

Improving the Quality and Effectiveness of Students' Learning in Political Theory Courses in the Digital Era

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ABSTRACT:

Political Theory courses occupy a distinctive position in Vietnam's higher education system, serving as a foundational framework for shaping students' scientific worldview, revolutionary outlook on life, dialectical methodology, political steadfastness, and revolutionary moral qualities. In the context of international integration, globalization, and digital transformation driven by the profound impacts of the Fourth Industrial Revolution, the teaching and learning of Political Theory courses are facing numerous challenges. These include the exam-oriented and superficial learning attitudes of a segment of students, teaching methods that remain heavily transmission-based, limited interactivity, and insufficient linkage with practical realities, resulting in learning outcomes that do not fully correspond to the subject's critical role. In alignment with the spirit of the Politburo's Resolution No. 71-NQ/TW on breakthroughs in educational development, this endeavor aims to contribute to the formation of a new generation of Vietnamese citizens characterized by patriotism and national pride, endowed with political courage, intellectual capacity, professional competence, educational attainment, and physical well-being. Such a generation is expected to meet the requirements of national construction, development, and defense in the new era—the era of national advancement—striving toward the goals of a prosperous people, a strong nation, democracy, equity, and civilization.

Keywords: Political theory, students, digital era, Vietnam.

1. Introduction

Within university curricula, Political Theory courses play a particularly important role. They contribute

to the formation and consolidation of students' ideological stance and political resilience amid rapid changes in the global and regional landscape, the

profound impacts of the Fourth Industrial Revolution, and especially as Vietnam enters a new era-the era of national advancement. In this context, students are also confronted with increasingly sophisticated schemes and tactics employed by hostile and reactionary forces seeking to undermine the revolutionary cause of the Party and the Vietnamese people. Beyond this, Political Theory courses equip students with a scientific worldview and methodology for both cognitive and practical activities, particularly in their academic pursuits and future professional careers after graduation. Therefore, thoroughly implementing the Party's perspectives and guidelines on renewing ideological and theoretical work, as well as innovating the teaching and learning of Political Theory courses at universities, has become an urgent necessity.

Higher education occupies a distinctive position within the national education system, characterized by its unique mission and specific functions. The mission of universities is to cultivate individuals with strong professional competence, creative and flexible thinking, intellectual acuity, and solid political-theoretical foundations, thereby providing the nation with a high-quality human resource base. In this regard, improving the quality and effectiveness of students' learning in Political Theory courses in the digital era is both an urgent and meaningful task, contributing directly to the comprehensive development of learners and to the broader goals of national development.

Over the past forty years of renovation, Vietnam has increasingly pursued deep and comprehensive international integration. In this context, the revitalization of the national education system is facing exceptionally urgent tasks. During his lifetime, President Ho Chi Minh consistently expressed his aspiration for Vietnam to become a prosperous and strong nation, for its people to be enlightened and knowledgeable, and for society to attain a high level of cultural development. Achieving this vision fundamentally depends on the education system's capacity to cultivate a large contingent of talented individuals who possess both moral integrity and professional competence, as well as firm political convictions, to actively participate in national development. Accordingly, the

education sector must undergo substantial transformation to keep pace with societal changes in the era of the Fourth Industrial Revolution. Higher education, in particular, is confronted with the imperative of comprehensive reform to overcome stagnation, achieve breakthroughs, and advance the revitalization of education, which is regarded as a key lever for national rejuvenation.

Politburo Resolution No. 71 on breakthroughs in education and training development holds profound and far-reaching significance, injecting new momentum into Vietnam's contemporary political and social life. As a core component of the national education system, higher education occupies a distinctive position and carries unique responsibilities. The mission of universities is to educate individuals with strong professional capacity, creative, flexible, and agile thinking, and solid political-theoretical foundations, thereby contributing to the formation of a new generation of Vietnamese citizens characterized by patriotism and national pride. This generation is expected to possess sufficient political courage, intellectual capacity, professional competence, educational attainment, and physical well-being to meet the demands of national construction, development, and defense in the new era-the era of national advancement-striving toward the goals of a prosperous people, a strong nation, democracy, equity, and civilization.

