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INNOVATING METHODS OF EDUCATING REVOLUTIONARY

IDEALS FOR YOUNG PEOPLE IN HANOI TODAY

SUMMARY OF DOCTORAL

DISSERTATION IN POLITICAL SCIENCE

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Counter-argument 1:

Counter-argument 2:.....

Counter-argument 3:.....

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INTRODUCTION

1. Rationale for the Study

In all purposeful human activities, method plays a particularly important role, directly determining the quality and effectiveness of the activity. Method is not only the way of performing an action but also functions to guide and ensure that the activity proceeds according to its goals and achieves optimal results. Throughout the history of thought, many scholars have profoundly affirmed the role of method. Francis Bacon, the English materialist philosopher, likened method to a "torch that illuminates the path," helping people orient themselves in their understanding and actions, arguing that with the right method, "a lame person can walk faster than a normal person." Hegel, the German objective idealist philosopher, considered method to be the "soul" of the object, because mastering the right method ensures effectiveness in understanding and transforming the world. Academician Landau also emphasized that method is decisive, even more important than invention. Inheriting and developing those viewpoints, the classical thinkers of Marxism-Leninism placed particular emphasis on the role of method in revolutionary activity as well as in ideological work. Practice has proven that, once the goal has been correctly defined, method becomes the decisive factor in the quality and effectiveness of the activity.

Because methods play a crucial role in human cognitive activity and practical transformation, social actors often pay considerable attention to the creative application and constant innovation of methods of operation, including ideological education and the education of revolutionary ideals.

Educating young people about revolutionary ideals involves regularly teaching them the theoretical aspects of Marxism-Leninism, Ho Chi Minh Thought, the Party's viewpoints, policies, and ideal goals, national and revolutionary traditions, socialist ethics, and knowledge about nature, society, security, defense, and foreign affairs. These are educational contents often considered dry and boring by some. Therefore, to ensure that revolutionary ideal education deeply penetrates young people, it is necessary to constantly innovate methods, stimulate young people to voluntarily engage in revolutionary ideal education, and make the content naturally engaging, persuading them to deeply understand, believe in, and actively act to realize the revolutionary goals and ideals that the Party and the people wish to impart to the younger generation.

Youth are a young generation, eager for innovation, and only through constantly innovating approaches to engaging them can we persuade and attract them to revolutionary ideals and realize those ideals in their lives. Practical experience shows that if we only consistently use certain methods to convey content, even if those methods are used skillfully, without creative application, improvement, and innovation, it will lead to boredom for young people. They will become indifferent to educational influences, even react negatively, and gradually tend to become apathetic and alienated from educational activities. Therefore, innovating the elements of revolutionary ideal education, with a focus on innovating methods, is an urgent requirement for improving the quality and effectiveness of revolutionary ideal education for young people, including those in Hanoi.

The Party's XIII Congress documents clearly state: "Strengthening the education of the younger generation on revolutionary ideals, ethics, cultural lifestyle, enhancing patriotism, national pride, nurturing dreams, aspirations, and aspirations to rise;

upholding a sense of responsibility towards the country and society." In the XIV Congress documents, the Party continues to emphasize: "Developing Vietnamese people comprehensively in terms of ethics, intellect, national consciousness, civic responsibility, creative capacity, and aesthetics." clearly states the requirement to strengthen the education of the younger generation on revolutionary ideals, nurturing aspirations to contribute, and enhancing the responsibility of the younger generation towards the country.

To effectively implement the content of revolutionary ideal education for young people, one of the important and urgent issues of the education system is to further strengthen the innovation of revolutionary ideal education methods, in order to contribute to transforming the noble goals and ideals of the Vietnamese revolution into the noble revolutionary ideals of young people, including the youth of Hanoi.

The method of educating young people about revolutionary ideals is a way of coordinating activities between the educational subject and the educational object to effectively achieve the goal of developing and enhancing revolutionary ideals in young people. To improve the quality and effectiveness of educating future generations about revolutionary ideals, it is necessary to use sharp and effective educational methods. Furthermore, it is necessary to regularly, scientifically, and effectively innovate the methods of educating young people about revolutionary ideals, so that revolutionary ideals deeply permeate the spiritual life and consciousness of young people, nurturing and educating them to become the future subjects of the country.

In the process of educating young people about revolutionary ideals, educational methods play a crucial role as a direct "bridge" transforming educational goals, content, and requirements into concrete impacts on the target audience. Essentially, methods are a system of organizing activities and interactions between the educational subject and young people to achieve educational goals. Therefore, methods not only reflect the level of educational organization but also demonstrate the capacity for ideological influence and the scientific approach in leadership, guidance, and management. If the methods are appropriate, the education of revolutionary ideals will be attractive and persuasive; conversely, if the methods are outdated and authoritarian, even correct content will be difficult to penetrate into the spiritual lives of young people.

Innovation is an inevitable law of development, but it is also a difficult and complex process. For revolutionary ideal education, innovation in methods is not merely a technical requirement but a qualitative transformation in how we influence young people. Meanwhile, young people are a dynamic force, sensitive to new things, and quick to adapt to modern trends and technologies. Therefore, to guide and engage young people, educational institutions need to constantly innovate their methods in a modern, flexible way that is appropriate to the characteristics of young people in the new context.

Over the years, the work of educating revolutionary ideals for young people nationwide in general and in Hanoi in particular has undergone many innovations in content and methods, achieving important initial results. Educational stakeholders have paid more attention to diversifying methods and modernizing resources; strengthening resources for revolutionary ideal education; and the political awareness and political beliefs of a segment of the capital's youth have improved.

However, from a comprehensive perspective, the quality of revolutionary ideal education for young people is still not commensurate with the demands of digital transformation, international integration, and the profound changes in values,

psychology, and information reception methods among young people. The innovation of revolutionary ideal education methods in many places is slow, lacking systematicity and depth; there is still a tendency towards monotonous, uncreative, and inflexible methods that rely on verbal instruction; and the role of young people as active participants has not been fully promoted. Some new and modern methods have not been integrated synchronously into the overall education process, and there is a lack of mechanisms for evaluating effectiveness based on the substantive changes in the awareness, attitudes, and behavior of young people. Particularly in the digital age, the work of educating about revolutionary ideals faces difficulties in reaching, guiding, and effectively influencing youth groups outside of established organizations, and urban youth who are heavily influenced by diverse media.

Meanwhile, existing studies mainly approach revolutionary ideal education from the perspective of content or the organizational forms of movement activities, without systematically analyzing the issue of innovating educational methods, a key factor in creating quality and effectiveness in revolutionary ideal education for young people in relation to the characteristics of urban youth, the requirements of digital transformation, and the realities of Hanoi. This gap necessitates an in-depth research project, approaching the issue from the perspective of ideological work science, to clarify the theoretical and practical basis and propose viewpoints and solutions for innovating revolutionary ideal education methods for young people that are appropriate to the specific conditions of the capital city.

Based on the practical requirements and research gaps mentioned above, the doctoral candidate chose the topic: "*Innovating methods of educating revolutionary ideals for young people in Hanoi today*" to develop their doctoral dissertation in Political Science, specializing in Ideological Work.

2. Research Objectives and Tasks

2.1. Research Objectives

Based on clarifying theoretical issues and analyzing the current situation regarding the innovation of revolutionary ideal education methods for young people in Hanoi, this dissertation proposes and explains the scientific basis of viewpoints and solutions for continuing to innovate revolutionary ideal education methods for young people in Hanoi today.

