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State management of education and training in Vietnam

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Abstract. The relevance of the research is due to the fact that nowadays, public administration is a rather important factor that affects any social system, in particular, the structure of education and upbringing. Since the development of the education system is directly related to the development of the education mechanism itself, it is necessary to take measures to reform the state management of education. The purpose of the study was to find out how the level of state management of the education system in Vietnam affects the future profession and success of students. To achieve the goals and objectives, the following methodological approaches were used: the analysis method, the theoretical approach, the systematic approach, the deduction method, the induction method, and others. The article reveals and analyses the concept of "state management of education and training". Modern methods of modernization of public administration in the field of education and training in Vietnam are also defined. It was revealed how important the educational sector is for the formation of the state. The results of the survey were analysed, which showed what factors should be added to improve the education system. The peculiarities of the implementation of state administration in the activity of a modern general educational institution are considered. The main components of the state model of management of education and training in educational institutions are defined, the purpose of public education in modern Vietnam is highlighted, as well as the criteria on which the quality of the education system depends. With the help of methods of analytical and statistical analysis, the features of the state administration system in the field of education and training were studied. The need to modernize education and training management is substantiated. It has been proven that the quality of education is related to the effectiveness of management. The educational process is considered as an important characteristic of the state's competitiveness. The obtained research results provide an opportunity to determine effective ways to improve the quality of education management

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INTRODUCTION

Since ancient times, the goal of education has been the development of the intellectual potential of the student, the qualitative application of his knowledge, and new skills in various fields of activity. The purpose of the research is to study the structure of public education in Vietnam and to identify how it affects the successful profession of students. L.T. Văn and H.A. Tuan (2022) stated that the state policy of Vietnam is a grant to create certain conditions that can

provide a decent standard of living for citizens. One of the important conditions for the implementation of this policy is the creation of the spiritual and humanitarian foundations of social activity, in which education plays one of the main roles. Another important goal was to meet the needs of the state, the individual, and society. The modern education system, a professional, pedagogical society, is in search of new methods and forms of education all over the world.



The education system is the main aspect that contributes to the development of the country.

M. Deng and Y. Cao (2018) proved that the quality of education has a great influence on the level of competitiveness of the country. The sphere of education and training is a rather complex social and technological system in which a wide variety of non-formalized information processes are carried out. State management in the field of education and training is a system of state authorities, state institutions, officials, and organizations that interact with each other in the process of performing functions, the purpose of which is to ensure the activities and development of the educational industry.

D. Carr *et al.* (2020) proved that the effective functioning of education is impossible without serious financial investments from the country. It is necessary to take into account the fact that the payback of financial investments is different in different sectors of the national economy and the nature and timing of their return. Education is a sphere of long-term financial investments that contribute to the development of the state in educational, scientific, technical, intellectual, and human resources. The main rule in the context of the growing role of education in the socio-economic development of the state is the problem of improving the management of education, and strengthening the material and technical base, if this is higher education, then it is important to mention the expansion of opportunities for authorizing the financial activities of subjects of higher education, that is, higher educational institutions. L.K. Tuan (2022) demonstrates that creating conditions for higher education institutions to be financially autonomous will make an important contribution to improving training quality and that the State is the creator of an autonomous environment for higher education institutions through a state management role. State management of education has specific features, due to the ways of setting and achieving socially significant goals in certain conditions of a controlled educational environment.

The state of the education system is included in the calculation of the global competitiveness index. This index is based on 9 “pillars”, which have a decisive impact on labour productivity and the competitiveness of the national economy. Namely, the position of state institutions in the country, the microeconomic climate, the state of infrastructure, higher education, market efficiency, higher education, innovation, and the level of technological development of business practices and strategies. Education is the main trigger on the road to success. To increase the level of the country's competitiveness, it is necessary to form a system of continuous education, “life-long education”. Continuous education is the growth of the general and professional educational potential of a person throughout his life, which is provided by a system of state and public institutions and meets the needs of the individual and society. This type of education takes several forms. Formal education contains institutionalized educational organizations. Non-formal education characterizes educational activities that are not

related to formal education and do not set the goal of assessing students (Katsamunska, 2020; Davies *et al.*, 2000).

