



## Building a Team of Social Sciences and Humanities Lecturers to Meet the Requirements of Digital Transformation in Military Schools Today

**Dr. Ngo Thi Phuong Thao**

Military Technical Academy, Vietnam

\* Corresponding Author: **Dr. Ngo Thi Phuong Thao**

---

---

### Article Info

**ISSN (Online):** 2582-7138

**Impact Factor (RSIF):** 7.98

**Volume:** 06

**Issue:** 04

**July - August 2025**

**Received:** 21-06-2025

**Accepted:** 24-07-2025

**Published:** 22-08-2025

**Page No:** 1460-1462

### Abstract

In recent years, the term “Digital Transformation (CDS)” has been widely discussed across various mass media platforms. Digital transformation has exerted a profound and comprehensive influence on all sectors and fields, especially the military and national defense. With the principle that the quality of education and training in military schools determines the combat readiness of military units, innovating and improving the quality of education in general, and the teaching of social sciences and humanities in particular, is essential to meet the requirements of digital transformation within the Ministry of National Defense. This article proposes several solutions for developing and fostering a contingent of social sciences and humanities lecturers to satisfy the demands of digital transformation in today’s military schools.

**Keywords:** Digital Transformation, Military Education, Social Sciences and Humanities Lecturers, Lecturer Development, Military Schools

---

---

### Introduction

Digital transformation has deeply impacted every industry, and education and training is one of the fields most affected. Decision No. 749/QĐ-TTg dated June 3, 2020 identified education and training as one of the eight priority areas for implementation.

Subsequently, on January 25, 2022, the Prime Minister issued Decision No. 131/QĐ-TTg, approving the “Project on Strengthening the Application of Information Technology and Digital Transformation in Education and Training for the Period 2022–2025, with Orientation toward 2030.” The general objective of this project is to harness technological advances to promote innovation in teaching and learning, enhance quality and accessibility, improve education management, and build an open, adaptive digital education system that contributes to the development of e-Government, the digital economy, and the digital society.

Digital transformation provides opportunities to apply technology to rapidly reform models, organizational structures, and teaching–learning methods. Traditional classrooms, which are limited by high costs, fixed schedules, and physical constraints, are being replaced by online, distance, and virtual classrooms. Learning spaces have become increasingly diversified: instead of traditional laboratories and simulation rooms, learners can now experience interactive virtual environments through Virtual Reality (VR) technologies that enable authentic human–machine interaction.

Big Data serves as an inexhaustible source of analytical information for prediction and decision-making with high precision. Digital learning resources, bridging real and virtual spaces, have become abundant and accessible anytime and anywhere. Learning programs are increasingly diverse, detailed, and tailored to meet personalized educational needs.

Cloud computing has been widely applied in education management and training. Schools can collaborate to develop shared digital repositories (digital libraries, learning materials, and research databases) through centralized virtual storage systems, thereby reducing the cost of maintaining and managing educational data.

Thus, digital transformation enables comprehensive reform across multiple educational dimensions, notably in two main aspects: Digital transformation in teaching, learning, assessment, and research; and Digital transformation in education management.

This involves the digitalization of learning materials (electronic textbooks, e-lessons, e-learning repositories, and test banks), digital libraries, and virtual laboratories; implementing online training systems; and developing cyber universities. Digital transformation not only entails digitizing lectures or integrating software but also revolutionizing pedagogical methods, classroom management, and student engagement in digital environments. Learning data are digitally monitored and stored, replacing traditional paper-based records.

This includes digitizing administrative information, building interconnected databases, implementing online public services, and using digital technologies for management, forecasting, and decision-making.

In terms of output management, cutting-edge technologies are applied to ensure that training, evaluation, certification, and degree issuance are accurate and transparent. Both assessment results and procedures are conducted through digital platforms.