2.2. Research Tasks

To achieve the research objectives, the thesis undertakes the following research tasks:

- Overview of research abroad and domestically related to the thesis topic; clearly identifying the achievements the thesis should build upon and the issues the thesis needs to research and clarify.

- Analyzing and clarifying theoretical and practical issues regarding the innovation of revolutionary ideal education methods for young people in Hanoi today.

- Analyzing and evaluating the current situation and the challenges in innovating revolutionary ideal education methods for young people in Hanoi today.

- Proposing, analyzing, and explaining the scientific basis of viewpoints and solutions for continuing to innovate revolutionary ideal education methods for young people in Hanoi in the future.

3. Research subjects and scope

3.1. Research subjects

The subject of this thesis is the innovation of methods for educating young people in revolutionary ideals in Hanoi.

3.2. Research Scope

Regarding the scope: While Hanoi has a diverse population of young people living and working within its territory, this thesis focuses solely on young people participating in activities at affiliated organizations within the Ho Chi Minh Communist Youth Union of Hanoi. The thesis surveys and evaluates the current state of revolutionary ideal education for young people in Hanoi and selects five wards/communes for study: Cau Giay ward; Ba Dinh ward; Long Bien ward; Thuong Tin commune; and Son Tay ward.

Regarding the timeframe: The research on the current state of revolutionary ideal education for young people in Hanoi was conducted from 2021 to 2026, and the proposed solutions are valid until 2035.

4. Research Questions and Hypotheses

4.1. Research Questions

- What is the innovation in revolutionary ideal education methods for Hanoi youth, and what factors are influencing it in the context of digital transformation and international integration?
- What is the current state of innovation in teaching methods and how does it impact the awareness, attitudes, and behavior of young people?
- What are the limitations, contradictions, and challenges in leading, directing, and managing the innovation process?
- What viewpoints and solutions need to be implemented to improve the effectiveness and sustainability of innovation in revolutionary ideal education methods?

4.2. Research Hypotheses

- Innovating the methods of educating Hanoi's youth on revolutionary ideals is an essential requirement, influenced by the digital society context, international integration, and the developmental characteristics of young people.
- The innovation process has seen progress, but it is not uniform, and the effectiveness still varies among different youth groups and educational environments.
- The main limitations stem from a still bureaucratic leadership mindset, inconsistent coordination mechanisms, and insufficient capacity of the staff and supporting conditions.
- If comprehensive solutions are implemented, linked to content innovation, promoting the role of youth, and applying digital technology, the effectiveness and sustainability of revolutionary ideal education will be significantly enhanced.

5. Theoretical Basis and Research Methods

5.1. Theoretical Basis

This dissertation applies the methodology of dialectical materialism and historical materialism; inherits the principles of Marxism-Leninism, Ho Chi Minh Thought, the Party's viewpoints, and the State's policies and laws on educating revolutionary ideals for young people; and at the same time approaches modern political science theories and selectively inherits relevant research results.

5.2. Research Methods

- The dissertation applies the dialectical and historical materialism methodology, combined with an interdisciplinary approach (Political Science, Sociology, Education, Psychology), in which Political Science plays a leading role, to analyze the process of innovation in the method of educating revolutionary ideals for young people in the dynamic relationship between content, method, subject, object, and social context.
- The dissertation uses a combination of qualitative and quantitative research methods, including: document research; historical and logical methods; comparative methods; structural

systems; deductive and inductive methods; in-depth interviews and questionnaire surveys (N=620), combined with statistics and data processing using SPSS.

- Data processing and analysis methods were performed using SPSS version v26; data were cleaned, validated, and analyzed according to the research objectives of the dissertation.

- The methods applied aim to clarify the theoretical basis, assess the current situation, identify the causes, and propose solutions for innovating the teaching methods of revolutionary ethics for Hanoi youth in a scientific, objective, and practical manner.

6. New Contributions of the Thesis

This dissertation clarifies the theoretical basis of revolutionary ideal education methods for young people; systematizes and classifies current methods; and develops a concept of methodological innovation, including its content, principles, methods, evaluation criteria, and influencing factors.

Based on practical surveys, the dissertation assesses the current situation and identifies the challenges in innovating revolutionary ideal education methods for young people in Hanoi, focusing on the following aspects: leadership and management; subject capacity; youth characteristics; implementation methods; and ensuring conditions.

From there, the dissertation proposes five viewpoints and six groups of comprehensive solutions to improve the effectiveness of innovating revolutionary ideal education methods for young people in Hanoi, linked to youth characteristics, their role as subjects, and practical conditions in the coming period.

7. Theoretical and Practical Significance of the Thesis

Theoretical Significance: The dissertation systematizes and clarifies the theoretical basis for innovating methods of educating revolutionary ideals for young people, approaching it as a purposeful activity process of educational subjects; it also analyzes the influencing factors in the context of digital transformation and the transformation of youth. Based on an assessment of the current situation in Hanoi, the dissertation contributes to supplementing the scientific basis for research on educating revolutionary ideals for young people in a way that connects theory with practice.

Practical Significance: The dissertation provides a survey-based picture of the current situation regarding the innovation of methods for educating revolutionary ideals for young people in Hanoi, pointing out the results, limitations, and issues arising in the implementation. From there, it proposes a system of feasible viewpoints and solutions to improve the effectiveness and sustainability of methodological innovation, which can serve as a reference document for Party committees, governments, and Youth Union organizations in planning and implementing revolutionary ideal education for young people in the future.

8. Structure of the thesis

Besides the introduction, conclusion, appendix, and bibliography, the thesis has a structure of 4 chapters and 10 sections.

Chapter 1

OVERVIEW OF RESEARCH RELATED TO THE THESIS TOPIC

1.1. Research works on educational methods, revolutionary ideal educational methods

1.1.1. Research works abroad

V.A. Sukhomlinsky, "*Forming Beliefs for the Younger Generation*", (1971); D.A. Volkogonov, in the work "*Methodology of Ideological Work*" (1983); In "*The Teacher*

and the Social Context of Education" (1991), (The Teacher and the Social Context of Education); Article by Ketmany Phummalat (2014), "*Innovating the teaching methods of political and administrative theory subjects at the Lao National Academy of Politics and Administration with various forms*"; Research by Sun Y. (2018), *The impact of globalization on ideological and political education in China's higher education. Journal of Educational Research and Practice*, 8(4), 123-138. (The Impact of Globalization on Ideological and Political Education in Higher Education in China. Journal of Educational Research and Practice); Research paper by Xu Liu, Zhao Xiantong & Hugh Starkey (2021), "*Ideological and Political Education in Chinese Universities: Structures and Practices*", (Ideological and Political Education in Chinese Universities); Research paper by Lei Chen & Rongping Yang (2023), "*The Influence of Traditional Chinese Culture on Educational Philosophy and Practice*", (The Influence of Traditional Chinese Culture on Educational Philosophy and Practice).