J.S. Pounder and C.-M. Wo (2000) found out that the competence-based approach of education, as a field of activity, needs to be modernized in management, as well as to increase its efficiency. At the same time, educational authorities must ensure the transition to a qualitative state that contributes to the achievement of goals based on the optimal use of all resources, the newest results of education, and ensuring its high quality. In this important process, educational leadership must play a decisive role. A holistic educational process management system does not always take into account the necessary components, such as non-formal education, the relationship, an organic combination of general and vocational education, openness, and at the same time, conservatism of education. The education management system should provide a person with the opportunity to choose an equal assessment and determine education not by its receipt, but by actual results. The successful implementation of any professional education is based on such principles as the mutual work of the organization of education and self-education, stimulating the unity of education with practical activities, and others.

MATERIALS AND METHODS

This study in the field of state management of education and training was carried out through the use of methodological approaches that reveal both the theoretical and practical aspects of the study. The theoretical approach reveals the concept of “state management of education and training” and what role the learning mechanism plays in the formation of the state. Using a functional methodological approach, modern methods of modernizing state management in the field of education and training were identified, as well as the interaction of which elements of the system it is possible to maintain a high level and quality of the education system. Thanks to the introduction of the method of logical analysis into scientific work, the purpose of public education in modern education and the criteria that affect the quality of the education system were analysed. With the help of a systematic approach, the main factors were identified that are important characteristics of the competitiveness of the state, namely the quality of education, and the effectiveness of managing the educational process. Using the method of analytical and statistical analysis, the features of the state management system in the field of education and training were analysed. Using the method of analysis, the survey results were studied, which showed what factors need to be added to improve the education system. The method of induction, in turn, based on the identified inherent elements of the object of study, allows fully characterizing it through the prism of the identified aspects. The axiomatic methodological approach provided an opportunity to identify new ways to improve the quality of education management. In the course of using the comparison method, the main components of the state model of education and training management in educational

institutions were compared and analysed. Thanks to the use of the synthesis method, which, based on the theoretical and practical aspects of the work carried out, provided an opportunity to achieve the goal of the study, namely, that the study analysed the features of the state management system in the field of education and training. Using the deduction method, it was proved that the development of the education management system is directly related to the development of the very mechanism of education.

Also, the survey was conducted by the author of the article among Vietnamese students from various faculties, specializations, and courses of higher educational institutions. The survey was conducted online, anonymously, with participants' consent, and ethical considerations were observed. A total of 416 individuals participated in the survey, including students from the first to fourth courses, 298 males and 118 females. The survey included questions on further education and improving the learning process. The participants were asked if they planned to continue their education after graduation and in what form. The survey was conducted with the aim of identifying trends and preferences among students in terms of further education and to gather information on how to improve the learning process.

RESULTS

In this article, the term state management was considered as a specific activity in the system of social production of products and services. At the same time, the concept of state management in the field of education and training is determined by the functions that play a role in the country's economic system. In modern conditions, an important feature of education management is that problem-solving should be based not only on the level of the educational system but can also be a segment of state policy in this area. The main feature of educational authorities is that they are obliged to form the directions of educational policy, as well as to determine the directions that certain authorities are obliged to implement, which will be supported at the material methodological normative levels by attracting public attention. Also, directions to which certain governing bodies will remain neutral, but at the same time not express a negative attitude, or take the opposite position, in other words negative, while expressing it in every possible way. The modernization of education at present is the central task and the main idea of educational policy. The concept of modernization of education can be described as a comprehensive renewal of all parts of the educational system by the requirements of the present time, while maintaining and increasing the number of the best traditions of education. The learning process needs to be diverse.

The main modern trends in world development that have made significant changes to the education system are changes in the pace of development of society, namely acceleration, the purpose of which is to prepare people for life at a fast pace, the transition to an information society, and also makes it possible to expand the scope of intercultural interaction, democratization society, providing new

opportunities for political and social choice, in connection with which it is necessary to increase the level of people's readiness to make decisions, increased competition, an increase in the level of the economy, the need to improve the qualifications of teachers, the growth of their professional mobility, the growth of the value of the human resource. In developed countries, its indicator is 70-80% of national wealth (Davies *et al.*, 2000), in connection with which there is an intensive development of education. A wave of deep reform of the education system is taking place in many states, namely the USA, Great Britain, countries of Eastern Europe, China, South America, and Southeast Asia. The world processes of modernization of education have also affected public education, because of this factor, modern state policy in the field of education and training is characterized by continuous development and implementation of measures to reform it. After analysing the issues of state management of the education system, it is worth concluding that the process is carried out in a complex manner.

