

Global Citizenship Training in the Context of Globalization and International Integration in Ho Chi Minh City, Vietnam

Dr. Nguyen Minh Tri¹, Dr. Le Ba Vuong², Dr. Nguyen Dinh Co³

^{1,3} Ho Chi Minh City University of Technology (HUTECH), Ho Chi Minh City, Vietnam.

² Ho Chi Minh City University of Culture, Ho Chi Minh City, Vietnam.

Abstract-In the context of globalization, international integration, especially the development trend of industrial evolution 4.0 is strongly and deeply influence and impact on different aspects and field in social life. It attracts every country to a “playground” called “Integration”. With its vastness and complexity, globalization firmly impacts on every fields of social life, to every country, nation, especially to train global citizenship so they can satisfy the requirements of globalization and international integration nowadays. For Ho Chi Minh City, globalization and international integration has brought chances, opportunities, at the same time, there are also some real challenges and risks in the training of global citizens. Therefore, the urgent issue at the moment is the need of further researching, analyzing in order to have an objective and comprehensive in visions and assessments to use full potential of chances and to control risks in globalization and integration international process for the training of global citizens to meet the presently socio-economic development requirements has urgent practical significance.

Index Terms- Global citizens, globalization, integration international, Ho Chi Minh City, Vietnam

I. INTRODUCTION

Ho Chi Minh City is the center of Economic, Culture, Science – Technology, Education – Training. It has an important position in the country and It is the most significant contributor into the economy of the region in the South. Ho Chi Minh city takes up 6.3% of the country’s land area, and contains 9.1% of the population of Vietnam. The city currently contributes over 22% of the national economy, 27% of the total national budget revenue, labor productivity of the city is 2.6 times as the average labor productivity of the whole country. GRDP per capita has increased continuously over the years and the average is 2.4 times higher than the whole country (Party Committee of Ho Chi Minh City, 2020, p.24 – 25).

Along with the country, Ho Chi Minh city is speeding up the globalization and international integration’s process to the following goals: "Building smart city, with rapid and sustainable development, maintaining the leading economic role of the country; accelerating culture development, progressing, social justice, improving welfare, building happy families; One for all

and all for one, for the happiness of the People; the city is the economic, financial, commercial, science - technology and cultural center of Southeast Asia" (Party Committee of Ho Chi Minh city 2020, p. 303)

To accomplish the goals and strategies mentioned above, especially the process of globalization and international integration in Ho Chi Minh city, it needs to use full potential of the basic advantageous to receive opportunities to develop education, training global citizens for the city’s socio-economic development; However, it is also creating many challenges for the training of global citizens in Ho Chi Minh city nowadays.

This article focuses on analyzing and clarifying the opportunities and challenges of globalization and international integration for the training of global citizens in Ho Chi Minh City. Thereby providing the scientific basis for leaders and managers to develop programs and plans to take advantage of opportunities, overcome the challenges of globalization and international integration for educational development, to train global citizens to meet the requirements of socio-economic development in Ho Chi Minh City in particular, countries in the region and the world in general.

II. LITERATURE REVIEW

Global citizenship training has attracted domestic and foreign scholars who are interested in research from many different perspectives. Theo *Global Citizenship*: There is a great deal of debate and discussion around this question, as there is around the whole concept of globalisation. A useful working definition, however, is offered by Oxfam:

A Global Citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

To be effective Global Citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively

and work well within teams and groups. These skills and attributes are increasingly recognised as being essential to succeed in other areas of 21st century life too, including many workplaces. These skills and qualities cannot be developed without the use of active learning methods through which pupils learn by doing and by collaborating with others. (Global Citizenship, 2020).

With the interconnected and interdependent nature of our world, the global is not 'out there'; it is part of our everyday lives, as we are linked to others on every continent: (1) socially and culturally through the media and telecommunications, and through travel and migration; (2) economically through trade; (3) environmentally through sharing one planet; (4) politically through international relations and systems of regulation.