2. Research Methods

This study is conducted on the methodological foundation of Marxism-Leninism, Ho Chi Minh Thought, and the viewpoints and guidelines of the Communist Party of Vietnam on education and training, particularly on political theory education in the context of accelerating industrialization, modernization, and digital transformation. This methodological framework serves as a consistent foundation throughout the study, ensuring its scientific rigor, political orientation, and practical relevance.

Building on this foundation, the study employs a combination of specific research methods, including dialectical and historical materialism; the integration of logical and historical approaches;

analysis and synthesis; practical analysis combined with experience summarization; and comparative analysis. The flexible integration of these methods aims to provide a solid theoretical basis closely aligned with the realities of higher education, while enabling the formulation of feasible solutions that are appropriate to the requirements for improving the quality and effectiveness of students' learning in Political Theory courses in the digital era.

3. Results and Discussion

For universities in Vietnam, education and training activities are closely aligned with the above objectives. As emphasized in the documents of the 13th National Congress of the Communist Party of Vietnam, "the training and retraining of political theory have been renewed in both content and methods; management and discipline in teaching and learning have been strengthened; the quality of training has been improved; and the situation of reluctance to study political theory as well as formalistic teaching and learning has been gradually overcome" (Communist Party of Vietnam, 2021, Vol. 2, p. 170). The structure of Political Theory courses has been designed in a logical and coherent manner, with clear interconnections among the various subjects.

At present, the teaching and learning of Political Theory courses have become a shared concern of universities. This is because such courses play a crucial role in shaping students' dialectical materialist worldview, dialectical methodology, revolutionary outlook on life, and revolutionary ideals and beliefs. At the same time, they make an important contribution by providing theoretical foundations for the formulation of policies and guidelines, safeguarding the Party's ideological foundation, promoting economic, cultural, and social development, fostering the development of the Vietnamese people, and defending the Fatherland. Beyond their practical value for future careers, Political Theory courses help students cultivate moral character, become responsible and exemplary citizens, and continuously engage in self-discipline and ethical self-improvement. Consequently, students' thinking and actions are oriented toward humane and noble values, a strong

sense of patriotism, and steadfastness in the face of the increasingly complex challenges of contemporary life.

However, certain limitations persist in practice. Conservative attitudes remain evident among some lecturers, manifested in reluctance to innovate teaching methods, hesitation in adopting modern technological tools, and limited application of digital technologies, virtual reality, and artificial intelligence-technologies that have the potential to simulate human cognition and serve as highly intelligent teaching assistants. Instead, there is continued reliance on traditional lecture-based approaches characterized by rote reading and copying, which render lectures rigid, abstract, and dogmatic. Such approaches fail to adequately illuminate real social practices and lack appeal for students, thereby limiting their ability to inspire learning motivation, independent thinking, and research capacity.

In recent years, overall, the majority of students have demonstrated strong learning motivation, proactiveness, and a positive attitude toward their studies, along with a high sense of responsibility. They have actively engaged in studying and researching Political Theory courses, effectively absorbed course content, and achieved tangible learning outcomes. Many students have shown genuine interest in learning and researching Political Theory, actively preparing lessons, participating in classroom discussions, presentations, and debates, and applying acquired knowledge to their academic work as well as to real-life situations.

Specifically, most students attend classes with required textbooks, listen attentively to lectures, take systematic notes, and actively participate in presentations and group discussions. Notably, some students have expressed interest in addressing pressing social and practical issues that require theoretical clarification and interpretation. The proportion of students meeting course requirements in Political Theory subjects has continued to increase, with many achieving high rankings in Political Theory Olympiads and earning excellent grades in these courses.

Nevertheless, a very small proportion of students still exhibit inadequate learning attitudes and motivation. Typical manifestations include perceiving Political Theory courses as general subjects with limited relevance to their academic majors, leading to superficial and exam-oriented learning. In the classroom, some students engage in unrelated activities, such as using mobile phones to browse the internet or send messages, failing to take notes, or attending classes without textbooks. As a result, “despite considerable efforts, the study of political theory has not yet fully met the required standards” (Communist Party of Vietnam, 2021, Vol. 2, p. 172).