The main feature of modern state management of education is that it should be interconnected with socio-political finance, economic and legal aspects. State and regional higher educational institutions, the professional and pedagogical community, and local governments are active subjects of educational policy, as they should be interested in the development of education. It is worth highlighting the goal of modernizing state management in the field of education and training, namely, to create a mechanism for the sustainable development of the education system, ensuring it is by current trends, the social and economic needs of the country, the demands of society, the individual, and the state. To achieve this goal, it is necessary to solve such problems as achieving a new quality of preschool, general and vocational education, ensuring state guarantees of accessibility and equal opportunities for obtaining a full-fledged education, raising the social status and professionalism of teachers, and strengthening state support.

T. Gerton and J.P. Mitchell (2019) revealed that the modernization of education needs support from the President, government, and regional and oral leadership of the society. The development of the education management system should take place in the mode of a fruitful dialogue between all subjects of educational policy. Next, it is worth mentioning the education itself and the problems that contribute to the deterioration of the quality of education. Therefore, after analysing the material, the term "education" can be defined as the process of changing and educating a person, as well as giving him qualities that he did not have before. The purpose of education is to form specialists who know how to use methods and tools in the necessary branches of science but also to educate people who know how to act and apply their knowledge in new conditions, namely in a competitive market economy. Consider the symptoms that indicate disadvantages in the quality of educational activities. The first is a violation of the "just in time" rule, this is a violation of the deadline, late delivery, debt, or absence from exams and tests. This problem

can manifest itself both in students and teachers. The next symptom is the lack of satisfaction with the quality of educational services on the part of teachers. Further, it is worth mentioning the high percentage of results that are rated as satisfactory and unsatisfactory, as well as the minimum number of high scores. Important factors are the low motivation of the teacher to conduct the educational process.

The high quality of education is the high satisfaction of stakeholders, namely students, teachers, and employers, with the quality of educational services, a positive impact on society, and high satisfaction of teachers and employees of an educational institution with their work. Improving the quality of education is not just an effort, but also a specific type of activity that proceeds according to its own laws. If they are not taken into account, then the reverse process can be achieved, that is, deterioration. The problem of underachievement and unsatisfactory grades are outdated approaches to training and management. Process management is an improvement methodology. It must be understood that the requirements for the process must match its capabilities, in which case it is necessary to evaluate the capabilities of the process and check whether the capabilities meet the requirements. By tightening the requirements, it is impossible to achieve a result due to the fact that if the process and requirements are possible, contradictions enter, as a result of which the share of effects begins to increase. Given this, it is worth concluding that the more stringent the requirements, the more defects. To improve the results, it is necessary to improve the capabilities of the process in terms of the average result and

dispersion of the results. It is required to make sure that the improvement process is running, and only after that, it is possible to introduce new requirements that correspond to the new process capabilities.

The quality of a process is improved when its ability serves to produce the desired result the first time and without defects. Stability is the most important property of the process. It cannot be achieved by compensating for worse results or by achieving only better results. It is impossible to influence the course of a stable process without preliminary analysis. Volitional management interventions can bring the system out of a stable state. The consequence of this can be disruption of the process and poor results. To manage a process means to ensure its stability and capabilities to the requirements. The quality of education can only be improved by adopting the methodology of the process approach.

A survey was conducted among students of higher institutions on the topic of further education and improving the learning process. The first question was: "Are you going to continue your education after graduation? In what form?" A positive trend was recorded in the construction of students' plans after graduation with a bachelor's degree. Most of the participants, and this is 68%, are going to continue their studies at the magistracy, after completing their undergraduate studies and receiving education. Only 7% answered that they were not going to continue their education after graduation. About 10% voted as possible, but have not decided yet. 11% of respondents voted that they plan to get a second higher education, and only 4% percent chose the answer option "postgraduate study" (Fig. 1).