The opportunities our fast-changing 'globalised' world offers young people are enormous. But so too are the challenges. Young people are entitled to an education that equips them with the knowledge, skills and values they need in order to embrace the opportunities and challenges they encounter, and to create the kind of world that they want to live in. An education that supports their development as Global Citizens. The active, participatory methods of Education for Global Citizenship and Sustainable Development help young people to learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others. Education for Global Citizenship and Sustainable Development also promotes pupil participation in the learning process and in decision-making for the following reasons: (i) Everything done in school sends out messages, so we need to exemplify the values we wish to promote. If we wish to affirm beliefs about the equality of all human beings and the importance of treating everyone fairly and with respect, we need to ensure that learning processes, and relationships between pupils and teachers, reflect and reinforce these values; (ii) Research shows that in more democratic schools pupils feel more in control of their learning, and the quality of teaching, learning and behaviour is better; (iii) The UN Convention on the Rights of the Child affirms the right of children to have their opinions taken into account on matters that affect them (Global Citizenship, 2020).

Jacques Delors (1996) with the work of *Learning: The treasure within* emphasized the lifelong learning process to contribute to community development, social renewal and self-renewal. Donal Alan Schon (1973) introduced the concept of "The Learning Society", in which people will learn for life. The problem that D.A. Schon emphasizes that "learning must be effective in every community". In each community, every citizen must have the opportunity to participate in learning in appropriate forms, so that at any time, place, they can learn, become full citizens bridge.

Turten Husen (USA) emphasized the importance of "learning citizenship" and said that education must create all the conditions for the continuous learning of people, that is an important factor to adapting to a rapidly changing, global citizen-oriented society (Hunsen. T, 1974).

Besides, a number of other authors also proposed the renewal of training methods to meet the needs of learners according to the global citizenship model in works: Charles C. Bonwell and James A. Eison with *Active works Learning* (Charles, James, 1991); David E. McNabb with *The publication Research Methods for Political Science* (David, 2009); Knottnerus, J. David and Guan, Jian with research in Analytical Strategies, Developments and Assumptions (Knottnerus, David & Guan, Jian, 1997); Tobias

Andersson with *Rationality in educational choice - A study on decision-making and risk-taking in academic settings* (Tobias, 2016); David R. Shans, Riachard J. Suney and John D. McCarthy with the article *A retest of Probability and reasonable choice*, Journal of behavioral decision making (David, Shans, Riachard, Duney and John, 2002)...

In Vietnam, in the policy of building global citizens from the early years of the twenty-first century up to now, there are many research projects related to the topic of Innovating university training methods to meet the needs of learners according to the model. "Learning citizenship" by authors Dang Huu, Vu Dinh Cu, Chu Tuan Nha, Chu Hao, Phan Dinh Dieu, Pham Tat Dong, Dang Ngoc Dinh, Tran Viet Phuong, Vo Dai Luoc, Nguyen Quang Thai, Tran Dinh Thien... Among them, the author Pham Tat Dong has quite a lot of research works on "citizen learning" and "learning society" such as building people, building a learning society; Towards a learning society, building a learning society model in Vietnam (Dong, 2012).

Most of the researches and programs innovate training methods to train global citizens to meet the requirements of socio-economic development.

III. RESEARCH METHODOLOGY

In this study, the author approaches the interdisciplinary and multidisciplinary direction; approach from the systematic point of view, the historical point of view.

Regarding the research method, the author combines the research methods of dialectical materialism and historical materialism, sociology, including the method of collecting, analyzing and synthesizing documents; survey method; statistical methods; quick assessment method.

IV. RESULTS AND DISCUSSIONS

Globalization derives from increasingly development of socialized production forces along with the impact of the science-technology revolution on the economy, culture, society and the environment between countries and regions on the international scale. When it comes to globalization, Karl Marx and Friedrich Engels once said: "The need of a constantly expanding market for its products chases the bourgeoisie over the entire surface of the globe. It must nestle everywhere, settle everywhere, establish connexions everywhere" (Marx & Engels, 1995, p. 598). Along with the globalization, the development of production forces, market extension, the relationships also gradually extend beyond the national boundaries, forming regional and international relationships. Hence, when talking about globalization, people will think about international integration. In this background, "nations cannot be the outsiders of the "game" but "force" to integrate internationally so as not to fall further behind" (Chinh, 2013, p.319). However, globalization and international integration are the conflict process, contain both positive and negative sides, also opportunities and challenges for countries, especially small and medium ones. Acknowledging its impact, the Party and Vietnam Government always work out policies and solutions suitable for each phrase to improve the efficiency of globalization, promoting positive aspects, preventing and minimizing negative effects to develop the process; maximize the power, maximizing internal resources, exploiting external forces, turning external

forces into internal ones, turning challenges into opportunities for national renewal and development with the aim of "ensuring the benefits of the nation, based on the Basic principles of international law, equality and mutual benefit..." (Communist Party of Vietnam, 2016, p 153).

