BUILDING THE IDEAL STUDENT MODEL ACCORDING TO HO CHI MINH'S IDEOLOGY IN VIETNAM TODAY

CONSTRUINDO O MODELO DE ALUNO IDEAL SEGUNDO A IDEOLOGIA DE HO CHI MINH NO VIETNÃ HOJE

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ABSTRACT

The purpose of this article is to clarify the forming of an ideal student model in universities in Vietnam according to Ho Chi Minh's ideology. The hypothesis is whether Ho Chi Minh's ideology is suitable for building an ideal student model in today's era or not? Is building an ideal student model in universities the best solution to provide human resources for society in the future? To realize the set goals and hypotheses, the author will focus on clarifying the main contents such as clarifying the theoretical basis, the content of Ho Chi Minh's ideology on the ideal student model, assessing the current situation of Vietnamese students, suggesting solutions to build an ideal student model, providing discussions and suggesting further research directions. To conduct the research, we combine qualitative and quantitative research methods.

Keywords: Model, student, ideal, Ho Chi Minh.

RESUMO

O objetivo deste artigo é esclarecer a formação de um modelo de aluno ideal em universidades no Vietnã de acordo com a ideologia de Ho Chi Minh. A hipótese é se a ideologia de Ho Chi Minh é adequada para construir um modelo de aluno ideal na era atual ou não? Construir um modelo de aluno ideal em universidades é a melhor solução para fornecer recursos humanos para a sociedade no futuro? Para realizar as metas e hipóteses definidas, o autor se concentrará em esclarecer os principais conteúdos, como esclarecer a base teórica, o conteúdo da ideologia de Ho Chi Minh sobre o modelo de aluno ideal, avaliar a situação atual dos alunos vietnamitas, sugerir soluções para construir um modelo de aluno ideal, fornecer discussões e sugerir outras direções de pesquisa. Para conduzir a pesquisa, combinamos métodos de pesquisa qualitativos e quantitativos.

Palavras-chave: Modelo, estudante, ideal, Ho Chi Minh.

Introduction

Students are a young, dynamic and creative force, playing an important role in the construction and development of the country. With the knowledge equipped during the learning process, they are not only a high-quality human resource but also a driving force for innovation and creativity in the fields of economics, science, technology, and culture. In particular, in the context of the ongoing fourth industrial revolution, students are the ones who have the ability to access and apply scientific and technological advances to solve urgent social problems such as climate change, social inequality, or sustainable development. Their role does not stop participating in production labor but also in contributing ideas, building policies and implementing breakthrough projects to develop the country. Students are also responsible for preserving and promoting national cultural values, raising public awareness, and contributing to the building of a civilized and progressive society. This is not only an obligation but also an opportunity for them to demonstrate their patriotism and affirm their own values in the cause of building their homeland.

In the context of globalization and deep international integration, shaping ideals and qualities for students has become extremely necessary. The young generation needs to be oriented to develop comprehensively in terms of intelligence, personality and skills to meet the requirements of a competitive and volatile world. Life ideals are the compass that helps students determine goals, orient their actions, and overcome difficulties in their studies as well as in their lives. A noble ideal such as striving for the sustainable development of the country or contributing to the international community not only motivates but also helps students build their character and sense of responsibility. Moral qualities, patriotism, a spirit of learning and the ability to work in groups are the core factors that help students not only become global citizens but also maintain their national identity. Meanwhile, skills such as intercultural communication, foreign language use, and information technology application are indispensable for them to participate and shine in the international arena. Therefore, education and society need to join hands in building an ideal learning and training environment for

students, in order to create the best conditions for them to promote their abilities and contribute to the country.

