



## Some Basic Solutions to Enhance Critical Thinking Ability of Long-Term Training Students at The Military Technical Academy at Present

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### Abstract

Critical thinking capacity is an essential competency for military engineering students in the context of fundamental and comprehensive innovation in education and training, as well as the rapid development of military science and technology. Although the Military Technical Academy (MTA) has achieved certain initial results in developing this capacity among long-term training students, limitations still exist, including inconsistent critical thinking mindset, passivity, hesitation to express personal views, and restricted abilities in information processing, reasoning, rebuttal, and problem identification.

This study analyzes the current situation and proposes four basic synchronized solutions to enhance critical thinking capacity for long-term training students at the Military Technical Academy. The solutions include: (1) raising awareness and responsibility of relevant stakeholders and forces; (2) innovating the content, forms, and methods of enhancing critical thinking in alignment with the Academy's training program output standards; (3) building a military pedagogical cultural environment that facilitates critical thinking development; and (4) promoting the proactive and self-disciplined role of students in self-improving their critical thinking capacity.

These solutions form a dialectical and organic system that mutually supports one another, aiming to overcome existing limitations while promoting strengths in the training process. The synchronized implementation of the proposed solutions will contribute to developing high-quality military engineers with sharp intellect, independent thinking, creative problem-solving abilities, and the capacity to meet the requirements of national construction and defense in the new era.

**Keywords:** Critical thinking capacity, military technical academy, long-term training students, military engineer training

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### 1. Introduction

The Military Technical Academy (MTA) is one of the key national universities, with the mission of training high-quality human resources, conducting research and development, manufacturing prototypes, transferring advanced technology, and promoting international integration, thereby making significant contributions to the cause of national construction and defense, as well as the development of Vietnam's military science and technology. In recent years, the MTA has achieved certain results in enhancing the critical thinking abilities of its long-term training students: students have shown positive changes, initially developing a receptive attitude, the ability to analyze information, and a certain level of engagement in critical thinking. However, the critical thinking mindset remains inconsistent; there is still a tendency toward passivity and hesitation to express personal views. Their capacity for information processing, reasoning, and rebuttal remains limited, and their ability to identify new problems is not yet well developed. Given the requirements for fundamental and comprehensive innovation in education and training, as well as the rapid advancement of military science and technology, improving the critical thinking capacity of long-term training students at the Military Technical Academy has become an urgent necessity, both theoretically and practically.

## **2. Some solutions to enhance critical thinking capacity of long-term training students at the Military Technical Academy**

### **2.1. Raising awareness and responsibility of relevant stakeholders and forces involved in enhancing critical thinking capacity of long-term training students at the Military Technical Academy**

Raising awareness and responsibility of relevant stakeholders and forces involved in enhancing critical thinking capacity of long-term training students at the Military Technical Academy is a foundational solution, playing a pioneering, guiding, and decisive role in the effectiveness of the entire system of solutions for enhancing critical thinking capacity in the current period. In essence, enhancing critical thinking capacity is a purposeful, organized process of educational stakeholders aimed at the comprehensive development of students' knowledge, skills, attitudes, and personal qualities. Therefore, the level of awareness, degree of responsibility, and commitment of the stakeholders and forces involved directly influence the direction, content, and effectiveness of this process. Practice shows that where educational stakeholders correctly understand the position and role of critical thinking capacity and uphold their responsibility for organizing its implementation, the enhancement of this capacity is carried out in a synchronized and effective manner; conversely, if awareness remains one-sided and responsibilities are unclear, activities to enhance critical thinking capacity are likely to become superficial, lacking depth and sustainability.

The basis of this solution stems from the fundamental factors governing the quality of education, training, and development; the requirement to enhance critical thinking capacity in alignment with training output standards; and the current situation, which indicates that activities for fostering critical thinking remain uneven, coordination among educational forces is not yet close, and some stakeholders have not fully recognized the role of critical thinking in military engineering training. Additionally, the distinctive nature of the military training environment requires unified leadership, strict organization, and a high sense of responsibility among stakeholders in the educational process. Therefore, raising the awareness and responsibility of the stakeholders and forces involved is a prerequisite for overcoming limitations, promoting strengths, and creating synchronized transformation in enhancing students' critical thinking capacity.

