and effectively.

The task of education on national defense and security for students in the new period places urgent requirements on programs, content, form, methods, especially the management of defense education activities.

2. Problem research overview

At the end of the twentieth century and early twenty-first century, the world situation continuously had unpredictable complicated changes. That makes countries pay more and more attention on the cause of consolidating national defense and security in order to firmly protect their social regime and territorial integrity.

Along with the consolidation and enhancement of military and defense capacities, countries pay great attention to defense and security education for the entire people; Countries around the world have introduced many different models and ways to organize the training and management of defense-security education activities to suit specific historical conditions and levels of education, socio-economic development, political situation in the country, the region and the world.

However, in general, we can study the management of defense education activities from different angles. There is a fact that today in the world there are many countries that have introduced defense and security education into the national education system, in universities, defense education centers, by education level and according to the ages.

Countries such as the US, France, China, India, Australia, Thailand, South Korea...all have national defense and security education centers for students and students, fostering national defense knowledge for leaders and senior personnel managers both inside and outside the military. In each academy, university, center, research institute...the defense-security education is always organized and strictly managed by each universities, each class with different subjects. Below, please take a look at some models of the management and organization of defense and security education in the world:

The US organizes and manages defense education activities according to different schools and classes such as: National War College, Armed Forces Industrial College...In France organize the management of defense education activities by course and training courses for regions, for students in many disciplines, many different fields in the education system, learning objects include all students, students, civilian and military officials.

Vietnam, stemming from the unique conditions of the nation, was constantly having to fight against invading forces with stronger economic and military potential, so the feudal state governments of Vietnam considered attaching importance to the education of defense knowledge for the entire population in general and pupils and students of high schools, colleges and universities, so the management of defense education activities has been respected since that time. The Vietnamese feudal dynasties focused on managing defense education activities, educating the sense of the task of keeping the country for the entire people and the officials, arousing a vigilance to prevent foreign invaders,

The great politicians and militaries such as Tran Quoc Tuan, Ly Thuong Kiet and Nguyen Trai always demanded to strengthen the strict and serious management of defense education activities, to make people understand that the National defense is a righteous work, for the eternal benefit of all Vietnamese people. Therefore, it is necessary to gather together and mobilize the strength of the whole country; the responsibility for managing defense education activities lies with the government at all levels.

Since the birth of the Communist Party of Vietnam and the State of the Democratic Republic of Vietnam, due to the task of building and defending the Fatherland, our Party and State have always consistently implemented the point and line of education. national defense - security, considering it as one of the key missions of the revolution, especially from the resistance war against France and the US up to now. The thoughts on education, guidance and management of national defense and security education activities have been regularly grasped, supplemented and developed in accordance with reality.

From the 6th Congress of the Party up to now, the Party's theoretical thinking on defense and security education has been increasingly developed and completed, especially, nowadays, the education of defense - security is being applied. for the entire population (in the past basically only applied to pupils in schools, colleges and universities).

In order to meet the requirements of the country's renewal cause, in 1991, the general military training program was changed into a defense education subject program with clear, comprehensive and appropriate objectives. The Resolution of the 3rd Central Executive Committee Meeting, term VII defines: to strengthen defense education for the entire people, first of all for cadres at all levels, branches of the Party and the State, generations. young, student.

Defense education - security for students in universities and colleges is a very important issue in the cause of national construction and defense

today. Under the direction of the Central Defense-Security Education Council, ministries, branches and localities have built many models of defense-security education for students and education centers for national defense and security was formed and developed more and more strongly.