Ho Chi Minh's ideology always emphasizes the importance of educating and developing a comprehensive human being, considering this the foundation of all development. He once affirmed that: "*To save the country and build socialism, we must first have socialist people.*" He emphasized education in both intellectual education, moral education, and physical education, with the goal of building people who are both talented and virtuous. This ideology requires not only training individuals with high professional capacity but also having good moral qualities, the will and spirit to serve the community. In the context of current international integration, Ho Chi Minh's ideology still retains its value, being a compass in orienting education to form well-rounded people, capable of adapting to changes of the times while still maintaining national identity. His ideology reminds us that education does not stop at imparting knowledge but also must build people with noble ideals, responsible for society and the country. To apply Ho Chi Minh's ideology, universities need to actively innovate teaching methods, combining theory with practice, to help students deeply perceive their roles and responsibilities. At the same time, integrating Ho Chi Minh's ideological values into education also creates opportunities for the younger generation to learn, inherit and promote the precious traditions of the Vietnamese people.

Ho Chi Minh's thoughts on people and education are solid principles, not only helping to build a generation of people who are useful to society but also playing a decisive role in the cause of building and defending the Fatherland. The core values in his thoughts on people and education include: People are the center of all development; Education must develop people comprehensively: Education must be closely linked to practice; Comprehensive development of morality, intelligence, physical strength, and aesthetics; Self-study and creativity are important factors. To build an ideal student model in the present era, universities need to orientate on noble ideals of life and social responsibility; Comprehensive development of knowledge, morality, physical strength, and aesthetics; Enhance international integration skills and career development; Promote creative thinking and self-study

capacity; Educate on ethics and spirit of dedication to society; Apply digital technology in education and research.

Research Method

To conduct research on the topic "Building an ideal student model according to Ho Chi Minh's ideology in Vietnam today" we use the following main research methods:

Theoretical research method is used to collect and analyze documents related to Ho Chi Minh's ideology on education and human development. Including his works, speeches, articles and previous studies. Using this method clarifies the core values in his ideology on people, education, and the role of students in the country's development. Besides, it also helps to compare Ho Chi Minh's ideology with modern models of education and human development to determine similarities and applicability.

Practical research method is used to design a questionnaire to collect opinions of students, lecturers, and educational administrators on the ideal student model. Focus on the criteria: ethics, knowledge, skills, social responsibility and integration ability.

Quantitative research methods are used in this article to process data from surveys and sociological investigations to provide specific figures on students' perceptions, needs and desires. Determine the relationship between factors such as ethics, knowledge, skills and educational effectiveness in building student models. To ensure objectivity and representativeness in the study, we randomly selected 900 students from 6 universities in Vietnam. The survey was conducted from August to December 2024. *The random sampling method* ensures no bias towards any subject. The sample size of 900 students is evenly distributed or appropriate to the size of each school to ensure representativeness. The survey period lasts 5 months, from August to December 2024. This period allows us to collect data under normal student learning and living conditions, avoiding holidays or stressful exam periods. The selection criteria are students from first to final year, regardless of gender,

major, or academic performance. Subjects are selected randomly to ensure that the research sample is not biased and accurately reflects the actual situation.

The survey process includes 4 steps: Step 1: contacting colleagues at universities to receive support and provide necessary information. Step 2: determining a random list of students based on data provided by colleagues working at the school or through direct access. Step 3: Conducting the survey through methods such as direct questionnaires or online surveys, depending on the conditions of each school. Step 4: synthesizing and processing data to ensure accuracy and consistency. Random selection and timely survey will provide reliable data, helping us to analyze and draw accurate conclusions, reflecting the current situation and characteristics of students in the higher education system in Vietnam.

Qualitative research methods are used to clarify the ethical values, social responsibility and patriotism in Ho Chi Minh's ideology.

Interdisciplinary research methods are used to build a comprehensive approach to the research. Analyze cultural, economic and political factors affecting the construction of student models in the current context.

Forecasting research methods are used to assess the development trends of Vietnamese students in the era of globalization. Propose long-term strategies to build and maintain ideal student models in accordance with Ho Chi Minh's ideology and the needs of society in the future.