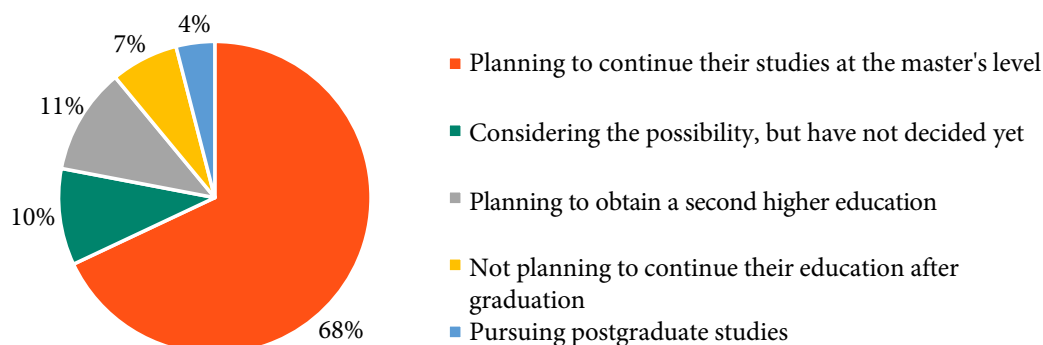


Figure 1. Percentage of students' responses to:
"Are you going to continue your education after graduation? In what form?"

The results of the survey are related to the fact that every year, students become more conscious of obtaining professional knowledge and skills. There are many reasons why students continue their education after a bachelor's degree. Someone is already employed and believes that the existing knowledge is not enough for him to do his job effectively, someone plans to become a researcher, professor, or teacher. Students understand that studying for a master's degree opens up new opportunities, knowledge, and skills and that this is a good way to develop a career. When

selecting a candidate for a job, employers give preference to employees who have a master's degree over those with a bachelor's degree.

The next question was: "What would you add to the learning process to raise the level of education?" With the help of the results, the following indicators were identified, aimed at reforming the educational system. Students believe that it is necessary to add work experience in the third year due to the fact that the application of practice only in the fourth year is not enough to use the acquired

knowledge. Graduates understand that it is important for employers that they have more practical experience. The result of the second practice will lead to more experience for their further employment. The indicator was 25% of all participants. The second factor was the solution of specific

life tasks and problems, and this is 40% of all participants. Students argue that it is necessary to conduct more business games and solve specific life tasks and problems. In addition, the last indicator is excursions to state institutions, which amounted to 35% of respondents (Fig. 2).

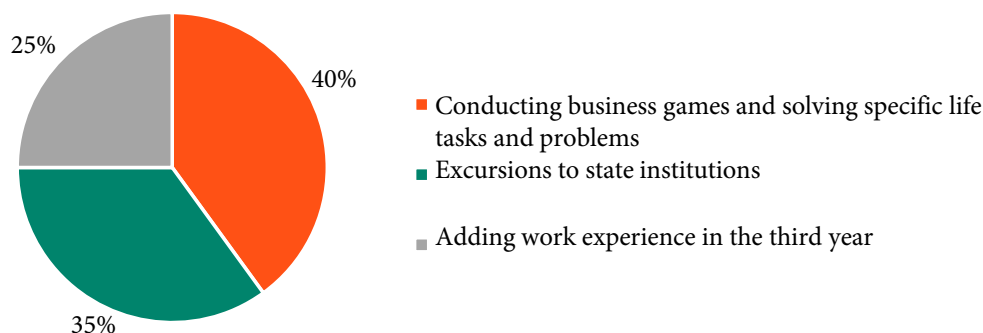


Figure 2. Percentage of students' responses to:
"What would you add to the learning process to raise the level of education?"

Students believe that it is also necessary to diversify the learning process with excursions to state and municipal institutions. These events are best carried out in the first two years so that the student observes the professional and understands what work he will have to do in the future. From this, it is worth concluding that in the first year, the student receives a visual representation of the scope of his future activity, and in the next three years, he receives a practical one.

DISCUSSION

The research highlights the need to modernize the management of education and training. One of the ways to improve its efficiency is through the case study method (Tuan & Cuong, 2019), which affects the quality of training. This method allows students to comprehend specific situations and develop more effective ways of solving problems using their knowledge and skills. The conflict method is another innovative way of learning that is based on the path of cognition and constructing rational activity, allowing students to master conflict reality. This method provides activity of the nature of learning and activates cognitive processes, communication, and analytical skills, forming the skills of collective interaction.

