

Open Access Article

The Impact of Globalization and International Integration to Become a Global Citizenship in the Southeast – from the Practice of Ho Chi Minh City, Vietnam

Pham Ngoc Tram, Ngo Hong Diep*

Thu Dau Mot University, Binh Duong Province, Vietnam

Abstract: In the context of globalization and international integration, especially the development trend of industrial evolution 4.0 strongly influences and impacts different aspects and fields in social life. It attracts every country to a “playground” called “Integration.” Globalization firmly affects every social life field with its vastness and complexity to every country and nation, especially to train global citizenship to satisfy globalization and international integration requirements. For the southeast in general, and Ho Chi Minh City in particular, 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 need for further research is an urgent issue at the moment. The analysis provides an objective and comprehensive approach and assessment. It uses the full potential to control globalization risks. The study also focuses on integrating international processes for global citizens' training to meet the current socio-economic development requirements has urgent practical significance.

Keywords: global citizens, globalization, international integration, the Southeast, Ho Chi Minh City, Vietnam.

全球化和國際一體化對成為東南地區全球公民的影響—來自越南胡志明市的實踐

摘要: 在全球化和國際一體化的背景下，特別是產業進化 4.0 的發展趨勢，對社會生活的各個方面和領域產生強烈而深刻的影響和衝擊。它把每個國家都吸引到一個叫做“整合”的“遊樂場”。全球化以其廣闊性和複雜性深刻影響著社會生活的各個領域，影響到每個國家、民族，尤其是培養全球公民，使其適應當今全球化和國際一體化的要求。對整個東南部地區，尤其是胡志明市來說，全球化和國際一體化帶來了機遇和挑戰，同時，全球公民的培養也存在一些現實的挑戰和風險。因此，當前當務之急是需要進一步研究、分析，以客觀、全面的眼光和評估，在全球化和一體化國際進程中充分利用機遇，控制風險，培養全球公民。適應當前社會經濟發展的要求具有迫切的現實意義。

关键词: 全球公民，全球化，国际一体化，东南部，胡志明市，越南。

1. Introduction

The Southeast is an essential dynamic economic region of Vietnam and is Vietnam's financial “gateway” to the world. The Southeast provinces have contributed to industrial production, export turnover, and the national budget. Specifically, this sector currently contributes 38% of the country's GDP, 48% of export turnover, nearly 41% of the state budget, and accounts for about 47% of investment projects, more than 43% of foreign investment capital of the whole country. An urban satellite network has been formed in

the region, following an open and airy space, linked to each other through axes and belts under construction. The Southeast region is also a major international integration center of the country. Cai Mep – Thi Vai international transshipment port, Tan Son Nhat international airport, Long Thanh international airport just started construction.

The economy of the Southeast, especially 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 to the region's economy in the

Received: March 5, 2021 / Revised: April 8, 2021 / Accepted: May 12, 2021 / Published: June 28, 2021

About the authors: Dr. Pham Ngoc Tram, Dr. Ngo Hong Diep, Thu Dau Mot University, Binh Duong Province, Vietnam

Corresponding Author Ngo Hong Diep, diepnh@tdmu.edu.vn

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 federal budget revenue; the labor productivity of the city is 2.6 times the country's average labor productivity. GRDP per capita has increased continuously over the years, and the average is 2.4 times higher than the whole country [1].

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" [1].

To accomplish the goals and strategies mentioned above, especially globalization and international integration in Ho Chi Minh city. It needs to use the full opportunities to develop education and 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 analyzes and clarifies the results and limitations of globalization and international integration to training global citizens in Ho Chi Minh City. From there, it serves as a scientific basis for leaders and managers to develop programs. It plans to take advantage of opportunities and overcome challenges of globalization and international integration to develop education and training global citizens to meet the socio-economic development requirements of the city in particular, the Southeast and Vietnam in general.

2. Literature Review

2.1. Research on Global Citizenship

Many organizations claim a mission to educate global citizens as a result of internationalization. Many countries have established "centers for global citizenship" or have international citizenship education programs. For example, the Association of American Colleges and Universities has funded a range of related programs: strengthening American democracy, responsible global citizenship, and developing personal and social responsibility in a multicultural context. The Salzburg Seminar's International Study Program examines the concept of global citizenship and integrates it into higher education. The Talloires Network international alliance was established in 2005 with 202 organizations in 58 countries to "strengthen citizenship and social responsibility in higher

education," with a focus on "preparing students to make a positive contribution to local, national, and global communities" [2].