Theoretical basis

To study the topic of building an ideal student model according to Ho Chi Minh's thought in Vietnam today, we rely on the following theoretical basis:

Comprehensive education (Lindfors, E., & Hilmola, A. 2016; Benn, C. 2021; Dung, V.V. 2022) is an important theoretical foundation to determine the criteria and orientations in building an ideal student model. Studies show that high-quality human resources play a very important role in the comprehensive development of the country (Rudel, T. 2023; Di Vaio, A., Palladino, R., Hassan, R., & Escobar, O. 2020). Ho Chi Minh emphasized that people are the central factor, the goal and driving force

of development. According to his thought, education not only provides knowledge but also trains ethics, health and aesthetics. He emphasized the comprehensive development of human beings with the motto "*Learning to work, to be a human being, to be a cadre.*" (Ho Chi Minh. 2011; Van Dung, V., Hoa, L.M., Van Quyet, L. 2023) Some studies argue that education must meet social demands (Soler, M. I., & Correa-Otto, S. 2025; Gallego-Noche, B., et al. 2021). Studies suggest that education must be linked to society because it is a tool for training people to serve social development, meet the needs of labor and progress, train creative thinking, solve practical problems, develop comprehensively in ethics, intelligence, physical strength, and integration capacity, and at the same time orient people to actively participate in the sustainable development of society. Based on the above viewpoint, we will clarify Ho Chi Minh's viewpoint that education must be linked to real life, meet the needs of society and be suitable to the conditions of the country. He emphasized that learning goes hand in hand with practice, theory is closely linked to practice. He believes that learning must be associated with moral values and social responsibility, a sense of dedication to the country and humanity.

Comprehensive Development Theory, (Zhang, J. L. 2020; Sun, F., & Li, Z. 2024; Xie, Yan. 2023) these studies emphasize that the construction of ideal student models should be based on the principle of comprehensive development of intelligence, morality, health and aesthetics. This is consistent with modern educational theories, in which people need to be prepared to face the multidimensional challenges of society. *Experiential Learning theory* (Morris, T. H. 2020; Ferreira, C. C. 2020; Jonathan, L. Y., & Laik, M. N. 2024) studies show that ideal student education should focus on experiential learning, encouraging students to participate in practical activities to practice skills, creative thinking and problem-solving abilities. *Social Responsibility Theory* (Abd Jalil, M. I., at al. 2022; Khatatbeh, Y. M., & Al-Dosari, H. 2023) argues that the ideal student model should integrate a sense of social responsibility, helping them understand their role in the community and contribute to common development. *Competency-based education* (Chappell, C., Gonczi, A., & Hager, P. 2020; Sistermans, I. J. 2020) emphasizes that the ideal student

model should not only focus on knowledge but also on skills and qualities, such as: critical thinking, effective communication, leadership skills and teamwork.

Research on the current context of international integration and educational development. The trend of globalization (Walter, S. 2021) and the requirements of the labor market (Fischer, A., & Dörpinghaus, J. 2024; Pocol, C. B., et al. 2022; Sloane, P. J. M. 2020) require that the ideal student needs to be equipped with international integration skills, proficient in foreign languages, and grasp new technologies. This is in line with the requirements of a global citizen. According to Resolution 29-NQ/TW on fundamental and comprehensive innovation in education and training, the goal is to form Vietnamese people who are comprehensively developed, have ethics, intelligence, creativity, professional skills, and a sense of responsibility to society. Vietnam's modern educational philosophy aims at developing comprehensive people, both bearing national identity and meeting the needs of international integration.