1.1.2. Domestic Research Works

The book by Pham Huy Ky (2010), "*Theory and Research Methods, Education of Political Theory*", National Political and Administrative Publishing House, Hanoi; Author Tran Van Hai (2013), in his PhD thesis in Education: "*Ho Chi Minh Thought in Educating Revolutionary Ideals for Youth*," Hanoi Pedagogical University; Bui Hoang Thao (2016), in his dissertation: "*Innovating the Content and Curriculum of Political Theory Education in Universities and Academies of the People's Public Security in Vietnam Today*," PhD dissertation in Political Science, Academy of Journalism and Communication; Pham Van Hien (2017), in his dissertation "*Innovating the Organization and Operation of the Propaganda Department of the Party Committee at the Commune Level in Vietnam Today*," PhD dissertation in Political Science, Academy of Journalism and Communication; Luong Khac Hieu (Editor) (2017), *Theoretical Basis of Ideological Work of the Communist Party of Vietnam*, Political Theory Publishing House; Nguyen Thi Huong's dissertation (2019), "*Revolutionary Ethics in Educating Revolutionary Ideals for Youth*," PhD dissertation in Education, Ho Chi Minh City Pedagogical University; Author, Do Huy (2020), in his doctoral dissertation, research on "*Educating revolutionary ideals for youth in the context of globalization*"; Author, Nguyen Huu Canh (2020), in his research on "*Methods of teaching Vietnamese revolutionary history in the 4.0 era*"; Research on "*Educating history and revolutionary traditions for youth*" in the doctoral dissertation of author Tran Minh Hien; Nguyen Thi Truong Giang (2024), "*Innovating political propaganda work on social networks in our country today*", Information and Communication Publishing House; Luong Khac Hieu (2024), project leader of the Principles of Ideological Work, Academy of Journalism and Communication, Hanoi.

1.2. Research works on youth, revolutionary ideal education for youth and methods of revolutionary ideal education for youth

1.2.1. Research works abroad

In the work "*The Foundations of Psychology*", volume 2. Education Publishing House, 1981, Hanoi; In the book "*Socialism and Youth*" (1987); Subsequently, in 1995, the United Nations established *the World Programme of Action for Youth the Year 2000 and beyond (WPAY)*; In addition, there is also the *United Nations Programme on Youth (UNPY)*; Author, González (2008), "*The Role of Education in Cuba's Future*", (the role of education in Cuba's future); In the study "*Cuban Youth and Revolutionary Ideals: A Study of Political Socialization*" (2011), author Martínez; author Kravtsov in the

research "*Youth Education and Patriotism in Modern Russia: Challenges and Solutions*" (2022); United Nations World Youth Report; The Global Situation of Young People (2003); Young People Today and in 2015 (2005-2015); Young People's Transition to Adulthood - Progress and Challenges (2007); Reports on Youth and Climate Change (2009); Report on Youth Employment (2011); Report on Youth and Migration (2013); Report on Youth Civic Engagement (2016).

1.2.2. Domestic Research Works

In the study "*Understanding Ho Chi Minh's thought on youth mobilization*" (2002); Author Nguyen Van Dao, in the study "*Methods of educating revolutionary ideals for Vietnamese youth in the đổi mới period*" (2006); From a sociological perspective, author Dang Canh Khanh (2006), with the work "*Sociology of youth*"; Author Duong Tu Dam (2008), in the book "*Educating youth to inherit Ho Chi Minh's personality to grow and develop*"; Research works include: "*Investigation of the ideological situation and political awareness of youth in the current period*" (2009); Pham Hong Tung (2011), in the research work "*Youth and the lifestyle of Vietnamese youth in the process of renovation and international integration*"; Tran Van Thanh in his doctoral dissertation "*Ho Chi Minh Thought and revolutionary ideal education for youth*" (2014); Nghiem Dinh Vy (2015), "*Education of patriotic traditions for the younger generation*"; Nguyen Van Binh's research on "*Education of revolutionary ideals through the youth volunteer movement*" (2016); Duong Tu Dam (2016), "*Youth, education and development in the modern context*"; Author Nguyen Phi Long (editor) in the report on the results of "*Overview of the situation of youth, youth association work and youth movement in the period 2010 - 2014; Solutions to promote youth association work and youth movement in the period 2014 - 2019*", Vietnam Youth Union (2014); Author Hoang Van Tuan in the research "*Educating revolutionary ideals for ethnic minority youth*" (2024).

1.3. Research works on innovation in revolutionary ideal education methods for youth

1.3.1. Research works abroad

Aleksandr Petrov (1990) "*The Ideological Education of Youth in the Soviet Union: Methods and Challenges*", Moscow State University Press, Soviet Union; Paulo Freire (2000), "*Pedagogy of the Oppressed*", (education of the oppressed); The book "*Cultural Studies, Public Pedagogy, and the Responsibility of Intellectuals*" by Henry Giroux (2005); Zhou Xueping (2007), "*Revolutionary Pedagogy in the 21st Century: Education and Ideological Training in Post-Socialist China*"; Beijing Normal University Press, China; Wang Xiaodong (2011), "*Revolutionary Pedagogy in Contemporary China: Challenges and Innovations*"; Beijing University Press, China; Pavel Krotov (2016), "*Revolutionary Ideals and Modern Education in Socialist Cuba*"; Havana University Journal of Socialist Studies, Cuba.

1.3.2. Domestic research works

State-level project, project KX 10-09D led by To Huy Rua: "*Innovating the content and curriculum of political theory lecturer training in universities and colleges*", Hanoi, 1994; Vu Ngoc Am (2003), "*Innovating political and ideological education for cadres and party members at the grassroots level in the current period*", National Political Publishing House, Hanoi; Pham Tat Thang (editor) (2010), "*Innovation in ideological and theoretical work serving the cause of national construction and defense*", National Political Publishing House, Hanoi; Truong Tuan Bieu (2015) "*Innovating the curriculum, content, and teaching methods of political theory subjects in military*

academies and schools”, Proceedings of the Scientific Conference “*Improving the quality of education and teaching of political theory subjects in the academies and schools of the People's Public Security and the People's Army*”, General Political Department of the Vietnam People's Army and General Political Department of the People's Public Security, 2015; Doctoral dissertation in Political Science by Bui Hoang Thao (2016), *Innovation in the content and curriculum of political theory education in universities and academies of the People's Public Security in Vietnam today*, Academy of Journalism and Communication, 2018; Doctoral dissertation in Political Science by Tran Huy Ngoc (2018), *Innovation in teaching methods of political theory for students of universities in the Northern Midlands and mountainous regions of Vietnam today*, Academy of Journalism and Communication, 2018; Vo Hoang Anh (2020), “*Innovating the method of educating patriotism for young military personnel today according to Ho Chi Minh's thought*”, Communist Magazine, No. 934 (1-2020).

1.4. Comments on the results of the research works reviewed and directions for further research

1.4.1. Achieved results

Firstly, from a theoretical perspective, research has contributed to forming a scientific foundation for revolutionary ideal education, clarifying the nature, function, and role of revolutionary ideal education in political and social life. In particular, many works affirm that educational methods play a bridging role between educational goals and outcomes, while emphasizing that educational effectiveness depends decisively on the organizational methods and their suitability to the socio-psychological characteristics of the target audience.

Secondly, from a practical perspective, research has analyzed the current state of revolutionary ideal education in various environments relatively comprehensively, thereby pointing out the inevitable trend of reforming methods in the context of a market economy, international integration, and the digital media environment. Prominent reform trends include: increased interaction and dialogue; linking education with practical activities; combining traditional methods with digital technology; and promoting the leading role of youth. At the same time, studies have also pointed out limitations such as the method being one-sided, unappealing, lacking coordination, and not evaluating effectiveness based on actual changes.

Thirdly, regarding the educational environment, many studies focus on revolutionary ideal education in schools, especially for students, proposing methods such as discussion, case studies, experiences, and project-based learning. These results contribute to clarifying the role of formal education and provide a reference basis for measuring educational impact. However, the scope of research is limited and does not fully encompass youth groups outside of school.