In recent years, there are also a number of scientific and research seminars on the management of defense-security education, especially the Workshop: "Solutions to improve the quality of the subject of defense - security education in China. Hanoi National Defense - Security Education Center I". At the same time, there were also a number of topics, dissertations and research dissertations on this issue, typically: the topic "Solutions to developing the contingent of teachers of National Defense" by Nguyen Van Huan (1998.); Science and education master thesis: "Strengthening the organization of payroll management staff, teachers of National Defense education in education and training" by Ha Van Cong (2004); the topic "Some management measures to improve the results of National Defense education for students and students in defense education centers" by Hoang Van Tong (2007); Ministry of National Defense level project: "Research to improve the quality of fostering knowledge of National Defense - Security for key cadres at all levels in the new situation" of the group of authors of the National Academy of Defense research (2008); the article "Solutions to improve the quality of fostering knowledge of National Defense - Security for key cadres of the Party and State", by Nguyen Giang Nam, published in Vietnam Military Art Magazine in 2010, ...

In general, topics, scientific conferences, and research papers generally evaluate the current state of quality and teaching results of teaching on defense - security, management, direction, and solutions. key measures to contribute to improving the quality of education and management of defense-security education activities, on that basis, propose a number of measures for team development, improving methods, facilities and facilities...to improve the efficiency of National Defense education activities across the country. Up to now, there are no works focusing on basic research and systematic issues: Teaching management of defense and security education at Industrial University of Ho Chi Minh City in the direction of capacity development. practice.

3. The basis of methodology and research methods

3.1 Methodological basis

- Based on the methodology of dialectical materialism and Marxist epistemology.

- Using the system-structure approach, the active personality approach in the research process.

3.2. Research Methods

The thesis uses a combination of research methods of specialized and interdisciplinary science, including the following main methods:

- * Theoretical research method
- * Practical research method
- * Mathematical statistical methods

4. Research results

4.1. Management and teaching of national defense and security education at Industrial University of Ho Chi Minh City in the direction of developing practical capacity

4.1.1. Advantages in teaching management of national defense and security education at Industrial University of Ho Chi Minh City in the direction of developing practical capacity

The management of the course curriculum and plans is strictly implemented according to the training program contents prescribed by the Ministry of Education and Training, with creativity and initiative with many effective management measures fruit. The management of lecturers' teaching activities: The Center has built a team of staff, lecturers who are dedicated, enthusiastic to the profession, ready to receive and well perform all assigned tasks. Well implementing the plan in sending lecturers and lecturers to go to universities, fostering on university teaching methods, especially for the contingent of young lecturers. Acknowledging the correct purpose, requirements and directing the serious implementation of exam examination, examination and evaluation of teaching results. Therefore, the vast majority of students are aware of the correct position, role, purpose, and requirements of the course's content. In addition, the school has managed and used, preserved and maintained effectively weapons, equipment and means for teaching, with many initiatives and experiences in tissue improvement. geometry tools, weapons, equipment and means to ensure effective teaching activities.

* Regarding the program management, teaching plans on national defense and security

Management of the implementation of teachers' curriculum: The Center's national defense-security education subject has shown the objectives, content of knowledge and skills, methods of exams and tests, overall structure and duration of modules, ratio between theory and practice. However, the content of the program is overlapping (between high school and college and university level), suitable and effective content for the training tasks of the Ho Chi Minh City Industrial University students has not been determined. Textbooks and documents have been standardized on the content, so the compilation of lesson plans, lectures and teaching materials for

the Center's students is very convenient.

Teacher teaching planning management: The teaching plan is based on the training program, teaching and learning training plans for the training disciplines and majors in each academic year of China. mind, built quite effectively, overall, ensuring that the teaching staff and the subjects can grasp, build their own teaching plans to actively implement planned teaching tasks. .

* Regarding team management and teaching activities of the faculty

Regarding the number of lecturers: is always in a shortage, the teaching intensity is high. According to the survey results, 100% of the respondents said that the number of current cadres and lecturers is much lower than the requirements and tasks of education on national defense and security for students.

Management of the teaching quality of the teaching staff:

Manage teacher preparation and class preparation. In fact, managers and lecturers attach great importance to the specific regulations on lesson preparation and class preparation (79% is good for managers, 82% for classrooms). teacher). However, fostering method of lesson preparation and lesson preparation has not been focused (up to 45% of teachers believe that this job is not good). The work of checking the use of references is not good. The preparation of the article has not given a specific example of a specific war situation. There is nothing new and more attractive about preparing lessons according to the general curriculum, and has not shown the level of professional military instructors.

