



## Ho Chi Minh's Ideology on Environmental Protection and that Ideology's Significance of Environmental Protection Awareness Education for Students

Ha, Nguyen Ngoc<sup>1\*</sup>

<sup>1</sup>University of Transport and Communications, No.3 Cau Giay Street, Lang Thuong Ward, Dong Da District, Hanoi, Vietnam

### \*Corresponding Author

Ha, Nguyen Ngoc

University of Transport and Communications, No.3 Cau Giay Street, Lang Thuong Ward, Dong Da District, Hanoi, Vietnam

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**Abstract:** During the process of leading the country, Ho Chi Minh soon outlined strategic directions for the country's development, including the issue of environmental protection. Educating environmental protection awareness for all classes of people, especially the young generation, is of great significance. The young generation, including youth and students, is a part of society that the Communist Party of Vietnam always pays attention to training and nurturing; they will become the core force shouldering the responsibility of the country's future. The purpose of this study is to clarify Ho Chi Minh's Ideology on environmental protection, and the significance of that Ideology in educating environmental protection awareness for students today. To achieve this goal, the study uses disciplinary and interdisciplinary research methods in social sciences and humanities. Research results have shown that Ho Chi Minh's ideology on environmental protection is still valuable today. At the same time, inheriting those values for environmental protection education activities for students will bring about great changes in the awareness and actions of Vietnamese students. Proposing necessary solutions will help universities improve the quality of environmental protection education for students at present and in the future.

**Keywords:** Ho Chi Minh's Ideology, Environmental Protection, Educating, Awareness, Environmental Protection, Industrialization, Modernization, International Integration, Students.

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## INTRODUCTION

In Vietnam, after nearly 40 years of implementing the Innovation process (beginning in 1986), we have achieved great achievements in all fields, creating many outstanding marks, which the economy has grown strongly; the material and spiritual life of the people has been constantly improved; health and the quality of health care for the people have been enhanced; national defense and security have been consolidated and stabilized; foreign relations and international integration have become increasingly deep and effective, etc.

However, the process of socio-economic development has revealed shortcomings and created great pressure on the ecological environment. Environmental pollution continues to develop in a complicated manner, environmental quality in many places has declined sharply, no longer able to receive waste, especially in areas with a high concentration of industrial activities; biodiversity and forest quality have degraded to an alarming level, genetic resources have been lost; drought and saltwater intrusion have increased; etc., that situation has caused serious consequences, ecological security is threatened.

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These issues are hindering the country's sustainable development goals.

President Ho Chi Minh devoted his entire life to fighting and realizing the aspiration for Independence - Freedom - Happiness for the Vietnamese people. He soon planned strategic directions for the country's development, including the issue of environmental protection. His views, instructions and practices on environmental protection for sustainable development still retain their value in the process of innovation and national construction.

Very early, the Communist Party of Vietnam (CPV) and the State of Vietnam recognized the importance of environmental issues in the country's sustainable development and promptly issued many policies and guidelines to protect the environment. The political report at the XIth National Congress of the CPV (2011) clearly stated: "Environmental protection is the responsibility of the entire political system, the whole society and the duty of every citizen". In the 2011-2020 socio-economic development strategy, the CPV identified: "Raising awareness of environmental protection, linking the tasks and goals of environmental protection with socio-economic development". Next, the XIIIth CPV Congress (2021) continued to affirm the viewpoint: "Taking the protection of the living environment and people's health as the top goal; resolutely eliminating projects that cause environmental pollution, ensuring the quality of the living environment, protecting biodiversity and ecosystems; building a green economy, a circular economy, and being friendly to the environment".

Educating awareness of environmental protection for all classes of people, especially the younger generation, is of great significance. The younger generation, including young people and students, is a part of society that the CPV always pays attention to training and nurturing. They will become the core force to shoulder the responsibility for the country's future. Based on that reality, the Minister of Education and Training issued Directive No. 02/2005/CT-BGDĐT dated January 31, 2005, on "Strengthening environmental protection education" in the field of education. Accordingly, the Ministry of Education and Training has directed educational institutions nationwide to organize the implementation of environmental protection education tasks and bring environmental education content into schools.