Fourthly, regarding the expansion of the research scope and space, some studies have approached revolutionary ideal education for different social groups, thereby providing further basis for analyzing the mechanisms of ideological impact, the role of socio-political institutions, and educational models in urban contexts such as Hanoi.

From the overall results, it can be concluded that the research system has built a relatively complete theoretical foundation and provided much important practical data for research on revolutionary ideal education. However, gaps still exist regarding systemic approaches, methodological innovation linked to digital transformation, and comprehensive research on youth groups in the current context.

1.4.2. Issues requiring further research and resolution

Firstly, from a theoretical perspective, it is necessary to clearly define the content and structure of the innovation in revolutionary ideal education methods, approaching it as a systemic process. The focus should be on clarifying the components of innovation (objectives, content, methods of impact, subjects, tools, environment, evaluation mechanisms), delineating levels of innovation, and developing a quantifiable evaluation criteria system that aligns with practical surveys.

Secondly, regarding influencing factors, a comprehensive analysis of the mechanisms and extent of the impact of the digital transformation context, international integration, and the characteristics of urban youth on the innovation of revolutionary ideal education methods is needed. This analysis should focus on clarifying the main groups of factors: the digital media environment, the psychological characteristics and needs of youth, the capacity and conditions for ensuring this, the coordination and management mechanisms, and the specific characteristics of Hanoi.

Third, in practice, it is necessary to survey and evaluate the current state of innovation in revolutionary ideal education methods, focusing on measuring actual effectiveness through specific indicators of youth awareness, attitudes, and behavior. Simultaneously, it is necessary to clarify the causes of limitations and identify "bottlenecks" and "breakthroughs" in the leadership, organization, and implementation of methodological innovation.

Fourth, regarding orientation and solutions, it is necessary to build a system of viewpoints and solutions for innovating revolutionary ideal education methods in a synchronized, feasible manner, and tailored to Hanoi's specific characteristics. The solution system must have a clear structure, encompassing the following contents: leadership and coordination mechanisms; content innovation linked to methods; workforce development and digital transformation application; environment and resource development; and innovation in evaluation mechanisms based on impact effectiveness.

Therefore, it is necessary to propose a consistent innovation viewpoint in line with the Party's orientation and build a synchronized solution system, including: leadership and coordination mechanisms; Innovating content in conjunction with methodology; enhancing the capacity of the workforce in line with digital transformation; ensuring the environment and resources; and reforming the evaluation mechanism based on impact effectiveness. Through these efforts, we aim to improve the quality, effectiveness, and sustainability of revolutionary ideal education for Hanoi's youth in the new context.

Chapter 1 Summary

Research studies both domestically and internationally have approached the issue of ideological work and revolutionary ideal education quite extensively, contributing to clarifying the position, role, content, and methods of revolutionary ideal education from various theoretical and practical perspectives.

Firstly, these studies have clarified the theoretical basis of revolutionary ideal education and developed diverse approaches, unanimously considering this a central task in cultivating the worldview and political fortitude of the younger generation, creating a theoretical foundation for the dissertation.

Secondly, many studies analyze the current situation and affirm the essential need to innovate methods of revolutionary ideal education to suit the context and

characteristics of youth, providing a practical basis for the dissertation to continue its investigation in Hanoi.

Thirdly, some studies focus on revolutionary ideal education in schools, emphasizing its crucial role in forming the ideological foundation and political qualities of students, serving as an important reference source for the dissertation.

Fourth, several studies propose solutions to improve the effectiveness of revolutionary ideal education, contributing to broadening the approach and serving as a basis for comparison in developing solutions for Hanoi youth.

In addition, some works have initially researched revolutionary ideal education for specific target groups in Hanoi such as cadres, party members, workers, and the younger generation... Although not directly focused on the youth of the capital, these research results are valuable reference materials for inheritance and development, especially regarding the concept, principles, criteria, and orientation for innovation in revolutionary ideal education for Hanoi youth today.

Chapter 2

THEORETICAL ISSUES REGARDING THE INNOVATION OF METHODS FOR EDUCATING VIETNAMESE YOUTH ON REVOLUTIONARY IDEALS

2.1. Education of revolutionary ideals and methods of educating revolutionary ideals for young people

2.1.1. Education of revolutionary ideals

2.1.1.1. Revolutionary ideals

Revolutionary ideals are a system of values, goals, and socio-political beliefs that provide direction, formed on the foundation of a scientific worldview and the perspective of a progressive class and nation, reflecting the aspiration for a better, just, and developed society. Revolutionary ideals function to guide individual awareness, adjust attitudes, and motivate actions, becoming a spiritual driving force for people to strive and contribute to the common good of society and the revolutionary cause.

2.1.1.2. Educating young people about revolutionary ideals: concepts and constituent elements

Educating young people about revolutionary ideals is a process of directed influence by educational actors to form and strengthen their belief in the goals and ideals of the Party, while simultaneously arousing their motivation to contribute and their social responsibility.

- Components of educating young people about revolutionary ideals

When approached as an activity, educating young people about revolutionary ideals includes the following basic components: Subject - Object - Purpose - Content - Form - Method - Means - Effectiveness. These are closely related elements that interact with each other in the educational process.

In this, the subject and object play a central role; the purpose guides the entire activity; the content, form, method, and means are the ways of organizing implementation; and effectiveness is the criterion reflecting the results and level of achievement of revolutionary ideal education for young people.

2.1.2. The ideal revolutionary educational method for youth.

2.1.2.1. Youth: Concept and Characteristics

- The concept of youth

In Vietnam, youth was previously associated with the age of joining the Youth Union; currently, based on socio-economic development conditions and current laws, according to the Law on Youth in Vietnam promulgated on June 16, 2020, Article 1 stipulates that "*Youth are Vietnamese citizens from the age of 16 to 30.*"

- *Characteristics of youth*

(i) Physical characteristics of youth

During adolescence, physical development reaches a relatively complete stage, reflected in a balanced physique and stable growth.

(ii) Psychological characteristics of youth

The psychological life of youth is generally stable, with prominent characteristics such as dynamism, enthusiasm, a pioneering spirit, and a desire for self-affirmation.

2.1.2.2. *The ideal revolutionary educational methods and approaches for youth.*

The Concept of Method and Educational Methods

A method is a way, a path, or a means to achieve a certain goal, to solve certain tasks in cognition and practice.

Educational methods are considered the way in which the subject of education interacts with the object of education, in which the subject of education plays a leading role in order to effectively achieve the educational goals and tasks set forth.

Methods of educating revolutionary ideals for youth

Methods of educating revolutionary ideals for youth are the ways, the paths of coordination and unity between the subject of revolutionary ideal education and the object of education, under certain educational conditions, in order to achieve the goal of educating revolutionary ideals for youth.

* **Classification of ideal revolutionary educational methods for youth:**

* ***Based on how educational tools are used***

+ *Verbal methods*: using verbal means to directly influence the target audience, including: Monologue method; Dialogue method.

+ *Visual methods*: using visual means to influence thought.

+ *Practical methods*: educating thought through practical activities or helping the target audience to analyze and evaluate events and phenomena in real life from a Marxist-Leninist perspective...

* **Based on the nature of ideological influence measures**

+ *Persuasion method*: using scientifically-based and logical reasoning and facts to convince the target audience to understand and believe in the issue being propagated or educated.

+ *Suggestion method*: using the subject's prestige and advantage to force the target audience to accept the viewpoint or idea without proof or explanation.

+ *Example method*: presenting good examples for the target audience to learn from and imitate, and bad examples for them to criticize, condemn, and avoid.