With the terms "Global citizens, world citizens" has appeared in the early 3rd millennium, but does not have a complete or officially recognized definition yet. According Global Citizenship: "A Global Citizen is someone who is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works; is outraged by social injustice participates in the community at a range of levels, from the local to the global; is willing to act to make the world a more equitable and sustainable place; takes responsibility for their actions (Global Citizenship, 2020)

From the above mentioned point of view, it can be acknowledged as: global citizen must be initiative with themselves and with the society. They are the people who have the ability to act cooperatively, responsibility, and creatively to solve common problems for the community, contributing to a better locality, country, world-wide development; Communication, the adaption in different culture environments, Multi-culturalism environment; respect human rights, diversity; appreciate, promote the ethnic, country's culture values, have the consciousness to learn the culture quintessence of different ethnics and countries.

To become global citizens, they cannot help but to gain knowledge and training. Because, Education and training are direct activities affect the improvement of intelligence, understanding and using technology, technical knowledge for human production. At the same times, this is the best way for people to approach new information, updating, enrich the knowledge resource and the ability to be creative. Besides, it also helps people promote their internal resources – intellectual of the nation, in which the intellectual content in labor made by education and training are the factors that make people become the special force in production, basic, infinite force to develop knowledge economy.

Because of this importance, *the credo of country's construction in the period of transition to socialism* (additions, developed in 2011): "Developing education and training as well as science and technology is a primary national policy and a motive force for socio-economic development; investment in education and training, science and technology is investment in development. Environmental protection is a vital issue of mankind, a criterion and content of sustainable development and a factor to ensure the health and quality life of people. To develop education and training, aiming to raise the people's intellectual level, develop human resources and foster talents, contributing an important part to building the Vietnamese culture and people. To comprehensively and vigorously renovate education and training in response to the development requirements of the society; to raise the quality of education and training towards standardization, modernization and socialization to actively serve national construction and defense. To build a learning society, creating opportunities and conditions for all citizens to study throughout their lives." (Communist Party of Vietnam, 2011, p. 77). The Party's view on building a fully developed human being is deeply expressed in the XII Congress Document in which affirms: 1) Making Vietnamese becomes fully developed must become the

development strategy, is one of the general tasks for national development; 2) To associate the goals of building, promoting culture with human development; 3) Affirming the matter of developing human as four of the six tasks of the XII Congress term; 4) To build a comprehensive development of Vietnamese in association with the industrialization and modernization of the country.

The Education Law in 2019 when it comes to educational objectives, also affirms: education aims to comprehensively develop Vietnamese people with ethnics, knowledge, culture, health, aesthetics and profession; have quality, capacity and civic consciousness; have patriotism, national spirit, loyalty to the ideal of national independence and socialism; promoting the potential, the ability to be creative of each individual; improve people's knowledge, develop human resources, foster talents, to meet the requirements of building, protecting the nation and international integration.

The views on civic education are also reflected in the determination of the goal of renewing the curriculum, textbooks, general education "to develop Vietnamese comprehensively in terms of morality, intellect, physic, and beauty to become a "global citizens" (Prime Minister, 2015) and concretize the main qualities of patriotism, compassion, hard work, honesty, responsibility and comprehensive development of competencies, such as autonomy and self-learning ability, communication and cooperation skills, problem solving skills and creativity; specific competencies, such as linguistic competence, computational capacity, scientific capacity, technological capacity, IT ability, aesthetic capacity, physical ability.

That is the right, consistent view and line of the Party and House of Vietnam to train global citizens to meet the requirements of the process of globalization and international integration, the Party Committee of Ho Chi Minh City determined: "Complete the education system towards intelligence, open education, lifelong learning and building a learning society, and build and develop the model of "Advanced and modernized schools according to the trend of integration" (Party Committee of Ho Chi Minh City, 2020, p. 177).