Educating environmental protection awareness students at universities is important not only for the goal of comprehensively educating the new generation of people but also to spread

educational meaning to the whole society, contributing to the effective implementation of the national target program on climate change response and natural resource protection. Educating environmental protection awareness for students in our country in recent years has initially received attention and achieved certain results. However, the limited manifestations in environmental protection awareness of students also clearly reflect the reality that, at present, educating students about this content is still inadequate. The educational process requires regularity, continuity and investment in all aspects, but educating environmental protection awareness for students is facing many difficulties, so the results are not high. Therefore, studying Ho Chi Minh's Ideology on environmental protection and applying it to improve the effectiveness of educating students about environmental protection awareness is very important, contributing to building an active social force in the field of environmental protection, and proactively responding to climate change and environmental pollution. Based on the above-mentioned urgency, the author chose the issue "Research on Ho Chi Minh's Ideology on environmental protection and the significance of educating students about environmental protection awareness today" as his research topic.

#### **Literature Review**

##### **The Studies on Ho Chi Minh's Ideology on Environmental Protection**

The article "President Ho Chi Minh and ecological environmental protection", by author Nguyen Am, published in *Communist Magazine*, No. 10, 1996. The author analyzed Ho Chi Minh's views on the environment as well as the importance of protecting the ecological environment.

In the article "The advance in Ho Chi Minh's Ideology on protecting the living environment" published in the *Philosophy Journal*, No. 4, 2005, author Nguyen Dinh Hoa explained Ho Chi Minh's far-sighted vision of the inevitable requirement to protect the living environment.

With the study "Ho Chi Minh's views on socio-economic development and environmental protection" published in the *CPV History Magazine*, No. 8, 2011, author Tuyet Hanh clarified Ho Chi Minh's views on the inevitable requirement that economic development must always be associated with environmental protection.

The article "Environmental protection according to Ho Chi Minh's Ideology" published in the *Communist Journal*, No. 65, 2012, also clarified Ho Chi Minh's views on the environment as well as the inevitable requirement of environmental protection in our country in the current situation.

Author Nguyen Thi Kim Dung with the article "Ho Chi Minh's views on environmental protection", published in the Journal of CPV History, No. 5, 2013, has summarized Ho Chi Minh's basic views on environmental protection.

Author Hoang Thi Ngoc Minh in the article "Ho Chi Minh's Ideology on environmental protection" published in the Journal of Vietnamese Social Sciences, No. 3 - 2019, also analyzed the content of Ho Chi Minh's Ideology on environmental protection and drew out the significance for the issue of environmental protection in Vietnam today.

In general, the articles of the above authors have analyzed Ho Chi Minh's basic views on the importance of the environment as well as the issue of environmental protection in our country. However, at present, there has not been any in-depth research work clarifying the basis for formation, as well as the basic contents of Ho Chi Minh's Ideology on environmental protection.

#### **The Studies on Environmental Awareness Education**

Author Vu Trong Dung (2011) in the book: "Ecological ethics and ecological ethics education" based on the analysis of the current status of ecological ethics education in our country, stated the goals, directions, and tasks of ecological ethics education.

In the study: "Raising community ecological awareness for the goal of sustainable development", author Pham Thanh Nghi proposed 7 groups of solutions to raise community ecological awareness.

In addition, a few articles in specialized journals related to environmental ethics education have been published, such as: "Economic ethics education for key cadres" by author Le Binh in the CPV Building Journal, No. 7, 2005. "Economic ethics education and building a cultural environment in the 21st century agenda" by author Do Huy published in the Political Theory Journal, No. 2, 2007. Documents: "Telling stories about the natural environment around you" by author Le Trong Tuc (1997); "Educating preschool children to respond to climate change through games, poetry, storytelling, and puzzles" - Selection by author Nguyen Thi Hong Thu, 2014; "Guidelines for teachers on raising awareness of the environment and climate change" - Ho Chi Minh City University of Education (2013). The authors have contributed to the development of an educational program that integrates environmental protection education and climate change response education, integrating a wide variety of subjects in the general education program.