Manage orderly in the teaching class and apply the teacher's teaching methods and facilities. The school has made a plan to manage the implementation of class schedules, set up specific regulations on the teacher's implementation of class time, organized a good and very good substitute and make-up teaching. Raising awareness about the task of innovating teaching methods, using teaching facilities has been well implemented by administrators and teachers.

Managing the examination and evaluation of students' learning results: The implementation of the exam regulations, setting up and marking the exam is mostly rated as good and very good. The establishment of a question bank helps managers to objectively select exam questions, minimize negativity in exams and exams. The work of checking the teacher's score is also more convenient when the teacher directly enters the score on the school's software.

* Regarding student management activities

To manage students, each student who participates in the training course is given a student

ID card by the Center.

Identifying student motivation has more than half of the survey rated it as average and not good. The instruction of inappropriate learning methods for students will lead to the quality of students' defense-security education not achieving the desired results. The building of specific regulations on the students' learning habits in class is highly appreciated, but the self-study habits of students are considered as not good.

Number of students: 100% of students must complete the subject program before graduating from university.

Student quality: All education activities on national defense and security are aimed at the quality of students' learning and training during the learning process at the Center, especially the change in attitudes and responsibilities. of students. According to the survey results of the contingent of officials working in the management and directly teaching other subjects in the school, up to 58.5% of the respondents said that the sense of discipline, The self-discipline and community responsibility of students after completing the defense-security education have changed and been raised a clear step, significantly overcoming the situation of free school leave, skip hours, go to school late ...

* Regarding the management of facilities in general and teaching equipment in particular

The universities and the Center have regularly, actively and proactively in ensuring the best conditions for teaching equipment, eating, accommodation and living conditions for staff, staff and students. Organizing the training on skills to use, preserve and preserve teaching equipment for subjects, direct the assurance of the quantity and quality of weapons, equipment, means and facilities for teaching, evaluating, reviewing, drawing experience and doing well the rewarding and disciplining work for the preservation, use and preservation of the device is assessed at a weak level.

The above advantages are derived from the following reasons: Because the Party Committee, the Board of Directors of the Center are properly aware of their roles, functions and duties. Management staff are trained and used to be lecturers, experienced and enthusiastic. Teachers are mature from the battlefield, so they have rich practical experience, always grasp the functions and tasks well. Students have a good grasp of the objectives, content, defense-security education program, enthusiasm, right content motive and the will to learn and practice.

4.1.2. Limitations in teaching management of defense and security education at Industrial University of Ho Chi Minh City in the direction of developing practical capacity

* Regarding team management and teaching activities of the faculty

Although the Center in particular and the University in general have made a lot of efforts to improve the teaching quality of the faculty, but our investigation shows that the capacity to use the method Modern teaching facilities are not good. That is because the teachers of defense and security education are only trained in theoretical teaching methods. As for the fostering of methods and skills to use modern teaching facilities, it is mainly self-taught by lecturers. Meanwhile, managers frequently pay attention to the regular use of modern teaching methods and facilities.

Qualifications: The educational attainment of the Center's staff and lecturers is still limited.

The development of programs, plans and organization and management of educational activities are not scientific, not close to reality, overlapping, lack of synchronization...(increase motivation, responsibility, awareness, results ...). Curriculum management, subject teaching plans: The role of the contingent of staff, lecturers and collective intelligence has not been fully promoted in the management and implementation of the curriculum content for the subjects.

Teaching management activities of lecturers: The level of the team of faculty staff is not high, not really active and creative. There are no plans in the assessment, review, evaluation and classification of teaching methods for lecturers to propose training and retraining in pedagogical skills. The content of exam questions has not been adjusted in time, answer outlines to assess the results in accordance with the required nature of each subject, especially for those who are associated with training in National Defense - Security education. Commenting, returning exams, checking and evaluating the results of subjects are not timely and effective.