For the Party committees and commanding officers at all levels of the Academy, it is necessary to raise awareness of the role of critical thinking capacity in the quality of military engineer training, thereby strengthening comprehensive leadership and direction over activities to enhance this capacity. Party committees and commanding officers should incorporate the content of enhancing critical thinking capacity into leadership resolutions and education-training plans, clearly defining specific objectives, targets, and tasks. At the same time, they need to direct the establishment of coordination mechanisms among departments, faculty bodies, and student management units in organizing critical thinking development activities. Strengthening inspection, supervision, preliminary reviews, and summative evaluations of activities aimed at enhancing critical thinking capacity is also an important measure to promptly identify limitations and adjust both the content and methods of implementation. Through this, the activities to enhance critical thinking

capacity are ensured to be carried out in a unified, synchronized, and effective manner.

For the functional departments of the Academy, raising awareness and responsibility should be linked to their roles in advising, guiding, and organizing activities to enhance critical thinking capacity. The functional departments need to proactively study and provide advice on developing a comprehensive plan to enhance critical thinking capacity in alignment with training output standards. At the same time, they should coordinate with faculty bodies and student management units to organize academic activities, scientific research, and thematic workshops to create opportunities for students to develop their critical thinking skills. Furthermore, functional departments should develop a system of criteria for assessing critical thinking capacity and integrate it into the evaluation of students' academic performance and conduct. This helps create motivation for students and enhances the responsibility of educational stakeholders in the implementation process.

For academic faculties, especially the teaching staff, raising awareness and responsibility plays a decisive role in directly affecting the quality of enhancing students' critical thinking capacity. Lecturers not only impart specialized knowledge but also play a guiding role in developing students' scientific thinking methods. Therefore, each lecturer must clearly recognize that fostering critical thinking is an important task in the teaching process, thereby proactively innovating content and teaching methods to promote students' activeness and initiative. Specifically, lecturers should increase the use of problem-posing methods, organize discussions, and encourage students to ask questions, debate, and defend scientific viewpoints. At the same time, lecturers need to actively guide students to participate in scientific research and professional practice, thereby developing skills in analyzing and evaluating issues. The enhancement of lecturers' responsibility is also reflected in serving as role models of scientific and objective thinking, thereby directly influencing the formation of students' critical thinking capacity.

For student management units, raising awareness and responsibility should be demonstrated in organizing, managing, and guiding students' learning and training activities. Student management officers need to clearly understand the role of the academic and living environment in developing critical thinking, thereby creating conditions for students to participate in academic activities, scientific research, and professional exchanges. At the same time, students should be encouraged to ask questions, present scientific viewpoints, and engage in group discussions. Linking the responsibility of management officers to the outcomes of students' critical thinking development is also an important measure to enhance educational effectiveness. Furthermore, close coordination with lecturers and functional departments is necessary to organize extracurricular activities and academic forums, thereby creating a favorable environment for students to practice critical thinking.

For the students themselves, raising awareness and responsibility regarding the role of critical thinking is an important factor that promotes the process of self-development. Students need to clearly recognize that critical thinking is an essential competency to meet the professional requirements of military engineers in the current context of scientific and technological development. On that basis, students should actively participate in learning activities and

scientific research, engage in academic exchanges, pursue self-study, and conduct self-assessment of their learning outcomes. Enhancing students' responsibility contributes to creating alignment between educational impact and the process of self-development, thereby improving the effectiveness of developing critical thinking capacity.

Thus, raising awareness and responsibility among the stakeholders and forces involved is a foundational solution of decisive significance in enhancing the critical thinking capacity of long-term training students. Effective implementation of this solution will create unity in awareness and action among educational stakeholders, helping to overcome limitations, promote strengths, and synchronously deploy solutions for enhancing critical thinking capacity, meeting the requirements of military engineer training in the current period.

## **2.2. Innovating the content, forms, and methods of enhancing critical thinking capacity of long-term training students in alignment with the Academy's training program output standards**

Innovating the content, forms, and methods of enhancing critical thinking capacity of long-term training students in alignment with the training program output standards is a solution of direct significance, playing a central role in improving the quality of critical thinking capacity development at the Military Technical Academy. If raising awareness and responsibility among stakeholders creates a foundation in terms of mindset and organization, then innovating content, forms, and methods is the phase that directly impacts the process of forming and developing students' critical thinking capacity. This innovation helps overcome limitations such as training content not yet being closely linked to specialized practice, organizational forms remaining monotonous, and teaching methods not fully promoting students' proactiveness; while also promoting the strengths of the military technical training program oriented toward competency development, meeting the requirements of comprehensive output standards.