#### **Research on Environmental Protection Education for Students**

Following the achievements of general education, environmental education for university students contributes to developing environmental protection awareness for students and continues to be implemented through several subjects and activities in universities.

Students in some schools have had learning materials such as: "Environment and environmental protection education: For universities and colleges of Pedagogy" (2011) compiled by Le Van Khoa (editor-in-chief), Phan Van Kha, Phan Thi Lac, Nguyen Thi Minh Phuong; The book "Human - environment and environmental protection education: Textbook for students of Pedagogical University and Pedagogical College" (2009) by Nguyen Van Hong, Science and Technology Publishing House.

The Ministry-level Science and Technology Research Topic by Nguyen Thi Nhung (2007), "Educating environmental protection awareness for students of Fine Arts Pedagogical College through teaching and some activities in schools" mentioned some measures to educate environmental protection awareness for students of Fine Arts Pedagogical College, through the entire teaching and learning program of the school.

The study on environmental protection awareness for students is mentioned through the study on ecological ethics education for students, in the doctoral thesis of author Phan Thi Hong Duyen: "The issue of ecological ethics education for Vietnamese students today" (2012).

Pham Le Hoa, *et al.*, (2016), "Developing documents integrating environmental protection education content for Fine Arts majors in universities and colleges", is a ministerial-level topic in the list of environmental protection education tasks in 2015. The research content implements the integration of fine arts lessons with environmental protection education content.

In addition, environmental protection awareness for students is also mentioned in the doctoral thesis of author Nguyen Nhu An: "Developing environmental protection education capacity for university students of primary education". This is a doctoral thesis in education, so the research perspective that the author focuses on analyzing is the educational capacity of primary education students (specifically environmental protection education capacity), to find solutions to improve educational capacity, helping pedagogical students become future teachers with good

educational capacity for students on environmental protection.

All ideology the number of research works on environmental protection awareness for students is still very limited, they have systematized the theory (concept, content, role, educational conditions) as a foundation for developing research on environmental protection awareness education for students today.

## RESEARCH METHOD

**Theoretical Method Group:** Research, analyze and synthesize relevant documents to build the theoretical basis of the topic.

The practical research method group includes the observation method, sociological investigation method, analysis-synthesis method, pedagogical experiment method, etc.

**Supplementary Method Group:** Interview method, statistical method, etc.

## RESEARCH RESULTS AND DISCUSSION

### Ho Chi Minh's Ideology on the Environment and Environmental Protection

#### *Ho Chi Minh's Viewpoint on the Role of the Environment in Human Life:*

During his lifetime, Ho Chi Minh did not focus on theoretical research on the environment. As a revolutionary, the issue that he was interested in was affirming the role and importance of the environment in human life. Ho Chi Minh sought every way to propagate among the masses to build awareness of environmental protection; promulgate policies and implement programs to protect the environment. For Ho Chi Minh, caring for and protecting the environment means caring for the lives of working people.

Ho Chi Minh's Ideology on the relationship between humans and the natural environment is the Ideology of a great man with a particularly deep affection for nature. The natural environment in his Ideology and feelings is not a mystical force, nor is it just an object to be transformed and conquered, but it is also an important part of human life, closely linked to human life, having a close relationship with human life, "the unity of nature and man".