Digital transformation also requires reforming management mechanisms, restructuring internal organization, redefining workflows, and shifting operational decision-making from traditional to digital environments. Cũng như thay đổi việc quản trị các nguồn lực trong cơ sở giáo dục đại học

In the military and defense sector, digital transformation significantly influences the modernization of the People's Army of Vietnam — making it more revolutionary, regular, elite, and progressively modernized. Among the affected domains, the development of a faculty of social sciences and humanities in military schools is particularly vital. With the motto that “training quality equates to combat readiness,” innovating and enhancing the teaching of social sciences and humanities in military schools must align with digital transformation within the Ministry of National Defense. On November 4, 2021, the Ministry of National Defense issued Plan No. 4396/KH-BQP on “E-Government toward Digital Government in the Ministry of National Defense for the period 2021–2025, with orientation to 2030,” and on March 4, 2022, the General Staff issued Plan No. 58/KH-BTTM on “Digital transformation in education and training in military schools for the period 2022–2025, with orientation to 2030.” Therefore, building and fostering a contingent of lecturers in general, and of social sciences and humanities lecturers in particular, to meet the requirements of digital transformation in military schools today requires the effective implementation of several fundamental solutions:

**First, create unity and consensus in lecturers' awareness of the inevitability of digital transformation in teaching social sciences and humanities.**

To implement this solution, military academies and schools need to continue thoroughly understanding and seriously implementing Resolution No. 29/NQ-TW dated November 4, 2013 of the 8th Central Conference (11th tenure) on fundamental and comprehensive reform of education and training; the Education and Training Development Strategy in the Army for 2011–2020; Decision No. 131/QĐ-TTg dated January 25, 2022 of the Prime Minister approving the project “Enhancing the application of information technology and digital transformation in education and training for the period 2022–2025, with orientation to 2030”; Plan No. 4396/KH-BQP dated November 4, 2021 of the Ministry of National Defense on the development of E-Government toward Digital Government in the Ministry of National Defense for the

period 2021–2025, with orientation to 2030; and Plan No. 588/KH-BTTM dated March 4, 2022 of the General Staff on digital transformation in education and training in military schools for the period 2022–2025, with orientation to 2030. Through these, staff and lecturers must clearly understand that: (1) Digital transformation in teaching and learning in general, and in social sciences and humanities in particular, means changing the teaching–learning environment, methods, techniques, and technologies; (2) Digital transformation is a process requiring flexible integration of human, procedural, and technological factors; (3) Digital technology is created to support and replace humans; and (4) It solves human limitations, enabling access to knowledge and learning anytime, anywhere. On that basis, each individual should develop proper attitudes, motivation, and a sense of responsibility in leadership, management, and the implementation of digital transformation in teaching and learning social sciences and humanities.

**Second, develop a comprehensive plan and conduct full-scale training and fostering programs for lecturers in practical knowledge, pedagogical methods, and scientific research.**

To meet the requirements of digital transformation in teaching social sciences and humanities, lecturers must possess new competencies—creative competencies. Therefore, social sciences and humanities lecturers must acquire new qualities through education, self-training, and professional development in specialized knowledge and modern teaching methods. In building the teaching contingent at military academies, regular attention must be paid to training and developing lecturers in sufficient quantity, quality, and appropriate structure and age, standardizing them according to State and Ministry of National Defense regulations. Emphasis should be placed on improving working methods, professional qualifications, creative thinking ability, research capacity, foreign language skills, and information technology proficiency to meet new requirements and international integration. Effective measures include sending lecturers to units throughout the army to study and exchange experiences, thereby strengthening their practical knowledge and awareness of digital transformation within military units.

**Third, establish foreign language and information technology standards for lecturers.**

This is regarded as one of the most important aspects in developing the teaching staff of social sciences and humanities in military schools to promote digital transformation in teaching activities.

Lecturers in the digital era must become “Smart Teachers (Sm-Teachers).” They should be able to use information technology (websites, email, video conferencing, telephones, chat, news, mobile messages, software, etc.) in teaching. Lecturers will be primarily responsible for tasks such as planning and managing entire courses, setting learning objectives, and using software to apply diverse teaching methods and strategies.