Learning outcomes in Political Theory courses remain modest due to several interrelated factors. As noted in the documents of the 13th National Congress of the Communist Party of Vietnam, there persists “a situation of reluctance to study political theory, avoidance of political theory courses, and formalistic teaching and learning practices” (Communist Party of Vietnam, 2021, Vol. 2, p. 170). A considerable proportion of students continue to regard lecturers of Political Theory as merely “politics instructors” and perceive Political Theory subjects as purely political, heavily centered on the Party’s guidelines and the State’s policies and laws, with little relevance to their academic majors or future lives. Consequently, they invest minimal effort, adopt a passive learning approach, and study only to pass examinations.

In addition, some parents do not fully recognize the role and significance of Political Theory courses, and therefore do not encourage their children to devote sufficient time and effort to these subjects, instead prioritizing specialized professional courses. A segment of students also remains hesitant to participate actively in classroom discussions, lacking initiative in presenting ideas or engaging in debates. Their contributions when prompted by lecturers often appear perfunctory rather than genuinely proactive. Moreover, many students have not yet adapted effectively to the new learning environment and do not clearly perceive the importance of Political Theory courses, leading to behaviors such as arriving late, leaving early, and failing to concentrate during lectures. This lack of

coordination between teaching and learning ultimately reduces educational effectiveness.

Furthermore, the limited amount of in-class instructional time poses additional challenges. Within a constrained timeframe, lecturers must focus on delivering systematic and updated knowledge, enhancing students’ capacity to apply theory, and orienting them toward issues requiring further study and clarification. Covering a substantial volume of content within such limited time is a significant difficulty, not only in terms of quantity but also in ensuring that training quality continues to improve. The credit-based learning system places greater emphasis on students’ self-study; however, monitoring and assessing self-directed learning remains challenging. Finally, the complex and prolonged impacts of the COVID-19 pandemic have created further obstacles to the teaching and learning of Political Theory courses, particularly in organizing seminars and interactive academic activities.

Political Theory courses remain largely oriented toward academic knowledge, characterized by a high level of abstraction and generalization, and offer few experimental or visualized models. As a result, they have not yet fully stimulated students’ learning interest. Given their abstract nature, Political Theory subjects require learners to adopt learning methods that are appropriate to the specific characteristics of these courses. However, in practice, some students perceive Political Theory as “dry, difficult, and demanding”, which leads to reluctance toward learning, the adoption of inappropriate study methods, and a passive, exam-oriented approach aimed merely at passing the course. This is reflected in the tendency to rely on rote memorization of textbook content and lecture notes solely for examination purposes.

Some students initially demonstrate interest in Political Theory courses, but due to ineffective and unsystematic learning strategies, this interest gradually diminishes. Notably, a number of students do not read the textbooks prior to class, nor do they consult supplementary materials, indicating that self-directed learning has not been adequately emphasized. Consequently, the quality and

effectiveness of students' learning in Political Theory courses remain subject to certain limitations that require prompt attention and remediation. To continuously improve the quality of education and training, one of the most important and direct determinants of students' learning outcomes in Political Theory courses is the strengthening of self-study as a core component of the learning process.

To improve the quality and effectiveness of learning in Political Theory courses, it is necessary to implement a set of comprehensive and coordinated solutions:

First, priority should be given to developing a lifelong learning ecosystem in which learners' capacity to apply knowledge in real-life contexts serves as a key criterion for assessment, thereby enhancing societal awareness of the value of political-theoretical knowledge. As Ho Chi Minh emphasized, "theory is the synthesis of humanity's accumulated experience; it is the consolidation of knowledge about nature and society accumulated throughout history" (Ho Chi Minh, 2011, Vol. 11, p. 96). He further asserted that "theory is like a guiding compass; it shows us the direction in practical work. Without theory, one becomes confused, as if walking with one's eyes closed" (Ho Chi Minh, Vol. 5, , pp. 273-274). Ho Chi Minh identified the tendency to "disdain theory" as a serious shortcoming, often accompanying the problems of "theoretical inadequacy" and "empty theorizing". To overcome this disregard for political theory, learners must accumulate and systematize political-theoretical knowledge through the synthesis and generalization of humanity's historical experience. Although individual experience is valuable, it is inherently partial and one-sided. Excessive emphasis on practical experience may lead to its absolutization, treating experience as the sole determinant of success and thereby falling into empiricism. This tendency is frequently associated with subjective thinking, conservatism, self-sufficiency, complacency, and the mentality of seniority-based authority (Ho Chi Minh, Vol. 13, p. 278). A failure to recognize the importance of academic qualifications and theoretical foundations results in the mechanical and uncreative application of isolated experiences, yielding limited

effectiveness. Under empiricism, individuals "cling rigidly to fragmented experiences, plunging ahead blindly without grasping the overall picture", especially in the context of the Fourth Industrial Revolution, digitalization, and artificial intelligence. During his lifetime, Ho Chi Minh clearly stated that experience without theory is like having "one eye open and one eye blind". He acknowledged that diligent and extensive reading is commendable, yet stressed that reading alone does not constitute genuine theoretical mastery. The essence of theory lies in its application to practice; theory divorced from practice degenerates into empty abstraction. As he noted, "even if one reads thousands or tens of thousands of theoretical works, if one does not know how to put them into practice, one is no different from a bookcase" (Ho Chi Minh, 2011, Vol. 5, p. 274). According to Ho Chi Minh, the application of theory must always originate from concrete practice; otherwise, it becomes dogmatism. He further warned of the consequences of disregarding theory: "those who value experience while despising theory fail to grasp the objective process as a whole, lack a firm guiding principle, and know only one aspect instead of ten. If such individuals lead the revolution, failure is inevitable" (Ho Chi Minh, 2011, Vol. 7, p. 127). Moreover, "without theoretical study, one's will lacks firmness, vision remains short-sighted, and in struggle one easily loses direction, resulting in "political blindness" even degeneration and estrangement from the revolution" (Ho Chi Minh, 2011, Vol. 8, p. 280). To remedy the tendency to disregard theory, Ho Chi Minh prescribed a clear and practical approach: "theory must be studied and applied in practical work" (Ho Chi Minh, 2011, Vol. 5, pp. 274-275). This principle underscores the inseparable unity between learning and practice, and between theory and reality.

Second, in the digital era characterized by multidimensional information flows, cyberspace has increasingly become a key arena of ideological contestation. If students acquire political-theoretical knowledge in a passive manner and lack critical thinking skills, they are likely to fall behind in terms of awareness and become vulnerable to distortion, manipulation, and ideological wavering. This reality

poses an urgent requirement to enhance the quality and effectiveness of political theory education. Strengthening Political Theory courses equips learners with a scientific dialectical worldview, a dialectical materialist methodology, and a revolutionary outlook on life, thereby consolidating political consciousness and political conviction. This constitutes a fundamental solution to enabling students to correctly and proactively identify, from an early stage, various ideological currents, and to analyze, critique, and refute erroneous and distorted narratives propagated by hostile forces, thus safeguarding the Party and the socialist regime in Vietnam.

Accordingly, it is imperative to renew course content, curricula, and textbooks by reducing excessive academic abstraction and enhancing their timeliness and relevance to contemporary global, regional, and national realities. Political Theory curricula should be systematically reviewed, updated, and supplemented in an integrated manner, closely linked to practical issues and emerging global challenges such as digital competence, non-traditional security, human security, environmental protection, climate change, and digital sovereignty. In addition, Political Theory programs should be designed with vertical coherence and continuity across educational levels, from intermediate and college education to university education. An open mechanism in textbook development should also be established, enabling universities to exercise autonomy in updating content in accordance with local practical conditions and emerging societal issues.