Around the middle of the 20th century, in Vietnam, the environmental issue was not urgent, especially in the context of the country still facing many issues of vital importance to the survival of the nation. The same is true in the world, ideology the environmental issue has been mentioned in some developed capitalist countries, it is not yet a global issue. It was not until 1972 that environmental issues

were of concern to countries around the world. Since then, there have been many international conferences on the environment: the first international conference on environmental issues - the United Nations Conference on the Human Environment held in Stockholm (Sweden) in 1972; the United Nations Conference on Environment and Development held in Brazil in 1992; the United Nations Conference on Environment and Development held in South Africa in 2002 and the United Nations Conference on Environment and Development held in Brazil in 2012. In the context of the task of national liberation being placed first, Ho Chi Minh was also concerned about environmental issues since the 50s and 60s of the 20th century; he saw the consequences on the living environment due to the negative impacts of humans. That shows his concern for the environment, moreover, it shows the far-sighted vision of a genius leader with a profound humanistic spirit.

As a revolutionary, based on seeing the problems facing the environment, he proposed many important measures to protect the living environment. Ho Chi Minh believed that protecting the living environment is protecting human existence and the development of human society. "Based on the Marxist worldview and dialectical thinking, President Ho Chi Minh not only realized that the path to liberating the working class could only be the proletarian revolution, but also saw that one of the most important bases for the existence and development of humans and human society is nature" (Hoa, 2005).

#### ***Ho Chi Minh's View on Environmental Protection:***

Ho Chi Minh expressed his views on environmental protection by denouncing the crimes of war that destroyed the environment and the policies of natural resource exploitation by imperialism and colonialism. Ho Chi Minh denounced the policies of resource exploitation by colonialism and imperialism that exhausted and destroyed the rich natural resources and environment of colonial and dependent countries. Using every possible channel to condemn French colonialism, in Vietnam's Report to the Communist International, Ho Chi Minh wrote: "Resources: Southern Vietnam produces the most rice. Each year, it exports about 1,500 to 1,800 tons. Northern Vietnam has the most minerals. Each year, it produces 2 million tons of coal. All metals are available. In other regions, the land is poor, the people are poor, etc. They implemented policies such as land division, gender equality, universal suffrage, etc. The French government no longer exists in many villages and communes. The French government was forced to use airplanes, machine guns, and "foreign legionnaires" to kill and burn down the Soviet area. The whole country was submerged in white terror.

CPV members and active elements in the masses, men, women, old and young, were massacred by the thousands, sixteen thousand people were exiled to Guyana (America) and other deserted islands, etc.” (Minh, vol3, 2011, p. 192).

The crimes of imperialism and colonialism against the living environment of the people of the colonies cannot be tolerated, because they want to destroy the living environment of the people of the colonies and dependent countries: “The French command ordered the destruction of everything and turned this whole area into a desert. That order was carried out thoroughly. All the houses were burned to ashes. All the animals, chickens and ducks were killed. Gardens were looted and trees were cut down. Fields and rice were also burned. For several days, the black smoke from the fires covered the sky and throughout that area, not a single person survived, except for the French soldiers” (Minh, vol. 7, 2011, p. 303). Ho Chi Minh condemned and exposed the true face of colonialism with ironic and sarcastic words: “People never want to say that colonial invasion is about burning houses, massacres or looting; and also not to say that it is the act of exhausting a country that only wants to develop. It is the destruction of the life of a region by placing it in the hands of a few big men instead of letting the people cultivate that land” (Minh, vol1, 2011, p. 169). That crime has left serious and long-term consequences until today for the countries invaded by imperialism and colonialism.

The cruel and destructive actions of French colonialism have caused many serious consequences. In his Letter to the French government, parliament and people, Ho Chi Minh wrote: “Many cities and villages have been destroyed, tens of thousands of Vietnamese women, children and elderly people have been massacred by artillery. And many young French and Vietnamese soldiers have died or been injured. How much rubble has been piled up, how much blood has been shed, etc. (Minh, vol5, 2011, p. 15).