In addition, in the organization of pedagogical activities, the teaching staff still revealed a number of other limitations such as: the analysis of students' periodic learning results has not been evaluated well; the inspection and supervision of the self-training implementation, the inspection of self-training records and the organization of teachers to report the results of self-training are only assessed at the average level and not yet good.

* Regarding student management activities

Through analyzing the investigation results, we found that the management, education and training of students still revealed many limitations that need to be overcome, especially students' perception of the subject. The majority of students have not quickly adapted to the military and disciplined learning environment of the National Defense - Security Education training course. of the subject

should have a bad attitude to study and practice. According to the survey results, 196 students are studying and students who have completed the National Defense - Security education course on the position, role and necessity of the subject, up to 3.2% of students. Respondents were not properly aware of the position and necessity of the subject. According to statistics, the results of studying in defense and security education of students studying at the Center (96.6%) have completed the course program and have been certified, of which 39.6% of students got good results, excellent results, 0.5% students got excellent results.

* Management of facilities in general and teaching equipment in particular for teaching and learning activities

Although there has been an investment in facilities in general and in particular teaching equipment within the capacity possible. But seriously, the guarantee of facilities and teaching equipment of the Center still has many limitations, such as: lack of weapons so students have to study vegetarian; Some equipment due to being used for too long and due to untimely maintenance and repair, the quality of use is limited. It can be said that the management of technical facilities and conditions serving teaching activities: Assurance of the quantity of weapons, equipment and teaching facilities is insufficient compared to the regulations. tissue, training tasks, and management lack plan and are not really active.

The above limitations and shortcomings stem from objective and subjective reasons, which are:

Due to complicated fluctuations of the economic, political, social situation in the country and the world, the negative impact of the market economy, the economic crisis...affects the operation management process. education.

Students are diverse in subjects, differing from regional cultures and their levels of awareness are not equal.

Due to the history left related to the quality of the teaching staff (lecturers who experience the battlefield are weak in teaching, good teachers in teaching are weak in reality). The Ministry of Education and Training does not have a clear and effective regulation in directing the diversification of schools for National Defense - Security Education at the Center, leading to unintentional planning and implementation. moving. On the other hand, there is no specific coordination mechanism between the Ministry of Education and Training and the Ministry of Defense for the training of staff and trainers. The policy regime for the contingent of lecturers in National Defense - Security Education is still low, so talent has not been attracted.

Awareness of lecturers, employees and students is

not synchronous, not positive. There is no active and effective coordination in building content of training programs for the subjects between the Center and the member universities, affiliated universities. There are no specialized staff to preserve and preserve weapons, equipment and teaching facilities. Not direct and well implement the work of education and encouragement for students in a timely manner about the observance of the rules, regulations, learning and practice regimes. The maintenance of regimes, rules and regulations in learning and practice of the faculty staff is not regular and uneven.

5. Discussion

The current situation of teaching activities management as well as the effectiveness of teaching activities in National Defense - Security Education at Ho Chi Minh City University of Industry in recent years has brought into play its role. role of the contingent of staff and lecturers in both management and implementation of the teaching content and has achieved quite good quality and efficiency.

However, the quality of management still has many shortcomings that need to continue to innovate, improve management capacity and propose more effective management measures to organize the implementation of teaching activities. Center for the next time achieve higher results. The basic cause of the limitations in the management, direction and implementation of the management of defense-security education at the Industrial University of Ho Chi Minh City comes from the management apparatus, the proposed measures to manage and direct the implementation organization still have certain limitations. Therefore, in order to improve the effectiveness of management of defense-security education activities at Industrial University of Ho Chi Minh City, it is necessary to propose effective management measures, consistent with the characteristics of the situation of the teaching dynamics and the specific nature of the national defense - security education mission in the current period.