The basis of this solution stems from the fundamental factors governing the quality of education, training, and development at the Academy; the requirements of modern military engineer training, in which critical thinking capacity must be linked to five groups of output standards: political-military standards, professional standards, information technology standards, physical fitness standards, and foreign language standards. The current situation shows that although students' critical thinking development has received attention, the content has not yet been truly integrated with the output standards; organizational forms still tend to focus on knowledge transmission; teaching methods have not placed sufficient emphasis on debate, analysis, and problem-solving activities. Therefore, innovating the content, forms, and methods of enhancing critical thinking capacity in a direction closely tied to output standards is an urgent requirement to ensure practicality, effectiveness, and feasibility in the training process.

First, innovate the content of enhancing critical thinking capacity in a direction that closely follows the training program output standards and the characteristics of military technical specialties. The enhancement content should be developed based on integrating the components of critical thinking capacity with the specific requirements of each output standard. For political-military standards, the content

should focus on developing the ability to analyze and evaluate political-social issues, enhancing cognitive capacity and scientific reasoning skills. For professional standards, emphasis should be placed on analyzing technical alternatives, evaluating technological solutions, and handling complex technical situations. For information technology and foreign language standards, the content should aim at developing skills in exploiting, processing, and evaluating multi-source information. Innovating content in this direction helps students develop critical thinking capacity directly linked to their academic and professional tasks, avoiding a generalized approach to development that is disconnected from training realities.

To effectively implement the innovation of content, a number of specific measures need to be deployed. First, review the training program to identify course modules that have the potential to integrate critical thinking development content, especially specialized courses and scientific research modules. Next, develop a system of technical scenarios, open-ended exercises, and discussion topics to create opportunities for students to analyze, evaluate, and defend their viewpoints. At the same time, it is necessary to incorporate critical thinking development content into student scientific research activities, laboratory practice, and graduation projects. These measures help ensure that content for enhancing critical thinking capacity is implemented in a synchronized manner, linked to output standards and training objectives.

Second, innovate the forms of organizing critical thinking capacity enhancement in a diverse, flexible direction linked to students' learning and training activities. Innovating forms aims to create a favorable academic environment, encouraging students to actively participate in the process of analysis and debate. The forms to be implemented include group discussions, thematic seminars, student scientific conferences, technical academic forums, scientific research activities, and practical situational problem-solving. These forms enable students to experience the process of reasoning, critical analysis, and evaluation of issues in various contexts. To enhance effectiveness, it is necessary to organize academic clubs according to specialized fields, where students can exchange and debate technical issues. At the same time, strengthen the organization of academic competitions and technical innovation contests to encourage students to apply critical thinking in solving practical problems. The combination of curricular and extracurricular forms, as well as group and individual activities, will create conditions for the critical thinking development process to take place regularly and continuously. The significance of innovating forms lies not only in diversifying activities but also in contributing to the formation of a positive academic environment, promoting students' active participation and competency development.

Third, innovate the methods of enhancing critical thinking capacity in a direction that promotes students' activeness, initiative, and creativity. Teaching methods play a decisive role in forming analytical and scientific reasoning skills. Therefore, it is necessary to shift strongly from one-way transmission methods to active teaching methods such as problem-posing, case studies, project-based learning, scientific debate, and group discussion. These methods create conditions for students to participate directly in the cognitive process, thereby developing their ability to analyze and evaluate issues.

The implementation of new methods needs to be linked with enhancing pedagogical competencies for lecturers, helping them understand how to organize learning activities in a way that develops critical thinking. At the same time, it is necessary to flexibly combine traditional and modern methods, avoiding abrupt changes that could pose difficulties for the teaching process. The significance of innovating methods lies not only in improving teaching effectiveness but also in creating conditions for students to develop habits of independent, objective, and scientific thinking.

Thus, innovating the content, forms, and methods of enhancing critical thinking capacity in alignment with the training program output standards is a solution of decisive significance for the development of this competency. The synchronized implementation of innovation measures will contribute to overcoming the limitations of traditional educational methods, promoting students' activeness, creating substantive changes in enhancing critical thinking capacity, and meeting the requirements of military engineer training in the current period.

### **2.3. Building a military pedagogical cultural environment that facilitates the enhancement of critical thinking capacity of long-term training students**

Building a military pedagogical cultural environment is a solution of strategic significance, playing a guiding role and creating a sustainable material-spiritual foundation for enhancing the critical thinking capacity of long-term training students at the Military Technical Academy. If solutions related to awareness, content, forms, and methods directly facilitate the formation of critical thinking capacity, then the military pedagogical cultural environment is the overarching space that maintains and consolidates the development of this capacity, while also overcoming limitations such as superficiality, lack of depth, or students' limited proactiveness. A positive, scientific, military-oriented, and humane pedagogical environment is an essential condition for critical thinking to be formed and developed sustainably, in alignment with the training output standards.