* ***Based on the scope of impact on the target***

+ *Individualized education method*: This method involves influencing the thoughts of each individual (with unique characteristics, special circumstances, or special prestige).

+ *Group education method*: This method involves influencing the thoughts of small groups of people with similar characteristics or circumstances.

+ *Mass education method*: This method involves simultaneously influencing the thoughts of a large number of people.

*** Based on the level of self-discipline of the individual**

Methods of education and methods of self-education; methods of criticism and methods of self-criticism, etc.

*** Based on the form of interaction in the educational process:**

- + *One-way interaction methods*
- + *Two-way interaction methods*
- + *Multi-way interaction methods*

*** Based on the educational environment:**

- + *Direct education methods*
- + *Digital education methods*
- + *Blended education methods*

*** Based on the depth of impact on young people:**

- + *Cognitive impact methods*
- + *Emotional and attitude impact methods*
- + *Behavioral impact methods*

*** Based on the role of the target group, with young people as the central target:**

- + *Subject-led educational methods*
- + *Co-creation methods*
- + *Self-education and self-training methods*

2.1.2.3. Some commonly used methods in educating Vietnamese youth about revolutionary ideals today.

Presentation method; Conversational method; Practical method (visiting typical examples, summarizing practical experiences); Method of setting an example; Method of punishment; Method of posing problems; Method of group discussion; Method of debate; Visual method; Self-education method; Comparative method; Method of creating public opinion; Case study method; Simulation method; Criticism and self-criticism method; Method of collaboration between school - family - society; Method of applying technology;

The classification of ideological education methods is only relative, because in practice, these methods are often applied flexibly, interwoven, and mutually supportive to enhance educational effectiveness.

2.2. Principles and methods for innovating the teaching methods of revolutionary ideals for young people.

2.2.1. The concept of innovating revolutionary ideals in youth education methods.

Innovating the method of educating young people in revolutionary ideals is a process of improving, perfecting, and creating a part or the whole of a method, while eliminating outdated and obsolete elements of the method, in order to create a new quality for the effective impact of the method.

2.2.2. Principles for innovating methods of educating young people on revolutionary ideals.

Firstly, the innovation of revolutionary ideal education methods must be based on continuity and creative development.

Secondly, the innovation of revolutionary ideal education methods must be linked to practical realities.

Thirdly, the innovation of revolutionary ideal education methods must be appropriate to the target audience, with the target audience as the central focus.

Fourthly, the innovation of revolutionary ideal education methods must ensure the principle of appropriateness.

Fifthly, the innovation of revolutionary ideal education methods must have an appropriate roadmap.

2.2.3. Methods for innovating the approach to educating young people about revolutionary ideals.

Firstly, innovation should be based on creating new and effective methods for educating young people about revolutionary ideals.

Innovation in the methods of educating young people about revolutionary ideals needs to be carried out on a creative basis, through the formation of new and effective approaches and methods that are suitable to the characteristics of young people and the current context. This creativity not only enhances the attractiveness and persuasiveness but also contributes to profoundly impacting the awareness, feelings, and motivation of young people.

Secondly, partial innovation of currently used methods should be adapted to the characteristics of young people.

Partial innovation of current methods in educating young people about revolutionary ideals should be carried out in a way that selectively inherits, adds creative elements, and adapts to the characteristics of modern youth. This approach helps to flexibly adjust the content, form, and role of young people, ensuring feasibility, effectiveness, and sustainability.

Third, improve the quality of the methods currently in use.

Simultaneously, improving the quality of the methods currently in use is essential, through innovating the content, organizational methods, enhancing the capacity of the subjects, and perfecting the evaluation mechanism, thereby increasing the effectiveness and spread of revolutionary ideal education for young people.

Fourth, diversify and combine, integrate multiple methods and groups of methods.

In revolutionary ideal education for young people, no single method is universally effective; rather, it is the flexible coordination, supplementation, and integration of methods that creates comprehensive and sustainable effectiveness. Flexible coordination of methods increases adaptability to the characteristics of young people, enhances attractiveness, persuasiveness, and receptiveness, thereby improving the effectiveness and sustainability of education.

Fifth, improve, restructure, supplement, and enhance the quality of the components and elements of each method.

Improvement does not mean eliminating the old, but rather renewing the old from within. Restructuring, supplementing, and adjusting each element in each method of revolutionary ideal education will help them become more vibrant, relevant, and effective for today's youth. This is one of the directions for in-depth innovation, helping to increase the substantive value of revolutionary ideal education instead of just changing the outward form.

Sixth, eliminate outdated, backward elements, components, and methods that are unsuitable for reality and inappropriate for youth.

Innovating the methods of revolutionary ideal education for youth is a long-term process, requiring efforts from many sides and subjects, including schools, families, society, and the youth themselves. By applying the above criteria flexibly and creatively, we can create a system, an ecosystem of ideal revolutionary educational methods

suitable for today's youth, and appropriate to the content and context of revolutionary ideal education for youth in the new era.

2.3. Factors influencing the innovation of revolutionary ideal education methods for young people in Hanoi today.

2.3.1. International factor

+ Globalization and International Integration

Globalization and international integration necessitate a change in the methods of educating Hanoi youth on revolutionary ideals, moving towards flexibility and creativity. This aims to both uphold core values and help young people proactively integrate and orient themselves in a diverse information environment.

+ Information Explosion and Digital Technology

The rapid development of information and communication technology directly impacts the education of revolutionary ideals for young people. In the context of multi-directional information, the education of revolutionary ideals needs to focus particularly on fostering critical thinking and cognitive abilities, thereby strengthening the belief and value orientation of young people in the current digital transformation process.

+ The Need for Creative and Flexible Educational Methods

Given the demands of globalization and the information explosion, the innovation of methods for educating Hanoi youth on revolutionary ideals needs to be creative, flexible, and appropriate to the characteristics of young people's reception.

+ Training a generation of proactive and responsible youth

Given the impact of the information explosion and international integration, revolutionary ideal education for Hanoi's youth needs to aim at fostering independent thinking, a sense of responsibility to the community, cultural resilience, and the ability to adapt to a global environment, while upholding traditional values.

+ The impact of "peaceful evolution"

"Peaceful evolution" is a propaganda strategy, using various media to undermine political stability, weaken people's trust in the Party and the State, and thereby diminish revolutionary ideals.

2.3.2. Domestic factors

2.3.2.1. Achievements of the country's reform process in the economic, political, cultural, and social fields.

First, achievements in the economic field, growth and expansion of career opportunities.

Second, achievements in the political field, strengthening national stability and standing.

Third, achievements in the cultural field, preserving and developing national identity.

Fourth, achievements in the social field, improving living standards and enhancing social welfare.

Fifth, the transformation in the needs and expectations of young people.

2.3.2.2. The Party's viewpoints and guidelines, and the State's policies and laws on youth and revolutionary ideal education for young people.

The Party's viewpoints and guidelines and the State's policies and laws play a fundamental guiding role in the innovation of revolutionary ideal education methods for young people in Hanoi. This is the basis for ensuring uniformity, while promoting innovation in content and methods to suit current development requirements.

2.3.2.3. The Development of Vietnamese Youth and Youth Representative Organizations

The development of youth and the role of representative organizations have a significant impact on the innovation of revolutionary ideal education methods for youth in Hanoi. Youth play a central role in receiving and spreading revolutionary ideals, while organizations such as the Youth Union and Youth Association are the core forces in organizing and implementing education.