Research to promulgate a number of regimes and policies related to fostering knowledge of national defense - security, management of national defense - security education for students at defense - security education centers.

Fostering awareness raising for the contingent of lecturers and managers on knowledge of national defense and security in the new era; to formulate strategies, planning and plans for retraining and consolidating the contingent of lecturers and managerial staff engaged in defense and security education in the new period.

Gradually improve the facilities for education and management of defense-security education for the Center such as: upgrading lecture halls,

models, building technical works to improve military knowledge, completing adjust documents, education textbooks for national defense and security for students.

6. Conclusion

Economic globalization is an objective trend, attracting many countries to participate, having both positive and negative sides, cooperation and struggle. In order to successfully realize the target: "To bring our country out of under development soon; to create a foundation for our country to basically become a modern industrial country by 2020", we must take the initiative in the association. importing more and more deeply and widely into the global economy. Vietnam became a member of the WTO, marking a step of our country's deeper and fuller integration into the global economy; affirming the recognition of the world community for the great achievements of our people in more than 20 years of renovation under the leadership of the Party; brings our country both great opportunities and great challenges in all fields: economy, politics - society, national defense - security and foreign affairs ...

The hostile and reactionary forces do not give up their conspiracy to take advantage of the integration to destroy us with new, more sophisticated tricks. They continue to take advantage of our difficulties and loopholes in the roadmap for the implementation of international commitments and do not preclude the use of economic cooperation (both direct and indirect) to counteract, both " ; creating political pressure to undermine the great national unity bloc, causing socio-political instability of the country. That situation requires us to further strengthen our defense and security education, in order to create a strong change in awareness and responsibility of the entire Party, the entire people and the entire army for the cause of consolidation. national defense and security, protect the Socialist Fatherland in the new situation.

Improving the quality of defense-security education management for students in general, for students studying at the National Defense - Security Education Center of Ho Chi Minh City University of Industry in particular is an urgent requirement from practice, this is a "problem" that needs to be solved. Therefore, it is necessary to have a comprehensive and in-depth study through which to find a solution to this "problem". On the basis of research and interpretation of theoretical and practical issues in the management of national defense and security education, the thesis identifies urgent and feasible measures to further improve the quality of operational management of security education activities at the National Defense - Security Education Center of Industrial University of Ho Chi Minh City to meet the requirements and tasks of building and protecting the country in the new era.

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**QUẢN LÝ DẠY HỌC MÔN GIÁO DỤC QUỐC PHÒNG VÀ AN NINH Ở
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THEO HƯỚNG PHÁT TRIỂN NĂNG LỰC THỰC HÀNH
THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ ĐẶT RA**

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Tóm tắt: Giáo dục quốc phòng - an ninh cho sinh viên là một trong những nội dung của chiến lược đào tạo con người, nhằm đào tạo những con người mới có đủ trình độ năng lực để thực hiện tốt hai nhiệm vụ xây dựng và bảo vệ Tổ quốc Việt Nam xã hội chủ nghĩa. Việc nghiên cứu vấn đề quản lý dạy học môn giáo dục quốc phòng - an ninh cho sinh viên trường Đại học Công nghiệp Thành phố Hồ Chí Minh theo hướng phát triển năng lực thực hành là rất quan trọng và cần thiết. Tác giả bài báo đã tiến hành điều tra khảo sát thực trạng quản lý dạy học môn giáo dục quốc phòng và an ninh ở trường Đại học Công nghiệp thành phố Hồ Chí Minh theo hướng phát triển năng lực thực hành, phân tích điểm mạnh, điểm yếu, nguyên nhân của thực trạng và những vấn đề đặt ra.

Từ khóa: Môn giáo dục quốc phòng – an ninh; Quản lý dạy học môn giáo dục quốc phòng và an ninh; Trường Đại học Công nghiệp thành phố Hồ Chí Minh; Năng lực thực hành; Phát triển năng lực thực hành.