Theoretical studies such as: the ideal student competency framework (Walsh Marr, J. 2023; Wong, B., & Chiu, Y. L. T. 2020); ethics (Alwahaishi, S. 2020; Cheng, C., Flasher, R., & Schenck, K. 2020) living honestly, responsibly, loving the country and obeying the law; intelligence (Wang, L., & Yoon, K. J. 2021; García-Martínez, I., et al. 2023), critical thinking, creativity, and the ability to adapt to social change; skills (Alsmadi, M., et al. 2023; Rizaldi, D. R., Nurhayati, E., & Fatimah, Z. 2020) effective communication, teamwork, use of technology, and international integration; aesthetics and culture (Walker, A. 2020; Saidkulovich, S. B., & Ugli, T. J. U.2021) awareness of beauty in life and respect for national cultural values. For students to develop successfully, it is necessary to build on ethical criteria and social responsibility, in line with Vietnam's sustainable development requirements. The above theoretical bases provide a solid foundation for analysis, evaluation and practical solutions to build an ideal student model according to Ho Chi Minh's ideology in the modern context.

Research Questions

To conduct research on the topic of building an ideal student model according to Ho Chi Minh's ideology in Vietnam today, we pose the following questions:

What core values in Ho Chi Minh's ideology are considered the foundation for building an ideal student model?

What qualities and skills does an ideal student model need to have to be suitable for the current context of international integration?

What significance do the values in Ho Chi Minh's ideology have for educating students in the context of globalization and international integration?

Research And Discussion

Research content

Ho Chi Minh (1890–1969) was a great leader of the Vietnamese people. Based on the inheritance of traditional values of the nation and the quintessence of human culture, he always promoted the role of education, especially training the young generation, considering this an important foundation for national development. Ho Chi Minh considered students to be the key force, taking on the responsibility of building and defending the country in the future. Criteria for building an ideal student model. According to Ho Chi Minh, an ideal student model must meet two core criteria: "red" and "specialized." "Red" means having revolutionary ideals, steadfast political qualities, pure morality, a simple lifestyle and being ready to overcome all difficulties and challenges to contribute to the nation. "Specialized" means having extensive knowledge, professional skills, a creative learning spirit and

the ability to apply science and technology into practice. These two criteria are closely linked, in which "red" is the foundation, ensuring the comprehensive development of students.

Building a lifestyle with ideals and ambitions. Ho Chi Minh encouraged students to live with great ambitions, nurturing the desire to master knowledge and serve the country. To achieve this, students need to practice a steadfast will, overcome difficulties and be determined to pursue their goals. Universities also need to guide students to build study plans and gain practical experience for comprehensive development. Cultivate revolutionary ethics. Ho Chi Minh emphasized that ethics is the foundation to help students become good citizens, contributing positively to society. He criticized selfish, lazy, and extravagant lifestyles and encouraged students to maintain noble qualities and live for the common good. He also emphasized that educational plans and programs need to be practical and suitable for reality to achieve high efficiency. Students need to constantly learn, improve their scientific and technical knowledge and synthesize practical experience. Ho Chi Minh pointed out that studying is not only a right but also an obligation to society. He encouraged students to closely combine theory and practice, applying knowledge to practice for evaluation and development. He considered health a valuable asset, a condition for carrying out great tasks. Students need to focus on physical training to have enough health to participate in studying, working and contributing long-term. According to Ho Chi Minh, "a healthy citizen is a healthy country," so taking care of personal health is also a responsibility to the community. The ideal student model according to Ho Chi Minh's thought is a harmonious combination of morality, knowledge, and physical fitness - the driving force for the sustainable development of the Vietnamese people.

The ideal of life is a good goal that every person strives for. This is a strong motivation to help people overcome difficulties and challenges to realize their dreams and ambitions. People with noble ideals always strive to improve themselves, bring joy and happiness to themselves, pride to their families, and at the same time contribute positively to the development of society. Such individuals are often respected and recognized by the community. Building ideal student models at

universities in Vietnam is an essential task to orient and spread positive values to the younger generation. It helps to concretize society's desires for a generation of well-rounded students, not only good at their profession but also rich in moral qualities, strong will, and sense of responsibility.