Third, it is essential to innovate teaching methods in Political Theory courses by adopting a learner-centered approach and integrating diverse pedagogical methods with modern teaching tools, including the application of artificial intelligence in the teaching-learning process. No single teaching method can serve as a universal solution. In the face of the rapid momentum of the Fourth Industrial Revolution, there are only two choices: either remain unchanged or boldly embrace transformation and innovation to align with global developments, thereby fulfilling the mission of

educating a young generation capable of avoiding marginalization in the era of Industry 4.0.

In the digital era, it is crucial to maximize existing advantages and to identify “connectivity” as a central element-connecting diverse knowledge resources, fostering collaboration among educators, and integrating instructors with technological tools and support systems. In particular, the teaching of Political Theory courses should harmoniously combine traditional pedagogical approaches with modern methods and digital support tools. This integration can inspire learners, ignite intellectual curiosity, and shift the focus toward the learner as the central actor, while lecturers assume the role of facilitators who guide, stimulate inquiry, and pose critical questions. Learners no longer acquire knowledge solely from instructors but actively explore diverse information sources, including digital knowledge systems, the internet, and social media, thereby reducing the perceived rigidity of theoretical content. Such an approach exposes students to a rich and diverse intellectual landscape, stimulating curiosity and fostering independent and creative thinking.

At the same time, it is imperative to thoroughly internalize the principle of closely integrating theory with practice. Effective linkage between theoretical learning and practical engagement enhances students’ political resilience and helps overcome reluctance and passivity in studying Political Theory. Finally, there is a need to develop a systematic set of assessment tools to evaluate the effectiveness of political theory education within the higher education system.

Fourth, it is imperative to develop a contingent of political theory lecturers who can meet new requirements by demonstrating strong disciplinary expertise, a deep understanding of practice, and proficiency in pedagogical methods and digital technologies. As emphasized by the Communist Party of Vietnam, it is necessary to “focus on building, consolidating, and regularly providing further training to enhance the qualities and capacities of political lecturers and rapporteurs; and to improve and enhance the effectiveness of the

system of political schools” (Communist Party of Vietnam, 2021, Vol. 2, p. 236).

Political theory lecturers must continuously cultivate political steadfastness and ideals, enhance revolutionary ethics, and embody the dual role of competent scholars and responsible citizens-indeed, as frontline combatants on the ideological, political, and cultural front. Priority should be given to innovating lecture content and teaching methods, promptly updating and supplementing new information and knowledge, and effectively applying the Party’s viewpoints and guidelines to teaching practice and education. Accordingly, improving the quality of political theory lecturers is an urgent requirement in the current context of globalization and international integration.

Each lecture delivered by a lecturer should demonstrate creativity akin to a scientific study, requiring thorough engagement with materials, careful preparation, and the integration of teaching methods closely linked to practice so that learners can easily comprehend and apply knowledge in their work. Teaching should skillfully combine lesson plans with textbooks, canonical works, and reference materials. Regular training and updating of both classical theoretical knowledge and practical knowledge-including national socio-economic conditions and contemporary domestic, regional, and international issues-are essential for lecturers engaged in political theory education. Lecturers must continuously enrich their intellectual capacity, cultivate broad knowledge, and attain profound and comprehensive understanding of both theoretical and practical issues.

It is therefore no coincidence that the documents of the 13th National Party Congress call for “fundamental innovation in the content, curricula, and methods of political theory education in a scientific, creative, and modern direction, closely linking theory with practice” (Communist Party of Vietnam, 2021, Vol. 2, p. 235), while also emphasizing the need to “focus on building, consolidating, and regularly improving the qualities and capacities of political lecturers” (Communist Party of Vietnam, 2021, Vol. 2, p. 236).

The role of the lecturer extends beyond the mere transmission of knowledge to the sharing of experience, the expression of passion and conviction, and the articulation of a scientific worldview and revolutionary outlook on life. Through this process, lecturers help shape in learners a positive life orientation and ideals-particularly vital in today’s society, where numerous temptations exist. This reality demands that lecturers, especially younger ones, cultivate firm political resolve and maintain ethical integrity. Ultimately, a crucial responsibility of the lecturer is to stimulate creative thinking, inspire learners, and guide them to identify what they need to know, what they should further explore, and how to apply knowledge effectively in real life.