In the process of globalization and international integration, Ho Chi Minh City has a high and stable economic growth rate. It always spends more than 25% of its budget capital for recurrent and investment in new construction and repairing, renovating, and upgrading schools, improve the quality of the teaching staff to improve the quality of human resources. Ho Chi Minh City is one of the leading city in the country in education and training, with the number of students enrolled and graduated from college the following year higher than the previous year, contributing to increasing the rate of trained workers from 40% (2005) to 85% (in 2019), including workers are working with primary and technical qualifications are 14. 6%; workers who are working with intermediate professional skills 28.44%; workers who are working with professional skills and technical skills of colleges 19. 03%; 21.72% (the Center of Forecasting Manpower Needs and Labor Market Information HCMC, in 2020) satisfy the demand for human resources, as well as training global citizens according to the city and the southern key economic region's target. The rate of trained workers working in the fields of high-level technology and high-level industries services and main point services of the city will reach 87% (Party Committee of Ho Chi Minh City, 2020,

p.104). Enrollment and training activities of educational institutions have flourished, training results are accepted by the market with an employment rate of over 85% (Party Committee of Ho Chi Minh City, 2020, p. 104), step by step provide the City and the world with a competent, professionally and disciplined workforce for workers who meet the production requirements of society.

The goal that Ho Chi Minh City has achieved in the process of globalization and international integration shows that the city has made good use of its inherent potential as well as made good use of opportunities of the international integration process, developing education and training to train global citizens to satisfy the requirements of international integration, but also creating many challenges for the development of education and training of global citizens in Ho Chi Minh City nowadays.

The opportunities of globalization and international integration to train global citizens in Ho Chi Minh city

Ho Chi Minh city is a special urban area, a major center of economic, culture, education and training, science and technology, the head of engagements and international integration, the leader, attracting and spreading to the southern key economic region, which has an important political position of the country. This makes the city's workforce abundant, contributing to the globalization process, as well as the socio-economic development process in the city.

Firstly, globalization and international integration contribute to modernizing education towards the training of global citizens in Ho Chi Minh City. The process of globalization and international integration make the world market increasingly large in scale and complete in terms of the operating mechanism. We have the conditions to learn, absorb, exchange, improve management qualifications, experiences, worldwide resources, especially knowledge to develop the digital economy, participate in rotation labor between countries, as well as the global supply chains. Thereby, we have the opportunity to expand production, create stabilize jobs and improve people's lives, participate in the process of international cooperation and the division of labor. By 2020, the rate of workers that have been trained is 85.2%, the urban unemployment rate decrease to 3.7% (Party Committee of Ho Chi Minh City, 2020, p. 27).

The process of globalization and international integration not only contributes to removing barriers between ethnic countries in economic development but also opens up favorable conditions for the development of education and training to create global citizens to serve the process of world economic development; At the same time, each country can replenishment and overcome the weaknesses of the national economy in order to build and develop global citizens in Ho Chi Minh City. Globalization and international integration have also placed the education of Ho Chi Minh City in the general picture of the education of other countries around the world, thereby helping the city's education realize where it stands in the international, or at any rate, can absorb the experience of developed education, create a necessary breakthrough to break the old and outdated stereotypes, from educational philosophy, program content to the teaching method, educational management organization. These advanced experiences will pave the way for modernizing education and training in the city, connecting the city's education and training to the world, expanding the vision and value, cross the national and

ethnic borders, moves to international standards, to train qualified global citizens to serve the globalization process in the city in particular and the country in general.

Second, globalization and international integration create favorable conditions for the tendency of peace, cooperation, development, stability to develop Ho Chi Minh City, thereby creating beneficial conditions for the development of Ho Chi Minh City. In recent years, humanity has been witnessing complicated, potentially unpredictable, unpredictable developments. The tensions, religious conflicts, ethnic groups, separatism, local war, territorial disputes, political riots, interference, overthrow, terrorism will still be fierce; Non-traditional security threats, high-tech crimes in the fields of finance - currency, electricity - telecommunications, biology, the environment... tend to increase with nature complex. However, the political landscape of the polarity world is becoming clearer; New points appeared in international relations such as: besides the big countries playing the leading role, the small countries have increasingly risen to assert their positions; along with the political and military factors, the economic factor has become clear and increasingly important; the gathering of political forces is intertwined, loosed, even temporary based on interests. In which, countries both manipulate, take advantages and restrain each other. Moreover, the world is facing global problems: poverty, epidemics, resource depletion, environmental pollution, terrorism... It requires working together for the survival of mankind. Therefore, in the relations between countries, although there are still many contradictions, the outstanding feature will be a diversified world, the democratization trend in international relations continues to develop. Peace, cooperation, and development still show the common trend of humanity today. In that context, our Party continues to affirm the motto: "Diversifying and multilateralism foreign relations; proactively and actively integrating into the world; being friends, reliable partners, and members. responsibility of the international community" (Communist Party of Vietnam, 2016, p. 153). It is also a great direction for Ho Chi Minh City to take advantage to establish an education development policy to train global citizens suitable for international practices, and to conduct administrative reforms to create positive motivation breakthrough in strategy, bringing the education and training in Ho Chi Minh City to a new stage in the process of globalization and international integration.