Inheriting Ho Chi Minh's ideology, the Vietnamese Government aims to build a young generation with noble ideals, solid knowledge, a sense of civic responsibility, and the ability to integrate internationally. These criteria are concretized into the ideal student model with the slogan "Pure heart - Bright mind - Great ambition," including: Revolutionary ideals; Steadfast character; Patriotism; Pure morality; Cultural lifestyle; Compliance with the law; Pioneering action; Continuous innovation; Continuous learning; Good health; Appropriate skills; Aspiration to advance. These criteria are also specified in the Law on Higher Education (Article 5), aiming to ensure the goal of training human resources with political and ethical qualities; in-depth knowledge; creativity and adaptability to the international integration environment.

Training standards for students to achieve ideal models at universities

Universities in Vietnam have established 5 specific standards for students to strive for: Standard 1: Good ethics, average training score of the school year is from 80/100 or higher, no violation of laws, school regulations and local regulations. Actively participate in faculty and school activities; Standard 2: Good study, average score of the school year is from 7/10 or higher, no outstanding credits. Participate in at least 1 academic club and scientific research activities. Participate in creative idea competitions; Standard 3: Good physical strength, participate in at least 1 sports club or physical training activity; Standard 4: Participate in community activities, participate in at least 3 community activities. Have donated blood at least once; Standard 5: Good integration, participation in community activities with foreign organizations, participation in foreign language training and proficiency in information technology. The ideal student model is not only a standard for each individual to strive for but also contributes to improving the quality of university education, creating a young workforce with high capacity and responsibility. This

plays an important role in socio-economic development, strengthening national defense and international integration, ensuring a sustainable future for the country.

To conduct the survey, we constructed questions in groups such as revolutionary ideals, ethics, study, health and social responsibility to suit the theme of Ho Chi Minh's ideology specifically as follows:

The group of questions on revolutionary ethical ideals includes 04 questions:

Table 1 – What do you understand about the concept of "ideal student model" according to Ho Chi Minh's thought?

Response Options	Very Clear	Fairly Clear	Neutral	Unclear	Don't Know
Number of Responses	670	182	18	27	3
Percentage	74.44	20.22	2.00	3.00	0.33

Most students have a good understanding of the concept of "ideal student model" according to Ho Chi Minh's ideology. The percentage of students who are unclear or do not know (3.33%) is very low, showing the effectiveness of propaganda and education programs at universities.

Table 2 – In your opinion, how important is the role of revolutionary ideals in shaping ideal students?

Answer options	Very important	Important	Neutral	Less important	Not important
Number of Responses	732	135	21	12	0
Percentage	81.33	15.00	2.33	1.33	0.00

Students have a high awareness of the importance of revolutionary ideals in forming ideal models. This proves that there is a great consensus on the value of Ho Chi Minh's ideology in guiding students' ethics and lifestyle.

Table 3 – Do you set clear goals or ideals for yourself in your studies and life?

Answer options	always	usually	often	sometimes	rarely
Number of Responses	812	47	24	9	8
Percentage	90.22	5.22	2.67	1.00	0.89

The number of students who regularly set goals is very high, showing awareness of personal orientation in study and life. The proportion of students who pay little attention to goal setting (4.56%) may be a group that needs more support through counseling and orientation activities.

Table 4 – How do you rate the suitability of Ho Chi Minh's ideology for today's students?

Answer options	Very suitable	Fairly suitable	Neutral	Less suitable	Not suitable
Number of Responses	756	138	6	0	0
Percentage	84.00	15.33	0.67	0.00	0.00

The majority of students recognized the relevance of Ho Chi Minh's ideology to current life and study. The percentage of students who gave neutral or lower ratings was very small (0.67%), which shows the lasting value and practical significance of this ideology in the modern context. These results affirm the necessity and effectiveness of continuing to educate Ho Chi Minh's ideology in universities to build a generation of ideal students.

The group of questions on lifestyle ethics includes 03 questions

Table 5 – Do you regularly participate in activities related to moral training and developing a healthy lifestyle?