President Ho Chi Minh clearly emphasized the responsibility of teachers, stating that educators must cultivate both competence and virtue: competence refers to cultural knowledge and professional expertise, while virtue pertains to political integrity. In order to foster moral qualities in students, teachers themselves must possess moral integrity. Therefore, teachers must serve as role models, especially for young learners.

Teachers are required to help learners firmly grasp methods of creative thinking, develop independent reasoning, and acquire the capacity to solve practical problems autonomously on the basis of solid theoretical foundations and sound methodologies. Educators must uphold integrity, moral uprightness, intellectual completeness, and ethical conduct consistent with national moral traditions and cultural identity, while remaining responsive to the country’s socio-economic and political conditions and meeting the demands of international integration. This requires each individual to continuously cultivate political qualities, moral character, and a healthy lifestyle, following the moral example and working style of Ho Chi Minh. It is essential to build a professional, democratic, civilized, modern, scientific, and humane working and learning environment that adheres to pedagogical principles and professional ethics. Teachers must demonstrate tolerance, generosity, and genuine devotion to their profession, along with a deep sense of responsibility

toward people and society. As Leo Tolstoy once observed, a teacher must possess a noble quality-love. Teachers do not merely transmit knowledge; they educate through their own character and personal example, thereby preserving the dignity and image of the teaching profession. The image of the teacher has always been regarded by society as a symbol of culture and a representative of the civilization of each historical era.

Fifth, lecturers in political theory should not merely transmit pre-existing knowledge contained in textbooks. Instead, students should be encouraged to actively explore, discover, and critically engage with digitized knowledge systems and new sources of information available on the internet and social media platforms. In particular, learners directly share knowledge with one another while continuously enriching and refining their intellectual capital not only through lecturers but also through peer interaction, digital knowledge repositories, online resources, and social networks. This pedagogical approach embodies the principle of integrating theory with practice: theory is used to illuminate practice, theory guides practice, and practice serves to test and validate theory. Such an approach helps overcome dogmatism, bookishness, mechanical thinking, and rigid formalism. Improving the quality of teaching political theory courses should be aligned with the orientation set forth in Conclusion No. 94-KL/TW (March 28, 2014) of the Secretariat of the Communist Party of Vietnam on continuing to renew the study of political theory within the national education system. Accordingly, the renewal of political theory education aims to achieve substantive progress and higher-quality outcomes, thereby reinforcing the leading role of Marxism-Leninism, Ho Chi Minh Thought, and the Party's viewpoints and guidelines in social life. Learners experience genuine engagement and fulfillment when they are inspired, empowered to create, encouraged to express themselves, and actively involved in learning. Through this process, students come to recognize that political theory knowledge is genuinely meaningful and practical, as it provides theoretical explanations for real-life issues and challenges.

Sixth, higher education institutions need to accelerate the digitalization of learning resources by developing comprehensive and systematically organized digital and electronic learning materials that are regularly updated with new and timely content. Particular attention should be given to the interconnection and sharing of digital learning resources among universities. Electronic learning materials must be designed in alignment with program objectives and learning outcomes, ensuring full coverage of all political theory modules and adequate access for students.

Electronic libraries should provide sufficient and high-quality resources to meet the professional and academic requirements of political theory curricula. Teaching support facilities for political theory education must be adequately equipped, modern, synchronized, and user-friendly, ensuring ease of access, operation, and retrieval. These facilities should be balanced and harmonized with the technical, technological, and pedagogical requirements of political theory instruction. Online assessment and evaluation methods for political theory courses must guarantee accuracy, objectivity, and fairness, accurately reflecting students' competencies and academic performance through the use of digital platforms and technologies.