Third, globalization and international integration also open up great opportunities for education and training in Ho Chi Minh City to approach and learn about the objectives, content, programs, educational methods, modern and advanced education management opens up the development direction for learners to study and research in the country, without having to study abroad and still can learn modern knowledge with high economic efficiency. Typically, Le Hong Phong High School for the Gifted has pioneered in bringing the content of artificial intelligence to high school students. Contents of the curriculum include Math foundation knowledge in AI, mathematical modeling skills for real-world problems, high-level programming skills, creative skills in using AI as an intelligence tool for users, helping to unleash labor power and creativity in different professions. Teachers participating in this program are experts from organizations in the field of artificial intelligence. To meet the requirements of innovation and international education

integration, the Department of Education and Training of Ho Chi Minh City has actively promoted innovative solutions in teaching and learning organization, managing, and testing, evaluating, and preparing conditions for the implementation of the new general education program. Thanks to the innovation of education management, the Department of Education and Training of Ho Chi Minh City has created conditions for schools and teachers to be proactive and creative in building teaching-learning plans to integrated and interdisciplinary topics, increased practice, practical experience... The implementation of innovative teaching and learning activities in a positive and creative direction is the solution to reduce program load, overcome the overloaded situation, heavy in theory - not too much in practice... Thanks to that, employees are allowed to expand their understanding, gradually overcome the way of thinking and working methods according to their feelings, visuals, and experiences small farm production, train them to be familiar with the sense and scientific labor method, industrial style, step by step foster the workers the necessary qualities and competencies to become global citizens. Fourth, globalization also creates opportunities and conditions for the people of Ho Chi Minh City to exchange, learn and absorb the quintessence of human cultural values, on the basis of preserving and promoting cultural values of the nation in education, training, and building new Vietnamese. The traditional standards of education in Ho Chi Minh City are shaped on the traditional ethical foundation of the Vietnamese, so in the process of globalization and international integration, the city education foundation has conditions to promote traditional values of the nation such as: "study manners first and then learn to read and write", "be deferential to teacher and respected for moral", "gratitude"... to friends around the world, enhancing the position and prestige of Vietnam on the international arena. At the same time, in the process of international exchange and contact, new standards and values of the era and the world are imported into the City, which will contribute to facilitating the city's education to learn, absorb, such as the spirit of dynamism, creativity, autonomy, independence; gradually eliminate backward, conservative and stagnant habits that still exist in a large part of the city citizens as well as city students, thereby training citizens to love their country, be proud of their nation, good personalities, a sense of civility and social responsibility.

The challenges of globalization and international integration in training global citizens in Ho Chi Minh city

Besides all the opportunities of globalization and international integration have made to train global citizens, it also has some of the challenges, such as:

Firstly, to be behind the times in education and training be compared to other countries in the region and the world is still a constant risk and difficult to get through, because today's globalization, basically, is essentially globalization of monopolistic capitalism takes place in the context of real socialism in recession, so its negative impact to the developed countries of the socialist path is even more apparent. In terms of economy, this is a very tough and complicated competition between countries in the context of monopolistic capitalist forces increasing strong influence, dominating globalization all over realm of social life.