Answer options	always	usually	often	rarely	never
Number of Responses	671	208	12	8	1
Percentage	74.56	23.11	1.33	0.89	0.11

The data shows that the majority of survey participants regularly or very often participate in moral training and healthy lifestyle development activities, accounting for 97.67%. This reflects a high awareness of the role of these activities in personal and social life. The percentage of neutral, rarely, or never participating is very small, accounting for only 2.33%, indicating a low level of awareness or possibly a lack of opportunities to participate.

Table 6 – Of the following qualities, which do you think is the most important for an ideal student?

Answer options	Patriotism	Honesty	Modesty	Discipline	Law-abiding
Number of Responses	342	217	213	94	34
Percentage	38	24.11	23.67	10.44	3.78

"Patriotism" was rated as the most important quality, accounting for 38%. This reflects that patriotism is still a core value in students' perception. However, "Honesty" and "Modesty" were also highly rated, with nearly equal percentages (24.11% and 23.67%), indicating an interest in personal moral values. "Discipline" and "Obeying the law" had lower percentages, but they cannot be overlooked because these are necessary qualities for building a healthy lifestyle and social responsibility.

Table 7 – Do you feel pressured to live up to ethical standards?

Answer options	Very pressured	pressured	Neutral	Normal	No pressure
Number of Responses	6	7	43	452	392
Percentage	0.67	0.78	4.78	50.22	43.56

The majority of participants (93.78%) felt normal or no pressure to live by moral standards, indicating that moral standards are not a burden but a guideline for life. Only 1.45% felt pressured, which may stem from environmental factors or too high social expectations. The neutral rate (4.78%) is also noteworthy, as it may reflect hesitation in accepting or applying moral standards.

The group of questions on learning and creativity includes 03 questions

Table 8 – Do you often set learning goals and try to achieve them?

Answer options	always	usually	often	rarely	never
Number of Responses	346	396	127	27	4
Percentage	38.44	44.00	14.11	3.00	0.44

The majority of survey participants (82.44%) regularly or occasionally set learning goals and try to achieve them. This shows that a large proportion of

students are conscious of self-direction in learning. However, 14.11% are neutral and 3.44% (rarely or never) may be a sign of lack of motivation or lack of skills in identifying and achieving goals.

Table 9 – Have you ever participated in scientific research, creative activities or academic clubs?

Answer options	always	usually	often	rarely	never
Number of Responses	398	364	122	16	0
Percentage	44.22	40.44	13.56	1.78	0.00

Almost all students participate in research activities or academic clubs, with 84.66% participating regularly or occasionally. This is a positive sign of creativity and academic spirit in the university environment. However, there are still 13.56% who are neutral, indicating that this group may not yet see the value or have not found the right opportunity to participate.

Table 10 – In your opinion, which is more important, ethical or professional criteria?

Answer options	Ethics	Professional	Neutral	Both	Uninterested
Number of Responses	106	127	17	647	3
Percentage	11.78	14.11	1.89	71.89	0.33

The results show that the majority of students (71.89%) perceive that both ethics and expertise are important, reflecting a comprehensive view of an individual's values. The group that prioritizes expertise (14.11%) is slightly higher than the group that values ethics (11.78%), which shows that students still pay great attention to professional competence, but do not ignore ethical values. Only 0.33% are not interested, proving that the general awareness of ethics and expertise is very positive.

The group of questions on health and physical training includes 02 questions

Table 11 – Do you regularly exercise or participate in sports activities?

Answer options	always	usually	often	rarely	never
Number of Responses	217	463	196	24	0
Percentage	24.11	51.44	21.78	2.67	0.00

More than half of the survey participants (51.44%) exercised occasionally, and 24.11% exercised regularly. A total of 75.55% expressed a positive attitude toward physical exercise. However, 21.78% were neutral, which may reflect a lack of motivation or low awareness of the benefits of physical activity. Only 2.67% rarely participated and no one answered "never," indicating that the majority of students were more or less interested in physical exercise.