Chapter 2 Summary

Innovating the methods of educating young people about revolutionary ideals is a process of improving, perfecting, and creating a part or the whole of a method, while eliminating outdated and obsolete elements to create a new quality for the method's effective impact.

Innovating the methods of educating young people about revolutionary ideals is a process of movement, development, and partial or complete change of a method, occurring according to the law of quantitative and qualitative change, the law of the negation of the negation. The process of innovating the methods of educating young people about revolutionary ideals must fully adhere to principles and must occur according to specific laws and methods. These innovative methods ensure that the process of innovating the methods of educating young people about revolutionary ideals occurs both sequentially and with leaps forward, giving the method new functions and effects.

The process of innovating the methods of educating young people about revolutionary ideals is influenced by many factors. Factors influencing the innovation of revolutionary ideal education methods for youth include both domestic and global factors. Among the significant influencing factors are the rapid development of digital media, artificial intelligence, the trend towards personalized information, the impact of public opinion, and the need for ideological guidance in an open environment.

Chapter 3

CURRENT SITUATION AND ISSUES ARISING IN THE INNOVATION OF REVOLUTIONARY IDEAL EDUCATIONAL METHODS FOR YOUTH IN HANOI TODAY

3.1. An overview of youth and the Youth Union organization in Hanoi today.

3.1.1. Common characteristics of Hanoi youth

Hanoi's youth constitute a crucial force, playing a key role in the development of the capital's young workforce, with a large scale, high level of knowledge, and a positive lifestyle. Accurately identifying these characteristics provides a scientific basis for innovating methods of revolutionary ideal education, contributing to value orientation and inspiring the desire for contribution among young people.

3.1.2. The socio-political position and level of participation of Hanoi's youth in revolutionary ideal education

Hanoi's youth play a crucial role in the capital's political and social system, serving as both a successor force and directly participating in the city's construction and development. Not only are they numerous, but the youth also demonstrate a high level of active participation in political and social organizations, particularly the Ho Chi Minh Communist Youth Union and the Vietnam Youth Union.

3.1.3. The Leadership of the Hanoi Party Committee and the Role of the Ho Chi Minh Communist Youth Union in Innovating Methods of Educating Youth on Revolutionary Ideals

The leadership of the Hanoi City Party Committee, the coordinating function of state management, and the role of the Ho Chi Minh Communist Youth Union are central and decisive factors in the process of renewing the methods of educating revolutionary ideals for the youth of the capital city.

3.2. The Current State of Innovating Methods of Educating Youth on Revolutionary Ideals in Hanoi in Recent Years

3.2.1. The Current State of Implementing the Principles of Innovating Methods of Educating Youth on Revolutionary Ideals in Hanoi

3.2.1.1. The Current State of Inheritance in Methodological Innovation

The principle of continuity in innovating revolutionary ideal education methods requires that method improvements be based on the fine traditional values of youth work; both preserving and promoting methods that have proven effective, while adding new elements suitable to the characteristics of youth and the current digital transformation context.

3.2.1.2. Current Status of the Unity Between Theory and Practice in Methodological Innovation

The principle of linking theory with practice is a core requirement in the work of educating revolutionary ideals, ensuring that educational methods not only transmit abstract political knowledge but also closely connect with the lives, needs, and training conditions of young people.

3.2.1.3. Current Status of Adherence to the Subject-Centered Principle in Implementation

The principle of placing young people at the center emphasizes that all methods of educating revolutionary ideals must stem from the psychological characteristics, needs, living conditions, and developmental environment of young people.

3.2.1.4. Current situation regarding the principle of ensuring the roadmap and sustainability of the methodological innovation process:

The principle of ensuring a systematic roadmap in the innovation of revolutionary ideal education methods requires that the innovation process be implemented synchronously, continuously, planned, and with connections between educational stakeholders.

3.2.2. Current Situation Regarding the Innovation of Methods in Educating Revolutionary Ideals for Hanoi Youth

3.2.2.1. Innovation based on creating new and effective methods in educating revolutionary ideals for youth

In the context of digital transformation, deep international integration, and the rapid changes in the needs, information consumption habits, and psychological characteristics of young people, creating new methods for educating revolutionary ideals has become an urgent requirement for Hanoi's youth.

3.2.2.2 Regarding partial innovation of currently used methods in educating revolutionary ideals to suit the characteristics of young people.

In the context of digital transformation and rapid changes in the characteristics of young people, education of revolutionary ideals needs to go beyond improving

traditional methods, aiming towards creating new methods that are interactive, engaging, and suitable for the modern media environment.

3.2.2.3. Regarding improving the quality of methods currently in use:

Improving the quality of methods currently used in educating young people about revolutionary ideals is a fundamental, long-term requirement and has a decisive impact on the overall effectiveness of the entire process of educating young people about revolutionary ideals.

3.2.2.4. Diversifying, coordinating, and integrating various methods of educating young people about revolutionary ideals:

Diversifying, coordinating, and integrating methods of educating young people about revolutionary ideals is an inevitable trend in the context of young people undergoing significant changes in their psychological characteristics, learning needs, and learning behaviors.

3.2.2.5. Regarding the improvement, restructuring, supplementation, and enhancement of the quality of components and elements of the methods:

Improving, restructuring, and supplementing the constituent elements of revolutionary ideal education methods is a strategic requirement to enhance the quality, attractiveness, and effectiveness of ideological guidance for young people in the context of rapid scientific and technological development and significant changes in the information reception behavior of young people.

3.2.2.6. Regarding the elimination of outdated and incompatible elements, components, and methods:

In reforming revolutionary ideal education methods for young people, eliminating outdated elements and methods is an essential requirement to streamline the system towards a modern direction, suitable to the characteristics of young people in the context of digital transformation.

3.3. Issues arising in reforming the method of educating revolutionary ideals for young people in Hanoi.

3.3.1. Issues arising in leadership, guidance, and management of the process of reforming revolutionary ideal education methods for Hanoi youth today.

The Party and State have identified the education of revolutionary ideals for young people as a strategically important task, directly linked to Party building, the building of new socialist people, and the cultivation of successor forces for the revolutionary cause.

3.3.2. Issues arising in the capacity of subjects implementing the process of renewing the methods of educating revolutionary ideals for young people in Hanoi today

Young people are identified as the central subjects of method renewal, but the capacity for active participation of a segment of young people is not commensurate, requiring educational methods to both guide and awaken the inner strength of young people as subjects.

3.3.3. Issues arising for young people as both subjects and objects of revolutionary ideal education today

The issues arising for young people in the education of revolutionary ideals today focus on the lack of unity between the two roles of subject and object. From the perspective of being the target of the educational process, today's youth are strongly and

multifacetedly affected by the transformation of the socio-economic environment, the shift in value systems, the impact of globalization, the market economy, and especially the profound influence of cyberspace.

3.3.4. Issues arising in applying the principles and content of innovative methods of educating revolutionary ideals for today's youth

This mainly stems from the conflict between the requirement for comprehensive and modern innovation and the slow pace of implementation, lack of flexibility, and failure to keep up with the psychological characteristics and needs of youth in the digital age.

3.3.5. Issues arising in the environment and conditions for innovating methods of educating revolutionary ideals for Hanoi's youth today

The environment and conditions for innovating methods of educating revolutionary ideals for Hanoi's youth today contain both much potential and numerous contradictions and shortcomings.