The basis of this solution stems from the fundamental factors governing the military pedagogical cultural environment; the distinctive characteristics of military engineer training: students must simultaneously develop professional skills, form political-military qualities, and cultivate critical thinking capacity to address technical, organizational, and tactical situations in military practice. Survey results show that although learning and training activities at the Academy have created a relatively rigorous environment, they still lack sufficient elements to promote active debate, critical thinking, exchange of ideas, and mutual learning; some activities remain superficial, lack appeal, and limit the development of students' critical thinking capacity. Therefore, building a comprehensive, scientific, and military-oriented pedagogical cultural environment is an urgent requirement to enhance critical thinking capacity in a substantive and sustainable manner.

First, it is necessary to create a learning and training environment with a military-oriented character while still encouraging students' proactiveness and creativity. This environment encompasses elements such as discipline, routine, a high sense of responsibility, and strong self-awareness, combined with mechanisms for open exchange, critical thinking, and discussion. Organizing thematic

discussions, scientific conferences, and technical-military academic forums within both curricular and extracurricular frameworks provides opportunities for students to experience the process of critical thinking, while simultaneously developing their ability to reason, analyze, compare, and evaluate technical, tactical, and technical management alternatives. These activities not only develop professional competencies but also help students form habits of independent, objective, and scientific thinking.

Second, building a military pedagogical cultural environment requires a close combination of ethical, political, and academic cultural elements. This environment must create motivation for students to develop personal qualities such as a sense of responsibility, cooperative spirit, discipline, integrity, and the ability to withstand pressure during learning and training. Lecturers and student management officers play a central role in shaping this cultural environment: they serve both as role models of critical thinking, political and ethical qualities, and as guides, supervisors, and encouragers for students to participate in academic activities, scientific research, and practical problem-solving. The construction of a military academic cultural environment in sync with a disciplined and military living environment helps students clearly understand the relationship between knowledge, critical thinking, and practical action, thereby developing their competencies comprehensively and sustainably.

Third, it is necessary to establish mechanisms to support and encourage students to actively participate in the process of critical thinking development. This includes the application of reward mechanisms and recognition of achievements in scientific research, discussions, and technical-military innovation competitions, as well as creating forums for feedback and exchange between lecturers and students. These mechanisms help students clearly recognize the value of developing critical thinking capacity for their academic performance, training, and future professional work, thereby promoting a spirit of self-awareness and initiative in learning. At the same time, building a transparent and objective feedback and evaluation system based on clear criteria also contributes to strengthening the scientific rigor and effectiveness of the military pedagogical environment.

Furthermore, the military pedagogical cultural environment needs to be maintained and developed in synchronization with extracurricular activities, physical training, information technology skills development, and foreign language training, so that students can gain practical experience, compare, and apply critical thinking across various contexts. This combination helps to form comprehensive critical thinking capacity, linked to each output standard of the training program, creating unity among knowledge, skills, attitudes, and personal qualities.

Thus, building a military pedagogical cultural environment is a key, strategic solution with comprehensive impact, both overcoming the limitations of superficiality and lack of student proactiveness, and promoting the strengths of the knowledge base, skills, and personal qualities that have been developed. The synchronized implementation of measures to build this environment not only enhances critical thinking capacity comprehensively but also creates a sustainable foundation for long-term self-improvement and development, meeting the requirements of the military engineer training output standards in the current period.

#### 2.4. Promoting the proactive and self-disciplined role of students in self-improving critical thinking capacity

Promoting the proactive and self-disciplined role of students is a strategic solution that holds a central position in the system of solutions for enhancing critical thinking capacity of long-term training students at the Military Technical Academy. If solutions related to stakeholder awareness, innovation in content and methods, or building a pedagogical environment create favorable conditions and focus on external and organizational factors, then this solution directly taps into the subjective factors and internal drive of students, helping to transform objective conditions into substantive and sustainable results. This is because the essence of critical thinking is a self-disciplined, independent capacity in perceiving, analyzing, and evaluating issues; therefore, the proactiveness and personal responsibility of students play a decisive role in the process of self-improvement of this capacity.

The basis of this solution stems from the fundamental factors governing the subjective role of long-term training students, and the survey results have indicated that although the majority of students have been equipped with a foundation of knowledge and skills and have been trained in a scientific military pedagogical environment, some students remain passive in the learning process, with limited ability to independently analyze, reason, and engage in critical thinking. This situation leads to uneven and not truly sustainable development of critical thinking capacity. Therefore, promoting the proactive and self-disciplined spirit of students is essential, serving both as a solution to overcome limitations and as a measure to strengthen their strengths in proactiveness, learning ability, and independent development.