Although, in 35 years of innovation and integration, Ho Chi Minh City has achieved continuous economic growth and is interested in investing in the city's education and training to develop

qualifications, expertise, soft skills for workers to integrate internationally, but the scale of training does not really pay attention to quality. Curriculum, content and teaching methods are the most decisive factor in improving the intellectual level of the people as well as the quality of human resources. However, the curriculum, content and teaching methods are still outdated. The training focuses too much on teaching knowledge but does not pay much attention to teaching skills, manners, culture, behavior... for employees. For example, the introduction of artificial intelligence into the teaching of high school students for all students initially achieved positive results, however, the implementation of this content in practice faced many difficulties. In which, the biggest difficulty is that the school does not have a team of teachers specialized in artificial intelligence to teach. On the other hand, the school's facilities have not really met the requirements for teaching artificial intelligence. The education system that is heavy on exams and the moral decline in overcoming education is slowly becoming an urgent problem in the society. The exam-heavy education system also puts pressure on candidates and parents, leading to a permanent coping mentality in learners and achievement races of teachers, schools and parents. The illness of achievement and fraud in exams has been rampant in education and society. Along with that, the employees still lack industrial style, labor discipline and professional behavior, a part is slow to adapt to the market mechanism, the organization and discipline are not good, the ability to apply the faculty, poor learning, engineering and technology... Ho Chi Minh City's employees lack many qualities, capacities, and skills compared to the requirements of socio-economic development to face the globalize competition. This is a real challenge, a difficult problem for Ho Chi Minh City in training global citizens, and soon it needs a comprehensive, long-term strategy to get over.

Second, the risk from the hostile forces' conspiracy "peaceful developments" to destroy our country with new, more drastic and sophisticated manifestations than before in the process of globalization. This leads to a decline in political ideology, morality, lifestyle, "self-evolving", "self-transforming" expressions, including bureaucracy, corruption, and wastefulness of officers, Party members nowadays. Globalization because of the developed capitalist countries govern the rules of the game "The great fish eats the small", developed countries will share more opportunities than poor countries. But poor countries are at risk of being squeezed and losing, easy to face risks in the economy, culture and society. Ho Chi Minh City is the economic, political, cultural - social center of the country, the negatives of globalization have been a strong impact on the education and training of global citizens, such as the hostile and reactionary forces can take advantage of the open integration policy to promote the activities of undermining the education through cooperation and investment in internally, thereby promoting "self-development", "self-development" transforming" and "implementing the plot" peaceful evolution", making "socialist deflector" with new manifestations in terms of subject matter, method, content, goal... has developed to the top enough to be considered a "technology", a "subversive technology", with so many different scenarios in all sectors, especially through the increased investment in education and training with the main purpose that they aimed are pupils, students and young people, making them lose their orientation in perception, thought, lost

their will, belief, degraded morality, lifestyle, fading their rationality, thought, target socialism, from there it will weakening the role and strength of students, hindering the mission of training global citizens in Ho Chi Minh City today. This is a risk that cannot be underestimated, this fact requires us to have appropriate solutions, how to deal with it and how to get through it, so not to fall into a passive and unexpected situation.

Thirdly, the current globalization has had new developments, along with the development of science and technology has accelerated the process of forming an information society; At the same time, it also threatens to preserve and promote the traditional values of ethnic groups in the world, including Ho Chi Minh City, Vietnam. A few major countries are taking advantage of the process of globalization to find ways to spread their cultural values, languages, customs and lifestyles around the world, with the powerful support of tools, Multi-platform media, implementing its "cultural hegemony" intrigue, fading the national traditional values. Many factors of anti-value, anti-culture and harmful opinions and ideas are easy to penetrate, and distort traditional cultural values and ethics. This is an existing and increasing risk for Vietnam as well as localities in the country, especially its negative impacts on young people such as: run behind money and material, deviated moral standards, hybrid lifestyle, personality selfishness, foreign dignity, away from traditional national values in the spiritual life of a part of today's youth. That is a big challenge for the education and training of global citizens in Ho Chi Minh City for preserving and promoting traditional values in developing countries.

Solutions to improve the impact of globalization and international integration in training global citizens in Ho Chi Minh City

Firstly, comprehensively, fully and deeply aware of the role of "top national policy", the fundamental and motivation role of education in training global citizens in economy - society development strategy in the Party Committee, authorities and agencies, social organizations and people of the city in general; thereby creating a unity of awareness and action in the city's political system, aiming to train global citizens to serve the process of globalization and international integration in Ho Chi Minh City. This solution must be conducted consistently and throughout the entire socio-political system of Ho Chi Minh City.