The findings of this study are consistent with previous research in Vietnam. For example, a study by D.-L. Le *et al.* (2023) found that satisfaction with short-term online courses is affected by various factors, including self-motivation, course content, and the use of appropriate teaching methods. Another study by T.X. Do *et al.* (2022) examined the factors influencing e-learning system usage during the COVID-19 pandemic in Vietnam. The research found that factors such as system quality, perceived usefulness, and compatibility with learners' needs are critical in determining e-learning system usage. C.-N. Duc *et al.* (2022) conducted a literature review of the project-based teaching method in Vietnam's education and identified the method's strengths and weaknesses. The authors concluded

that the method could be an effective approach to enhance students' practical skills and engagement. T. Tran *et al.* (2022) explored the opportunities and challenges of the fourth industrial revolution for educational innovation in Vietnam. The authors highlighted the need to invest in educational infrastructure and modernize teaching methods to align with the fourth industrial revolution's demands. Another studies by T.T.T. Minh (2022) and T.T.T. Minh and N.D. Hong (2022) examined the factors affecting blended learning effectiveness in Vietnamese universities. The author found that factors such as course design, interaction, and collaboration significantly influence blended learning effectiveness. N.M. Tri and L.T. Hoa (2022) discussed the renovation of higher education in Vietnam, focusing on the case of Ho Chi Minh City. The authors highlighted the need for institutional autonomy, quality assurance, and internationalization to enhance the competitiveness of higher education institutions in Vietnam. M.Q. Nguyen and J. Albright (2022) studied the political economy of education reforms in Vietnam and identified various challenges and opportunities in the country's education sector. The authors emphasized the importance of balancing the economic and social benefits of education reforms.

One of the factors that could influence the success of state management of education is academic staff's participation in university governance. This issue was explored by P.T.T. Hai and L.T.K. Anh (2022) in their study, which aimed to examine academic staff's participation in university governance and its practical problems. The authors conducted a survey among academic staff members from three universities in Vietnam to investigate their perceptions of their involvement in university governance. The findings indicated that academic staff members were willing to participate in university governance but faced several practical problems, such as lack of time, inadequate training, and unclear roles and responsibilities. The authors recommended that universities should provide more

opportunities for academic staff members to participate in university governance and offer appropriate training and support to enhance their capacity. Another crucial factor in the state management of education is financial autonomy, which has been addressed by L.K. Tuan (2022) in his study on financial autonomy of universities from the perspective of revenue and expenditure. The author analysed the financial data of Vietnamese universities and found that financial autonomy is essential for universities to achieve their objectives and meet their needs. However, financial autonomy in Vietnamese universities is limited, and they heavily rely on state funding. The author recommended that universities should diversify their revenue sources and improve their financial management practices to achieve greater financial autonomy.

Furthermore, M. Kelemen and J. Jevčák (2018) examined the security management education and training of critical infrastructure sectors' experts. The authors analysed the current status of security management education and training in the critical infrastructure sectors and identified the challenges and opportunities for improvement. The authors found that security management education and training in critical infrastructure sectors face several challenges, such as inadequate funding, limited access to resources, and lack of a comprehensive curriculum. However, the authors also identified several opportunities for improvement, such as the increasing demand for security management experts, the availability of technology, and the development of international standards. The authors recommended that universities should offer comprehensive security management education and training programs that meet the needs of critical infrastructure sectors. Y. Sermet and I. Demir (2020) provided new perspectives on virtual and augmented reality and their potential applications in education and training. The authors analysed the current status of virtual and augmented reality technology and identified the opportunities and challenges for its use in education and training. The authors found that virtual and augmented reality technology can enhance the learning experience by providing a more immersive and interactive environment. M.R. Davies *et al.* (2000) discussed serving the state: global public administration education and training. J. Shaturaev (2021) examined financing and management of Islamic (Madrasah) education in Indonesia. These studies provide insights into various aspects of education and training, indicating the diverse factors that influence the education system.

These studies demonstrate the importance of modernizing the education system to keep up with the fast-paced changes brought about by technology and globalization. It is clear that factors such as financial autonomy, the use of technology in teaching and learning, and the adoption of innovative teaching methods like project-based and case-study approaches are crucial to improving the quality of education. Additionally, the studies show that students are increasingly aware of the importance of education in shaping their future careers, with many opting to pursue further education such as master's degrees. It is clear that

state management of education plays a significant role in the success of students and the competitiveness of the country. Therefore, it is important for the government to take steps to reform and modernize the education system to ensure that it meets the changing needs of students and the country as a whole.