Deeply aware of the organic relationship between humans, human society and the natural environment, Ho Chi Minh realized that the development of a country cannot be separated from the exploitation of natural resources. For a country that had just gained independence, embarking on building a new society, a new economy from a very low starting point due to being exploited and exhausted during a long period of colonialism, the devastation of fierce war, the exploitation and use of natural resources to create conditions for economic development and production restoration was an inevitable requirement. But how to both develop production, stabilize people’s lives and protect the natural environment was a concern of Ho Chi Minh’s Government from the very beginning. Therefore, he

was very interested in the issue of environmental protection in the process of building a new society. Some contents of environmental protection work were mentioned by Ho Chi Minh many times, in many places, such as forest protection, afforestation, irrigation development, hygiene maintenance, etc.

### **Purpose, Content, form, Method and Means of Educating Environmental Protection Awareness Students Today**

#### ***Purpose of Educating Environmental Protection Awareness for Students Today:***

According to author Luong Khac Hieu (2017), the purpose is the target of an effort, the aspiration, the desire to achieve an activity, and the results and achievements achieved by those efforts. “The purpose of ideological work is a reflection of the desired results of ideological processes, a prediction of the future results of ideological work”. The purpose of ideological work determines the content, method and way of organizing the ideological impact process, and determines the standards for checking and evaluating the achieved effectiveness. The purpose is long-term, including a system of specific goals for each stage.

The purpose of educating environmental awareness for students in general and students, in particular, is to form and develop environmental awareness for this important part of society. As mentioned above, the purpose of influencing students’ ideological lives is to make them truly understand the need to become mature citizens responsible for the environment, preparing them for the future to become wise workers who know how to harmoniously combine economic benefits with the benefits of environmental protection. Specifically, the purpose of educating environmental awareness for students is to positively change students’ awareness, feelings, beliefs, and will on environmental protection issues, thereby promoting their practical actions in the most positive way to contribute to the cause of environmental protection of the school as well as the whole society.

#### ***Content of Environmental Protection Awareness Education for Students Today:***

To achieve the goal of environmental protection awareness education for students in general and students in particular, the educational content needs to be built appropriately. Students can acquire general theoretical scientific knowledge, and at the same time can systematize knowledge and be highly creative. If environmental education for preschoolers and primary school students is mainly through stories, poems, and games; education for middle school and high school students through simple, separate lessons; through specific activities, environmental protection awareness education for

students equips them with broader, more general, deeper, and more essential knowledge, especially for students majoring in the environment with the orientation of working and researching in the environmental field.

First, students need to be educated to understand the ecosystem and its mechanisms of the ecosystem; Functions and roles of the environment (functions as living space for human and biological communities; functions of containing resources necessary for life and production; functions of containing waste and self-cleaning; functions of storing and providing information to humans). Second, students need to be educated to perceive the current state of environmental pollution of soil, water, and air, depletion of forest resources, marine resources, urban environmental pollution, rural environmental pollution, etc., and the potential impact of climate change that is seriously threatening the existence and development of society; understand the fundamental causes of the current situation. Environmental problems are occurring as predicted by F. Engels: in the natural world, nothing happens in isolation. One phenomenon affects another and vice versa. For that reason, "we should not be too proud of our victories over the natural world. Because every time we achieve a victory, nature takes revenge on us" (Phong, 1991). From there, students are oriented to have correct and appropriate emotions and attitudes.

Third, students need to be educated about value standards in the relationship with nature that are appropriate to the times. This creates a basis for students to have an orientation in choosing values, knowing how to inherit value standards in national traditions, and being able to supplement and develop a system of standard values in the relationship with nature. Today, some basic standards that need to be emphasized in the relationship with nature are: (i) Preserving a green - clean - beautiful living environment in personal and community life; (ii) Civilized and economical lifestyle; (iii) Building a green growth model (production using advanced environmentally friendly technology; effectively exploiting resources, shifting from large-scale exploitation to in-depth exploitation, limiting the use of non-renewable energy sources, combining the process of protecting biodiversity and ensuring the resilience of nature); (iv) Promote the spirit of self-awareness, voluntariness, conscience, and responsibility in all life activities, comply with the Law on Environmental Protection; proactively equip skills and be ready to coordinate actions in resolving incidents (Dung, 2011).