Second, maintaining a stable macroeconomic environment, on that basis, promoting economic restructuring associated with economic growth model innovation, improving productivity, quality and efficiency of operations in economy. In order to promote rapid and sustainable economic growth for human development and to create important conditions for the implementation of social progress, Ho Chi Minh City needs to promote faster economic restructuring to services - industry - agriculture, to focus on developing industries with added value and modern scientific content, creating resources for the implementation of education and training development.

Third, continue to promote the innovation of content, curriculum and teaching methods to improve the quality of human resources, to meet the goals of globalization and international integration in Ho Chi Minh City: communicate and ensure that everyone can go to school; focus on intellectual and physical development, quality formation and civic capacity, discovering and fostering talents, and career orientations for students in accordance with the specific

characteristics of the city. For the vocational education system, to rapidly increase the training scale for vocational colleges and vocational secondary schools for industrial area, dynamic economic region and for labor exportation; to expand the network of vocational training establishments, develop province and district vocational training centers; improve the education level, skills, discipline, personalities of employees, focus on training skills and expertise for workers, based on the actual needs of each area in the city, through the forms of self-training and joint training. For higher education, focus on training qualified workers suitable to the process of economic restructuring, in which, focus on human resources for industries with high technology content and added value. ensuring the demand for high-quality labor for the services and industries that are the city's strength; step by step proactively participate actively and effectively in the high-tech labor market in the region and internationally, first of all, 8 professions that are freely transferred in the ASEAN Economic Community. Universities and colleges organize enrollment by themselves according to the wishes of students after graduating from high school.

Fourth, building a learning society, a civilized society with the values of truth, goodness and beauty; know how to criticize and condemn acts contrary to social ethical norms; comprehensive human education. It is necessary to build this model to be "open", that is, models and activities that were originally just "family" and "schools" now need to be converted to "social" character. Therefore, for the school, the task is to build an "open", "debating" school environment; capacity development-oriented training program - experience-based; A learner-centered educational approach, using a comprehensive assessment approach through appropriate tools in the comprehensive assessment of citizenship. The assessment does not just stop at assessing learners' grade (process evaluation and overall evaluation), but also needs to evaluate the program itself, placing the program in a practical context for evaluation, according to monitor and promptly adjust, improve and maintain global citizen education in an appropriate and effective way.

Fifth, do well in formulating planning and plans for development of education and training, defining strategy for human resource development correctly, on the basis of well-implementing the work of forecasting the demand and the labor market, also doing good at zoning the network of universities, colleges and vocational training, in order to train human resources according to fields and training levels, in accordance with the needs of society, effectively in the socio-economic development strategy, as well as the globalization and international integration of Ho Chi Minh City.

V. CONCLUSION

Comprehensive awareness of the impact of education on the training of global citizens in Ho Chi Minh city has great implications for socio - economic development in the city. In the current globalization background, the training of global citizens with knowledge, skills, political courage has contributed the socio - economic in the modern way, thereby, incentive to push the economic growth rapidly and sustainability, enhancing competitiveness, ensuring the strong and sustainable development of the globalization process in Ho Chi Minh City. However, education also creates many challenges for the training of global citizens in Ho Chi Minh City, it is necessary to synchronously

implement the above solutions to enhance the impact of education on public training global citizens, to actualization the goal of building Ho Chi Minh City into an economic, financial, commercial, scientific - technological and cultural center of Southeast Asia.

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AUTHORS

First Author – Dr. Nguyen Minh Tri, Politics and National Defense Education Center, Ho Chi Minh City University of Technology (HUTECH), Ho Chi Minh City, Vietnam.

Second Author – Dr. Le Ba Vuong, Ho Chi Minh City University of Culture, Ho Chi Minh City, Vietnam.

Third Author – Dr. Nguyen Dinh Co, Politics and National Defense Education Center, Ho Chi Minh City University of Technology (HUTECH), Ho Chi Minh City, Vietnam.

Correspondence Author – Dr. Nguyen Minh Tri, Politics and National Defense Education Center, Ho Chi Minh City University of Technology (HUTECH), 475A Dien Bien Phu Street, Ward 25, Binh Thanh District, Ho Chi Minh City, Vietnam; E-mail: nm.tri@hutech.edu.vn