Table 12 – Do you think that health is an important factor in becoming an ideal student?

Answer options	Very important	Important	Neutral	Normal	Not important
Number of Responses	651	246	0	3	0
Percentage	72.33	27.33	0.00	0.33	0.00

The results show a positive perception of the role of health in becoming an ideal student. More than 99.66% (72.33% very important, 27.33% important) agreed that health is a key factor. This clearly reflects that students are aware of the link between physical health and academic performance as well as comprehensive development.

The group of questions on social responsibility for students includes 04 questions

Table 13 – Do you often participate in volunteer activities, community service?

Answer options	always	usually	often	rarely	never
Number of Responses	526	307	0	67	0
Percentage	58.44	34.11	0.00	7.44	0.00

The majority of students (92.55%) regularly or occasionally participate in volunteer and community service activities, showing a high sense of social responsibility. The data shows that no one chooses "never" reflecting students' positive awareness of community activities. However, there is still a small proportion (7.44%) who rarely participate, possibly due to lack of opportunities or time.

Table 14 – Are you willing to sacrifice personal time to contribute to society or help others?

Answer options	Willing	Rarely	Neutral	Unwilling	Never
Number of Responses	822	71	7	0	0
Percentage	91.33	7.89	0.78	0.00	0.00

The percentage of students willing to sacrifice personal time to contribute to society is very high (91.33%). This proves that students' sense of social responsibility and community support is very strong. Very few students chose "rarely" or "neutral," showing that most of them put community values first.

Table 15 – Do you think that building an ideal student model based on Ho Chi Minh's ideology is necessary in the current context?

Answer options	Very necessary	necessary	neutral	Less necessary	Not at all
Number of Responses	679	181	26	14	0
Percentage	75.44	20.11	2.89	1.56	0.00

The results show a high awareness of the importance of building an ideal student model according to Ho Chi Minh's ideology. More than 95% of students said that this is "very necessary" or "necessary." Very few students chose "neutral" or "less necessary," which reflects a large consensus in orienting ideals and social values according to Ho Chi Minh's ideology.

Table 16 – Are you striving to become an ideal student model?

Answer options	Very trying	Trying	Neutral	Partly	Not at all
Number of Responses	534	318	12	36	0
Percentage	59.33	35.33	1.33	4.00	0.00

Most students (94.66%) are making an effort or are making a great effort to become an ideal student. The very small percentage that chose "somewhat" (4%) and "neutral" (1.33%) may be because they have not clearly defined their goals or have difficulty in achieving them. No one chose "not at all," reflecting the students' sense of self-improvement and striving.

Based on the research results, we put forward the following arguments and discussions:

There are many opinions that Ho Chi Minh's ideology plays a great role in educating the young generation in Vietnam. In this study, we also explained why he considered education to be the key to opening all doors in Vietnam. Education is the foundation for creating a high-quality workforce, with both professional knowledge and revolutionary ethics. The young generation, especially students, are considered to play a key role in building and defending the Fatherland. This awareness needs to continue to be affirmed in current higher education.

Ethical and professional criteria in building an ideal student model are extremely important because. Ethics and professional are not only educational goals but also the guiding principles for forming a comprehensive generation of students. Ethics is to emphasize revolutionary ideals, pure ethics and the spirit of dedication to the country. This is the ethical foundation that helps students overcome challenges. Expertise, creativity and application of science and technology into practice to ensure competitiveness in the international integration environment. These two criteria cannot be separated but complement each other and an ideal student must converge both to become a factor promoting sustainable development.