Fourth, students need to grasp the basic guidelines, policies, and guidelines of the CPV and

State on environmental issues. They need to be informed of environmental laws to strengthen their belief in the leadership of the CPV and in institutions that help them form positive motivations and have direction in correct actions to contribute to environmental protection.

### ***Current Forms of Environmental Awareness Education for Students:***

Forms of education and methods of education are intangible tools to carry out impacts and convey educational content to educational subjects. Without these factors, educational content cannot penetrate and be transformed into educated subjects.

The form of ideological work is determined by the object, purpose and content. Each form aims to carry out a certain content, in a space, or time, suitable for a certain level of the object and to achieve a certain purpose. According to author Luong Khac Hieu (2017), "the form of ideological work is a way of organizing and coordinating activities between the subject and the object, a way of arranging factors to ensure and steps to carry out one aspect, a specific ideological work activity".

Accordingly, the form of environmental protection awareness education for students as a form of ideological work is very rich and diverse. The diversity is determined by the method of combining the subject and the object of education, by the factors that ensure the forms are implemented (space, time, plan, process of activity, scale of impact, nature of direct or indirect impact of education, etc.). Within the scope of the research topic, the form of environmental protection awareness education for students is approached in the following groups:

First, environmental protection awareness education for students in the form of classroom teaching. This form is associated with the organization of classes and specialized training classes. University education activities and university teaching activities are unified but not the same. Teaching is the premise for the effective education process, the basic path to achieving educational goals. This is the form of impact on a certain group of students when participating in the training program. Classroom teaching is a direct form in which the educator and the students are present in the same space, and time, associated with a certain content.

Second, educating students about environmental protection awareness through organizing extracurricular activities such as: organizing student scientific seminars, organizing performances, competitions, field trips, and screening films about environmental science. The

ability of the educational subject to influence the educational object in this group of forms is wider than that of classroom teaching, and at the same time can convey richer content. Third, the form of educating students about environmental protection awareness through collective activities such as volunteer movement activities, establishing student environmental clubs with many diverse action programs, establishing forums to discuss environmental issues of students (of which the most popular are forums on the internet, groups on social networks), cultural and artistic activities with the theme of environment, camps on the topic of environmental protection, parades, painting propaganda pictures on the topic of environmental protection, etc. Associated with this form is the use of media that can have a wide impact on a large number of students such as billboards, posters, slogans, leaflets, radio and television news, or on the school's social networking forums as well as student groups, etc. In this form, sometimes the educational subject can also combine the impact on each student with timely reminders and corrections of inappropriate behaviors in specific situations.

#### ***Current Methods of Educating Students about Environmental Protection Awareness:***

The method of educating students about environmental protection awareness is the way the educational subject impacts students to form the necessary positive qualities as the set goal. Education is a process that takes place with many complex stages and diverse objects of impact that are capable of receiving different educational content, associated with different forms of education. Therefore, the educational subject needs to know how to choose and build appropriate, flexible and creative educational methods. That is an art in the educational process.

The methods of educating students about environmental protection awareness are methods formed based on the general principles of the theory of ideological work methods. The implementation of educational methods is always associated with certain forms, so it is very diverse and rich and needs to be harmoniously combined in specific historical conditions and circumstances to achieve high efficiency. The classification of educational methods is only relative. Based on the use of educational means, the method of educating environmental awareness for students includes:

First, the method of using words to influence students, including the monologue method and the dialogue method. This method is suitable for teaching students in class. In class, most lecturers use the monologue method, that is, using words to convey knowledge and experience such as presentation method, explanation method, lecture method, etc. In

addition, educational subjects also use the dialogue method, that is, organizing and guiding students to participate in exchanging and presenting their perceptions and views on environmental issues that need to be clarified such as question and answer method, group discussion method, problem-posing method, debate method, etc.