In addition, to access scientific knowledge from the vast digital and globally socialized resource pool and to integrate with international higher education, lecturers must be proficient in foreign languages. Therefore, improving foreign language proficiency through multiple methods is a mandatory requirement.

To implement this solution, military academies and schools

need to effectively stipulate basic information technology and foreign language standards for social sciences and humanities lecturers, aiming toward regional and international benchmarks. Based on these standards, training and professional development should be concretized with specific milestones and timelines set by academic departments and individual lecturers. Evaluation and assessment should be based on the results of fulfilling assigned objectives within the established plans.

**Fourth, strengthen the application of information technology and digitization of lectures by social sciences and humanities lecturers during teaching implementation.**

The application of information technology and lecture digitization in teaching social sciences and humanities should be considered a mandatory activity, thereby improving lecturers' competence in accessing and implementing digital transformation. During the teaching process, military academies and schools need to promote the development of E-learning lecture systems as core databases for online teaching and as learning resources for both teachers and students; organize teaching competitions linked with program output standards, in which the development of E-learning lectures is mandatory; build test banks for social sciences and humanities subjects, expanding online testing formats; and conduct seminars and training sessions on lecture design and digital transformation in teaching for lecturers. Along with these measures, digital transformation should also be strengthened in management and administration to address issues in education and training operations.

Building and fostering the teaching staff, and promoting digital transformation in teaching social sciences and humanities subjects at military academies and schools, are among the most important measures to create breakthroughs in innovation and to improve teaching quality in the current context. To effectively implement this task, in addition to the aforementioned measures, it is necessary to ensure the attention and synchronous implementation of various other solutions by all agencies and educational management units in military academies and schools.

**References**

1. Chuyển đổi số trong các cơ sở giáo dục đại học. Tạp chí Quản lý nhà nước. 2021 Nov 2 [cited 2025 Nov 14]. Available from: <https://www.quanlynhanuoc.vn/2021/11/02/chuyen-doi-so-trong-cac-co-so-giao-duc-dai-hoc/>.
2. Chuyển đổi số: Một phần tất yếu trong quá trình phát triển của giáo dục Đại học. Trường Đại học Lâm nghiệp 2. [cited 2025 Nov 14]. Available from: <https://vnuf2.edu.vn/vi/tin-tuc/hoat-dong-su-kien/2929-chuyen-doi-so-mot-phan-tat-yeu-trong-qua-trinh-phat-trien-cua-giao-duc-dai-hoc.html>.
3. Schwab K. The Fourth Industrial Revolution. Hà Nội: NXB Chính trị Quốc gia; 2018.
4. Nguyễn Chương. 6 thay đổi trong giáo dục thời đại 4.0. VnExpress. 2019 Mar 29 [cited 2025 Nov 14]. Available from: <https://vnexpress.net/giao-duc/6-thay-doi-trong-giao-duc-thoi-dai-4-0-3901478.html>.
5. Giáo dục trong thời đại cách mạng công nghiệp 4.0. Học viện Cảnh sát nhân dân. [cited 2025 Nov 14]. Available from: <http://hvcsnd.edu.vn/nghien-cuu-trao-doi/dai-hoc-40/giao-duc-trong-thoi-dai-cach-mang-cong-nghiep-4-0-4339>.

6. Vai trò của trí tuệ nhân tạo trong ngành giáo dục trong tương lai. Báo Giáo dục và Thời đại Online. [cited 2025 Nov 14]. Available from: <https://giaoducthoidai.vn/the-gioi/vai-tro-cua-tri-tue-nhan-tao-trong-nganh-giao-duc-trong-tuong-lai-3977746-c.html>.
7. Dạy và học thời trí tuệ nhân tạo. Thanh Niên. [cited 2025 Nov 14]. Available from: <https://thanhnien.vn/giao-duc/day-va-hoc-thoi-tri-tue-nhan-tao-931078.html>.