CONCLUSIONS

The study showed that in modern times, the educational process is provided very effectively, but it needs to be improved. In this regard, ways to improve its efficiency were considered. One of them is the case study method, which affects the quality of training, in other words, the method of analysing and solving specific situations. Its main characteristic is that students are offered a description of a specific situation that they need to comprehend. This description reflects theoretical and practical issues. The given task does not have unambiguous solutions; these students, have to look for more effective ways to solve the task, using the knowledge and skills that they already possess. In this study, an innovative way of learning was considered, namely the conflict method. It is based on the path of cognition and the way of constructing rational activity. Its purpose is to master the conflict reality. The use of this method provides the activity of the nature of learning, and also allows activating cognitive processes, and develop communication, and analytical skills forming the skills of collective interaction.

The survey conducted by the author among Vietnamese students found that most students are going to continue their education after graduation. The results are due to the fact that every year, students become more conscious of obtaining professional knowledge, and they also understand how education affects their future careers and success. The study showed that when choosing a candidate for a job, employers give preference to employees with a master's degree in education. After analysing the opinion of students, it can also be noted that it is necessary to diversify the learning process with excursions to state and municipal institutions. The study has some limitations, including the sample size and the fact that it was conducted among Vietnamese students only. Therefore, caution should be exercised when applying these findings to other contexts, and further research is necessary to validate these results.

Also, the term "competitiveness of the country" was considered. This term evaluates how a country shapes its economic future. This indicator assesses economic data and impacts, which are important factors influencing the stable growth of non-economic phenomena. To increase the level of the country's competitiveness, it is necessary to form a system of continuous education, "life-long education". The term "life-long education" can be described as the growth of a person's general and professional educational potential, which is accompanied throughout life. The most effective method of developing the education system is through corporate universities. Their task is to ensure the alternation of practical activities with the opportunity to gain

fundamental knowledge. Possible directions for further research include investigating the effectiveness of implementing corporate universities and continuous education programs to enhance competitiveness, as well as exploring the impact of educational excursions on students' learning outcomes.

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None.

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CONFLICT OF INTEREST

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Державне управління освітою та навчанням у В'єтнамі

Анотація. Актуальність дослідження зумовлено тим, що нині державне управління – досить вагомий чинник, який впливає на будь-яку суспільну систему, зокрема на структуру навчання та виховання. Оскільки розвиток системи освіти безпосередньо пов'язаний з розвитком самого механізму освіти, необхідно вжити заходів щодо реформування державного управління освітою. Метою дослідження було виявити, наскільки рівень державного управління системою освіти у В'єтнамі впливає на майбутню професію та успішність студентів. Для досягнення поставлених цілей і завдань використовувалися такі методологічні підходи: метод аналізу, теоретичний підхід, системний підхід, метод дедукції, метод індукції та інші. У статті розкрито та проаналізовано поняття «державне управління освітою і навчанням». Визначено сучасні методи модернізації державного управління у сфері освіти та навчання у В'єтнамі. Виявлено, наскільки освітня галузь важлива для становлення держави. Проаналізовано результати опитування, що показали, які чинники необхідно додати для покращення системи освіти. Розглянуто особливості впровадження державного управління в діяльність сучасного загальноосвітнього навчального закладу. Визначено основні складники державної моделі управління освітою та навчанням у навчальних закладах, висвітлено мету народної освіти в сучасному В'єтнамі, а також критерії, від яких залежить якість системи освіти. За допомогою методів аналітичного та статистичного аналізу вивчено особливості системи державного управління у сфері освіти й навчання. Обґрунтовано необхідність модернізації управління освітою і навчанням. Доведено, що якість освіти має зв'язок з ефективністю менеджменту. Розглянуто освітній процес як важливу характеристику конкурентоспроможності держави. Отримані результати дослідження дають можливість визначити ефективні шляхи підвищення якості управління освітою

Ключові слова: методика забезпечення навчального процесу; освітня система; модернізація; дистанційне навчання; опитування