Second, the visual method is the impact of the subject on students through the use of visual means such as: means of creating impressive images and sounds (films, paintings, billboards, posters, slogans, banners, songs, music, etc.); printed means (books, newspapers, magazines, leaflets, notices, etc.); symbolic means (diagrams, statistical tables, maps, charts, etc.). The visual method is suitable for the form of educating environmental protection awareness through the collective activities of students.

Third, practical methods are methods of educating environmental protection awareness school students through field trips to access production models in many localities (such as organic clean agricultural production models, production models in craft villages causing serious environmental pollution, etc.), contact with different occupational groups in diverse working environments; observe and measure environmental parameters; summarize learning from advanced role models, etc. If the educational subject uses the method of setting advanced role models appropriately, the results can be very large. As President Ho Chi Minh affirmed: "In general, Eastern peoples are rich in emotions, for them a living example is more valuable than a hundred propaganda speeches" (Minh, vol. 1, 2011). Practical methods are suitable for extracurricular forms of environmental education, helping to impact students in a lively and natural way.

#### ***Means of Educating Environmental Awareness for Students Today:***

Means for educating environmental awareness for students are tools and objects that both the subject and the object use to convey and receive educational content to achieve the determined purpose. Technical means are placed in the conditions of facilities and some other conditions (such as educational environment, financial resources, educational traditions, etc.) to ensure the activities of educating environmental awareness for students. These are factors that have a significant impact on promoting the role of methods and forms of education. With the support of modern teaching aids, rich visual aids, civilized and convenient schools, diverse means of communication, etc., and factors that motivate educational activities (such as financial resources, educational traditions, and cultural

institutions), the educational process will inevitably have many advantages. Thus, it is possible to classify the means of educating environmental protection awareness students into the following groups:

Means that directly affect students in extracurricular activities or collective activities, including visual means such as uniforms with environmental protection symbols, flags symbolizing environmental action days, colors, lights, and other means such as bicycles, motorbikes decorated for parades on the occasion of calling for environmental protection, etc. In addition to visual means, words are also important means in educating environmental protection awareness (persuasive words in teaching by lecturers, attractive words of speakers, calls to urge action for the environment, etc.). The mentioned means are also means of oral propaganda, closely linked to the teaching system in schools and the activities of lecturers and reporters.

Means of indirect impact on students include technical means of impact within a small range (speakers, projectors, tape recorders, video recorders, etc.) and mass media (radio, television, social networks, electronic newspapers, printed media such as books, pictures, calendars, newspapers, stamps, leaflets, etc.). In addition, means of educating students on environmental protection awareness can also be social communication activities; group, association, class, group activities, etc. However, making the most of the advantages of material and technical means also depends on using them appropriately for the subject, with each content and certain methods of impact. Moreover, when having modern material means, the educational subject must also have the capacity, proficiency and creativity in using them to maximize their features, serving the educational process. On the contrary, not only do the invested material become wasteful, but they also make people slaves to technology.

## CONCLUSION

The great revolutionary cause of CPV and people is always closely linked to the process of caring for youth work. In particular, the task of educating the young generation, youth, and students is of great significance, a positive factor, creating a driving force to strongly promote the progress of society. The effectiveness of this work contributes to many victories in ideological work, as well as the completion of great goals in the cause of building and defending the Fatherland. To achieve the above goals, in addition to the educational content for youth and students that have been focused on (education on scientific worldview, political-ideological education, moral education, lifestyle, aesthetic culture, etc.), in the current conditions, associated with the deteriorating living environment, climate change,

which poses many challenges to economic development, social stability and national security, etc., educating environmental protection awareness for youth and students is also an urgent content, to meet new requirements of practice. Applying Ho Chi Minh's Ideology on the environment and environmental protection in educating environmental protection awareness for students is both theoretical and practical; contributing to raising students' awareness of environmental protection in the present and the future.

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