First, raise awareness of the role and importance of critical thinking in learning, training, and performing professional duties. Students need to be guided to understand that critical thinking is a form of thinking, a fundamental cognitive tool for solving technical, managerial, and tactical situations in the modern military environment. These activities can be implemented through training sessions, discussions, thematic seminars, and specific guidance from lecturers on how to apply critical thinking in problem analysis, solution comparison, and evaluation of practical outcomes. Thereby, students clearly recognize their personal responsibility in the process of self-study, self-development, and forming the habit of proactive critical thinking.

Second, develop a plan for self-improvement of critical thinking capacity in a scientific direction and closely linked to the training program output standards. Students need to proactively create a learning plan, engage in scientific research projects, complete situational exercises, study technical alternatives, and evaluate practical solutions. This plan must include specific objectives regarding knowledge, skills, attitudes, and personal qualities, while also being connected to the output standards for political-military standards, professional standards, information technology standards, physical fitness standards, and foreign language standards. The development of a systematic plan helps students gradually self-assess their capabilities, identify strengths and weaknesses, and proactively adjust their learning and training methods.

Third, enhance practical experience and participation in academic activities, scientific research, and hands-on training. Students need to actively engage in academic discussions, scientific research competitions, technical-military situational problem-solving, laboratory practice, and training in information technology and foreign language skills. These activities help students develop analytical, comparative, reasoning, and critical thinking skills based on real-world data and situations, while also fostering a receptive attitude toward learning, openness to critical feedback, a strong sense of discipline, and a high sense of responsibility. Continuous practical experience also enables students to cultivate flexibility, adaptability, and the ability to solve problems independently.

Fourth, establish mechanisms for self-assessment, feedback, and continuous improvement. Students need to be guided in conducting self-assessment of their learning and training process, evaluating their own academic results, recognizing successes, and addressing limitations. This mechanism may include learning journals, research progress reports, peer-to-peer assessment, and feedback from supervising lecturers. A transparent and scientific evaluation system helps students recognize the value of self-improvement of their capacity, while also promoting proactiveness and self-discipline in refining their critical thinking skills.

Fifth, encourage a culture of exchange, debate, and mutual learning. Establishing academic forums, research clubs, thematic study groups, and open discussion sessions helps students develop their ability to present viewpoints, defend opinions, receive critical feedback, and refine their reasoning. This learning culture promotes the formation of a positive critical attitude, confidence, and flexibility in analyzing and evaluating issues.

Promoting the proactive and self-disciplined role of students is a solution to overcome limitations related to passivity in learning, thereby reinforcing the strengths of knowledge, skills, attitudes, and personal qualities that have been developed. The synchronized implementation of the specific measures above will create conditions for critical thinking capacity to develop comprehensively and sustainably, closely linked to the training program output standards, meeting the requirements of becoming military engineers with the capacity for independent thinking, critical analysis, and problem-solving in the modern military environment.

### 3. Conclusion

Thus, the basic solutions for enhancing the critical thinking capacity of long-term training students at the Military Technical Academy today form a synchronous and dialectical system, in which each solution holds its own position and role, yet they mutually support and complement one another. Raising awareness and responsibility among stakeholders serves as a guiding foundation, ensuring that all activities are organized rigorously and effectively. Innovating the content, forms, and methods of development creates conditions for cultivating knowledge, skills, and critical attitudes linked to output standards. Building a favorable military pedagogical cultural environment provides a space for practice, encouraging students to apply and challenge their thinking abilities. Promoting the self-disciplined role of students determines the depth and sustainability of critical thinking

capacity. The synchronized coordination among these solutions both overcomes limitations and promotes existing strengths, contributing to the formation of comprehensive, continuous, and effective critical thinking capacity, meeting the requirements of military engineer training, and contributing to the building of a revolutionary, regular, elite, and modern military in the new era.

From the theoretical analysis, current situation assessment, and specific solutions presented, it can be affirmed that enhancing critical thinking capacity is both an urgent and objectively necessary requirement, as well as a strategic task aimed at forming a contingent of officers who are virtuous, skilled engineers, and exemplary Party members, characterized by sharp intellect, the ability to engage in critical thinking, creative problem-solving, and effective fulfillment of the tasks of national construction and defense in the new stage of development. The synchronized implementation of these solutions will serve as the foundation for the Academy to maintain training quality, enhance cognitive capacity, problem-solving ability, and comprehensive qualities of students, ensuring that output standards are implemented rigorously, effectively, and sustainably.

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