Summary of Chapter 3

Analysis reveals that the youth of Hanoi constitute a large and diverse force, playing a crucial socio-political role. However, they are strongly influenced by the market economy, globalization, and the digital environment, creating an objective need to innovate revolutionary ideal education methods in a modern direction, suitable to the characteristics and needs of the younger generation.

The practical implementation of innovative revolutionary ideal education methods for Hanoi youth has achieved some positive results, such as diversifying methods, expanding the educational space, and initially applying technology; however, the effectiveness is uneven, the application of principles remains superficial, the content is not sufficiently engaging and personalized, and the conditions and capacity of the teaching staff are limited.

These prominent issues form an important practical basis for this thesis to propose a comprehensive and feasible system of solutions to improve the quality, effectiveness, and sustainability of innovative revolutionary ideal education methods for Hanoi youth in the new context.

Chapter 4

PERSPECTIVES AND SOLUTIONS FOR CONTINUING TO INNOVATE METHODS OF EDUCATING YOUTH ON REVOLUTIONARY IDEALS IN HANOI IN THE NEW ERA

4.1. Perspectives on innovating revolutionary ideal education methods for youth in Hanoi in the coming period

4.1.1. Trends and requirements for revolutionary ideal education for youth in Hanoi in the coming period

4.1.2. Innovation in revolutionary ideal education methods for youth needs to be based on the Party's viewpoints and guidelines, and the State's policies and laws

4.1.3. Innovation in revolutionary ideal education methods for youth needs to be scientific and appropriate to the psychological characteristics of youth

4.1.4. Innovation in revolutionary ideal education methods for youth needs to be comprehensive, synchronized, thorough, groundbreaking, and adhere to the principles of innovation

4.1.5. Innovation in revolutionary ideal education methods for youth needs to inherit, develop, create, and bring practical results

4.1.6. Innovating the method of educating revolutionary ideals for young people is closely linked to innovating the work of educating revolutionary ideals and to innovating youth work.

4.2. Solutions for continuing to innovate the method of educating revolutionary ideals for young people in Hanoi in the current period.

4.2.1. Strengthening the leadership of the Party, the effectiveness of State management, and the role of the Youth Union in innovating the method of educating revolutionary ideals for young people in Hanoi in the new era.

The Party has identified the education of revolutionary ideals for young people as a central task in the strategy of building human resources and cultivating the next generation. The Party plays a decisive role in orienting the goals, principles, and methods of education, and also serves as the basis for the State to institutionalize them into specific policies and programs.

4.2.1.1. Enhancing the effectiveness and efficiency of state management in building the legal framework, policy mechanisms, and allocating resources to serve the work of educating young people about revolutionary ideals.

State management plays a fundamental role in organizing and ensuring the implementation of education of revolutionary ideals for young people, through the institutionalization of the Party's guidelines into laws, policies, and resources. At the same time, state management includes organizing implementation, inspection, supervision, and adjustment of policies to ensure consistency, uniformity, and effectiveness.

4.2.1.2. Strengthening the advisory and proactive role of the Youth Union in developing new models and methods suitable to the characteristics of Hanoi's youth.

The Ho Chi Minh Communist Youth Union is the core political and social force of youth, operating under the direct leadership of the Party, and is also a close and knowledgeable entity understanding the characteristics, needs, and development trends of youth. In reforming the methods of educating revolutionary ideals, the Youth Union plays both the role of an "extended arm" of the Party and the central advisory body, proposing and organizing the implementation of educational models suitable for the youth of the Capital.

4.2.1.3. Strengthening inter-sectoral coordination mechanisms and inspection and supervision to ensure that the process of reforming methods is carried out seriously, in the right direction, and with tangible results.

Reforming the methods of educating revolutionary ideals for youth is a comprehensive process, requiring the synchronized participation of many entities in the political system and social life. Therefore, to ensure that innovation is substantive and avoids formalism and deviation, special attention must be paid to inter-sectoral coordination mechanisms coupled with strengthened inspection and supervision.

4.2.2. Enhance the capacity to utilize and innovate revolutionary ideal education methods for Youth Union and Association officials, paying attention to building influential individuals and experts, especially experts in ideological work for Hanoi youth.

4.2.2.1. Enhancing pedagogical capacity, communication skills, and innovative thinking in teaching methods for cadres of the Youth Union and Youth Association at all levels.

Youth Union and Youth Association cadres are the force directly organizing, implementing, and disseminating revolutionary ideal education to young people; they also serve as a bridge between the Party's policies and the needs and aspirations of young people. Therefore, the quality of innovative methods in revolutionary ideal education depends decisively on the pedagogical capacity, communication skills, and innovative thinking of this group.

4.2.2.2. Encouraging and creating conditions for Youth Union and Youth Association cadres to apply digital technology and new media in revolutionary ideal education.

In the context of digital transformation, digital technology and new media have become the primary information channels for young people, creating a need for innovation in revolutionary ideal education methods. Therefore, it is necessary to encourage and facilitate the proactive application of digital technology by Youth Union and Youth Association officials to enhance the effectiveness, reach, and persuasiveness of revolutionary ideal education.

4.2.2.3. Proactively identify, train, and support individuals with positive influence in the youth community to become "leaders" who inspire ideals in life.

In the context of diversifying value streams and the strong influence of the digital environment, young people are profoundly affected by influential individuals in learning, work, entrepreneurship, community activities, and social media. These individuals have the ability to naturally and persuasively shape the awareness, attitudes, and lifestyles of young people.

4.2.2.4. Build a team of experts with in-depth expertise in ideological education and political theory for young people; promote the role of experienced scientists, educators, and practical lecturers.

Ideological and political education for young people is a fundamental task, playing a decisive role in shaping their political character and guiding their actions. In the context of a rapidly developing online environment with a wealth of misinformation, it is essential to build a team of highly skilled experts with strong theoretical foundations, a deep understanding of youth psychology, and the ability to communicate effectively and persuasively using modern methods.

4.2.3. Further innovate the methods of revolutionary ideal education based on a thorough understanding of the needs, tastes, and habits of young people in using these methods.

4.2.3.1. Conduct in-depth surveys and research on the needs, psychology, information reception preferences, and appropriate educational methods for each youth group.

In the context of digital transformation and globalization, youth are no longer a homogeneous social group but exhibit clear differentiation in living conditions, psychological characteristics, value needs, and information reception methods. Therefore, reforming revolutionary ideal education methods cannot be applied uniformly, but must be designed based on accurately identifying each specific youth group.

4.2.3.2. Prioritize highly interactive, lively educational methods with experiential elements, linked to technology and the digital lives of youth.

In today's digital environment, youth actively participate in the process of receiving and processing information, demonstrating their interactive and content-oriented roles. This necessitates innovation in revolutionary ideal education methods, focusing on enhancing experiences, dialogue, and integration with the digital space connected to the daily lives of young people.

4.2.3.3. Flexibility in selecting educational channels and tools, combining online and in-person, traditional and modern approaches to suit the multi-platform habits of young people.

In the context of a digital society, young people tend to receive information through multiple channels, platforms, and in a personalized manner. This reality requires revolutionary ideal education to expand its scope and methods of implementation in a flexible and diverse way, moving beyond the linear transmission model.

4.2.3.4. Strengthening the role of critical feedback and idea contributions from young people in the design and testing of revolutionary ideal education methods.

Given the increasing role of youth as active participants, the reform of revolutionary ideal education methods needs to shift from a one-way transmission model to an approach that emphasizes the active participation of young people. Accordingly, young people should be both recipients of the information and active participants in providing feedback and constructive criticism on educational methods, thereby enhancing their relevance and effectiveness.