Contemporary teaching and learning of political theory should be oriented toward the development of learners' competencies. Students must be able to understand and appreciate the beauty and humanistic values embedded within the theoretical system in order to apply them effectively in the context of the Fourth Industrial Revolution. This beauty lies in discovery and creativity, as well as in the remarkable capacity of human thinking to penetrate the attributes, essence, and laws of nature and return this knowledge to serve human life itself. The value of the political theory system is manifested as a form of cultural excellence, a foundational theoretical framework, and a decisive condition for the success of the current renewal and development process.

Seventh, enhancing students' awareness and fostering their activeness, initiative, self-discipline, and creativity in learning political theory is a crucial

factor, as students constitute the central subjects of the political theory learning process. The quality of political theory education is reflected in students' reception and internalization of theoretical knowledge, which, in turn, shapes their ideological orientation, moral qualities, revolutionary ideals, political beliefs, and their capacity to apply political theory to political and social activities.

Political theory represents a system of knowledge derived from the synthesis of practical experience and scientific research, abstracted and generalized through scientific methods, serving as the theoretical and scientific foundation for the activities of the Party and the State. In the process of studying political theory courses, students need to pay particular attention to the issue of worldview and outlook on life. Outlook on life is a core philosophical issue within Marxist-Leninist theory rather than a purely scientific problem. Disciplines such as medicine, physics, chemistry, biology, or mathematics cannot resolve fundamental questions of human existence. Without a correct worldview and outlook on life, the higher one's level of knowledge, the greater the potential risk of misusing that knowledge—an outcome that contradicts the educational objectives of socialist education. Worldview and outlook on life determine one's system of values, as well as the purpose, meaning, and value of human activity. Therefore, building a sound value system necessarily requires the formation of a correct worldview, scientific methodology, and a revolutionary outlook on life.

During their engagement with political theory courses, students should also place strong emphasis on methodological issues. Understanding the path and approach to perceiving, analyzing, and evaluating problems from a dialectical materialist perspective is of vital importance. One of the most essential aspects of learning political theory lies in acquiring a correct mode of thinking. Learners cannot transform their minds into repositories of all kinds of knowledge; rather, they must develop intellectual capacities that enable them to absorb, apply, and continuously renew knowledge. Achieving this requires a sound and scientific mode of thinking. Accordingly, political theory instruction should avoid dogmatism and rigid formalism, and

learners themselves should refrain from mechanical and uncritical learning practices.

An inadequate evaluation of political theory courses often manifests as an underestimation of their role and significance. Although the duration of political theory education may be limited, diligent and reflective engagement with these courses can yield lifelong benefits. This is because worldview constitutes the key to human thought and behavior, while scientific and revolutionary methodology guides individuals in both cognition and practice. It is only after entering broader social life beyond the university that graduates fully recognize the practical usefulness and enduring value of political theory education. The impact of political theory extends throughout one's lifetime and becomes increasingly evident as individuals accumulate experience across different stages of life and professional fields. As emphasized in the Documents of the Thirteenth National Congress of the Communist Party of Vietnam, "political theoretical science plays an active role in providing arguments for the formulation of guidelines and policies; safeguarding and developing the Party's ideological foundation; and contributing to economic, cultural, social, and human development, as well as to national defense" (Communist Party of Vietnam, 2021, Vol. 1, p. 64).

4. Conclusion

Enhancing the quality and effectiveness of students' learning in political theory courses in the digital era entails strengthening their acquisition of scientific knowledge, political conviction, moral integrity, and revolutionary ideals. This process contributes to the formation of a generation of young citizens who will become the future pillars of the nation, endowed with a strong sense of national dignity, pride, and patriotism, as well as a heightened sense of civic responsibility toward the cause of national construction and defense.

More importantly, improving political theory education plays a vital role in consolidating students' ideological steadfastness, nurturing their political awareness, and reinforcing their commitment to safeguarding the ideological foundation of the Communist Party of Vietnam. In the context of

rapid digital transformation and increasingly complex ideological challenges, political theory education not only equips students with theoretical knowledge but also fosters critical thinking, ethical

values, and a firm political stance, thereby enabling them to actively contribute to the sustainable development of the country and the protection of national sovereignty and socialist orientation.

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