Ho Chi Minh encouraged students to live with noble ideals, nurture the desire to master knowledge and serve the country. Therefore, universities need to create an environment for students to experience reality, develop skills and train their will. This helps students clearly define their goals and actions to achieve the ideal model. Ethics is the foundation of a good citizen. Ho Chi Minh criticized selfish and extravagant lifestyles and emphasized the role of practical education in forming ethics. Students need to be guided to combine learning and action for the community. This not only helps individuals develop but also contributes to social progress. Ho Chi Minh considered health as a valuable asset of human beings. Therefore, students need to focus on physical training to have enough health to study and work for a long time. The physical training movement in universities needs to be promoted, associated with a sense of community responsibility for health.

Based on surveys, students have a good awareness of the role of revolutionary ideals and the suitability of Ho Chi Minh's thoughts in modern life. However, some groups of students are unclear or have not set life goals and need further support through counseling and orientation activities. Ho Chi Minh encourages the application of knowledge into practice. This is a key factor for students to evaluate and develop skills. Curriculums need to increase practicality, connecting theory with practice to improve training effectiveness. Each student needs to be self-aware, self-controlled and self-respecting in their life as well as their studies. Students need to set their own goals, make specific plans and, when facing difficulties, proactively seek support from teachers, consultants, or Youth Union and Association organizations to help them achieve their goals and plans. In addition, students need to actively participate in activities, especially those of the Youth Union and Association, social activities and volunteering. These experiences not only help them realize many values of life but also train themselves in a more comprehensive way. To build the right goals, students should read and study books and articles about successful figures in history, shining examples that bring valuable inspiration to all generations.

Training standards such as ethics, study, physical fitness, community activities, and international integration help students develop comprehensively. Survey results show that most students have positive perceptions of these standards, but more opportunities need to be created for underrepresented or neutral groups to integrate and develop. The slogan "Pure heart - Bright mind - Great ambition" is an important goal to build an ideal generation of students, combining moral qualities, solid knowledge, and the will to excel. Universities need to concretize this slogan in their curriculum and extracurricular activities. Building an ideal student model is not only educational but also contributes to improving the quality of young workers, playing an important role in socio-economic development. This is also an essential task to concretize Ho Chi Minh's ideology in the context of current international integration. Schools need to promote propaganda about good living values, thereby forming a healthy lifestyle for students. At the same time, it is necessary to issue clear rules and regulations, along with inspection, supervision,

and assessment forces to truly evaluate the quality of moral training as well as the learning outcomes of students.

Regarding the educational forces in schools, teachers need to set an example, demonstrating enthusiasm in teaching and educating students. The assessment needs to be carried out objectively, fairly, and applying many appropriate measures. The data has shown that teachers have a great influence on students. If each teacher becomes a shining example of morality, capacity, and self-study spirit, they will contribute significantly to helping students orient their ideals correctly and progress in their studies. Each class also needs to build itself into a strong, united, autonomous, and self-disciplined collective. Classes need to proactively organize many activities without waiting for the initiative from superiors, contributing to enhancing the collective spirit and creativity in learning as well as living.

Conclusion

From Ho Chi Minh's ideology, the ideal student model is shaped with core values such as: passionate patriotism, the will to self-study and self-discipline, responsibility for oneself, family and society, along with a noble ideal of life associated with dedication to the cause of national development. This is not only the destination but also the compass for the comprehensive development of students in the new era. Building an ideal student model is of great significance to the cause of national development. Students are not only the key human resources in the future but also the driving force for creativity and innovation in the present. A generation of ideal students, rich in knowledge, morality, and a sense of responsibility will be a solid foundation for the cause of building and defending the Fatherland.

To realize this goal, the responsibility does not only belong to students but requires the cooperation of all relevant parties. Schools need to focus on building an advanced and standardized educational environment; teachers need to set good examples in ethics, capacity and teaching methods; the Youth Union and Association need to promote their role in organizing meaningful activities, creating conditions for students to develop comprehensively. At the same time, each student must be

self-aware and proactive in training, nurturing their will and desire to contribute. When all forces are united and consistently implement the proposed solutions, the ideal student model will certainly become a reality, contributing to building a sustainable and prosperous Vietnam.

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