4.2.4. Education enhances the self-awareness and sense of responsibility of young people, both as subjects and objects of innovation in revolutionary ideal education methods for youth.

4.2.4.1. Fostering a spirit of self-learning and self-improvement among young people so that they proactively receive and spread revolutionary ideals.

In the context of diverse value systems and a complex information environment, the education of revolutionary ideals for young people needs to shift from external influences to promoting internal mechanisms. The focus is on forming a spirit of self-learning and self-improvement, thereby helping young people proactively receive, consolidate, and sustainably spread the ideals.

4.2.4.2. Building mechanisms for young people to directly participate in the design and implementation of models and methods for educating revolutionary ideals.

In reforming the education of revolutionary ideals, it is necessary to create mechanisms for young people to directly participate in designing and implementing educational methods. This approach shifts young people from recipients to co-creators, thereby enhancing relevance, persuasiveness, and practical effectiveness.

4.2.4.3. Strengthening social responsibility education and civic awareness for young people in the new context, thereby forming intrinsic motivation to embrace and act according to revolutionary ideals.

In a rapidly changing society, revolutionary ideal education for young people is only sustainable when linked to social responsibility and civic awareness. This is the foundation for forming intrinsic motivation, helping young people to embrace ideals voluntarily and connect them with reality.

4.2.4.4. Developing creative spaces and platforms for young people to demonstrate their leading role, inspire others with their ideals, and encourage their spread in the community.

In the context of developing technology and digital culture, revolutionary ideal education for young people needs to move beyond a one-sided approach, shifting to creative spaces and platforms that promote the active role of young people. Through this, ideals are transformed from awareness into action, inspiration, and social dissemination.

4.2.5. Scientifically and objectively define and correctly implement the goals, principles, content, and roadmap for methodological innovation.

4.2.5.1. Building goals for innovating revolutionary ideal education methods based on practical research and the socio-psychological characteristics of today's youth.

In the context of globalization and digital transformation, where youth are strongly influenced by a multi-faceted information environment, innovation in revolutionary ideal education methods needs to begin with scientifically defining goals that are realistic and appropriate to the characteristics of young people. Accordingly, the focus shifts from changing forms to adjusting goals in a way that puts youth at the center.

4.2.5.2. Ensuring scientific and objective principles in selecting educational principles, avoiding imposition and clichés; instead, focusing on principles that stimulate awareness, encourage experience, and promote dialogue.

In innovating revolutionary ideal education methods for young people, establishing educational principles plays a decisive methodological role in the effectiveness of receiving and transforming values. These principles need to be built on a scientific basis, tailored to the characteristics of young people, and promote their role as active participants, instead of an imposed, one-sided approach.

4.2.5.3. Design revolutionary ideal education content in an open, flexible manner, integrating traditional values with modern issues, suitable for each educational level and target group.

In the context of globalization and digital transformation, revolutionary ideal education content for young people needs to be designed in an open, flexible, and adaptable way. Innovation is not just about adding content, but shifting from transmitting values to stimulating the process of understanding and choosing values for young people.

4.2.5.4. Establish a step-by-step innovation roadmap, with testing, evaluation, and adjustment, avoiding haste or formalism; ensuring sustainability and scalability.

Reforming the method of educating young people about revolutionary ideals is a complex process that needs to be implemented according to a clear roadmap, with reasonable steps, and mechanisms for testing, evaluation, and adjustment. This approach ensures tangible effectiveness, sustainability, and the ability to be replicated in practice.

4.2.6. Creating a favorable environment and conditions to promote the rapid and effective innovation of revolutionary ideal education methods for Hanoi youth in the new era.

4.2.6.1. Building a stable, democratic, and open socio-political environment to encourage young people to express their opinions and contribute to the process of reforming educational methods.

The effectiveness of reforming revolutionary ideal education methods for young people depends significantly on the socio-political environment. A stable, democratic, and open environment is a condition for young people to participate in critical analysis, contribute, and genuinely improve the effectiveness of education.

4.2.6.2. Developing digital infrastructure and applying modern information technology in revolutionary ideal education activities helps to quickly and effectively reach young people.

In the process of digital transformation, the application of information technology and the development of digital infrastructure are essential conditions for reforming revolutionary ideal education methods. Given that young people are digital citizens with a need for rapid information access and high levels of interaction, ideal education needs to be digitized and modernized to enhance its attractiveness and effectiveness.

4.2.6.3. Mobilize synchronized coordination between schools, youth organizations, and cultural and media institutions in creating a rich and engaging educational environment.

Educating young people about revolutionary ideals is a socialized process requiring the synchronized participation of many stakeholders. Strengthening coordination between schools, youth organizations, and cultural and media institutions is crucial in creating a diverse educational environment and improving educational effectiveness.

4.2.6.4. Ensure sufficient resources in terms of human resources, finance, expertise, and policy mechanisms to implement innovative methods in a substantive and sustainable manner.

Innovating the methods of educating young people in revolutionary ideals can only achieve tangible results when adequate and stable resources are ensured. The right methods are a necessary condition, but human resources, finances, expertise, and appropriate policies and mechanisms are the sufficient conditions for innovation to be in-depth and sustainable in the long term.

Summary of Chapter 4

Given that Hanoi is a hub for young people with diverse needs and methods of information reception, improving the effectiveness of revolutionary ideal education for youth has become a constant requirement of ideological work. This poses an urgent task of innovating educational methods to enhance their attractiveness, persuasiveness, and actual impact.

Based on the Party's viewpoint and stemming from practical surveys, this thesis identifies that innovating methods of revolutionary ideal education for Hanoi youth requires ensuring the leadership role of Party committees; combining inheritance and creative development; closely linking it with the innovation of educational content and youth work; and using practical effectiveness, reflected in the transformation of youth's awareness, attitudes, and behavior, as the primary measure.

Therefore, the thesis proposes a system of viewpoints and key solution groups that are synchronized, feasible, and appropriate to the specific characteristics of the capital city, aiming to improve the quality, effectiveness, and sustainability of revolutionary ideal education for young people in the current period.

CONCLUSION

Educating young people about revolutionary ideals is a central task in the Party's ideological work, and is crucial for building a successor force for the revolutionary cause. The effectiveness of this education is only ensured through a synchronized combination of content, methods, subjects, forms, and the educational environment, thereby creating a substantial transformation in the awareness, attitudes, and behavior of young people.

In recent years, the work of educating young people in Hanoi about revolutionary ideals has achieved many positive results: content has been gradually updated, methods have become more diverse, the role of the Youth Union has been enhanced, and the awareness and sense of social responsibility of young people have been raised. However, this process still has limitations such as: the methods of innovation are not uniform and still heavily rely on one-way transmission; the content is not closely aligned with the diverse needs of young people; and the capacity of the teaching staff and the necessary resources do not yet meet the new requirements.

Based on theoretical and practical analysis, the thesis proposes a system of viewpoints and solutions to innovate the methods of educating revolutionary ideals for Hanoi youth, emphasizing the Party's leadership role, promoting the role of youth as the main actors, enhancing the capacity of the workforce, linking methodological innovation with content and practical conditions, and strengthening the application of digital technology.

The research results contribute to supplementing the theoretical and practical basis for innovating methods of educating revolutionary ideals. However, the thesis is limited in scope and has not fully assessed the long-term impact. Therefore, further research is needed in the following directions: enhancing the capacity of the workforce; developing educational models in the digital environment; promoting the role of youth as the main actors; and strengthening coordination between family, school, and society.

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