Global citizenship training has attracted domestic and foreign scholars who are interested in research from many different perspectives. There is a great deal of debate and discussion around this question, as there is around the whole concept of globalization. A helpful 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" [3].

To be effective Global Citizens, young people need to be flexible, creative, and proactive. They need to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups. These skills and attributes are increasingly recognized as essential to succeed in other areas of 21st-century life, including many workplaces. These skills and qualities cannot be developed without using active learning methods through which pupils learn by doing and by collaborating with others [3].

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: (i) socially and culturally through the media and telecommunications, and through travel and migration; (ii) economically through trade; (iii) environmentally through sharing one planet; (iv) politically through international relations and systems of regulation.

The opportunities our fast-changing "globalized" 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 to embrace the opportunities and challenges they encounter and create the world they want to live in. The education supports their development as global citizens. The active, participatory methods of Education for Global Citizenship and Sustainable Development help young people learn how people in other parts of the world affect their 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 decision-making for the following reasons: (i) Everything that was done in school sends out messages, so we need to exemplify the values we wish to promote. If we want 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 behavior 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 [3].

Besides, several 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* [15]; David E. McNabb with research methods for political science [16]; Knottnerus, J. David and Guan, Jian with research in analytical strategies, developments and assumptions [17]; Tobias Andersson with rationality in educational choice - A study on decision-making and risk-taking in academic settings [11]; David R. Shanks, Richard J. Tunney and John D. McCarthy with re-examination of probability matching and rational choice [18].

2.2. Research on Globalization and International Integration

Many authors in their research papers are deeply involved in globalization and discover its causes and manifestations in social life. The content of *Flat World – A Brief History of the 21st Century*, by L. Mosley and Thomas L. Friedman [19] (translated by Nguyen Quang A, Nguyen Hong Quang, Vu Duy Thanh, La Viet Ha, Le Hong Van, Ha Thi Thanh Huyen) includes the following parts: the process of flattening the world, the author presents factors that flatten the world; America and the flat world; developed countries and the world is flat; companies and the world is flat; geopolitics and the flat world. We would like also mention *Globalization Operation* by Joseph E. Stiglitz [20]; paper by Luu Luc [21]; *Cultural globalization* by Dominique Wolton [22]; paper by George F. McLean [23]; as well as papers [24], [25], [26], [27], [28], [29].

Most of the research and programs innovate training methods to train global citizens to meet socio-economic development requirements. However, there is no research on the impact of globalization and international integration to become global citizenship in the southeast, from the practice of Ho Chi Minh City, Vietnam.

3. Methods/Materials

Globalization derives from increasingly developing socialized production forces and the impact of the science-technology revolution on the economy, culture, society, and the environment between countries and regions on an 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 connections everywhere” [5]. Along with globalization, productive 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 global integration. In this background, nations cannot be the outsiders of the “game” but “force” to integrate internationally not to fall further behind. However, globalization and international integration are the conflict process, contain both positive and negative sides, opportunities and challenges for countries, tiny and medium ones. Acknowledging its impact, the Party and Vietnam Government always work out policies and solutions suitable for each phase to improve the efficiency of globalization. It works hard to promote positive aspects, preventing and minimizing adverse effects to develop the process. Many efforts are paid to maximize the power, internal resources, exploit external forces into the internal ones. The challenges should become opportunities for national renewal and development with the aim of “ensuring the benefits of the nation, based on the basic principles of the Charter of the United Nations, international law, equality and mutual benefit” [6].

The concept of “global citizenship” originates from ancient Greece (about a thousand years ago) when discussing the king’s rule over the city’s Roman city, a Greek city. When asked where from, the ancient philosopher Diogenes answered, “I am a citizen of the world.” The British revolutionary T. Penno, who lived in America in the 18th century, wrote, “My country is the world. My compatriots are humanity.” A. Einstein also emphasized the consciousness of citizens towards global issues. “Regionalism is a childish disease. It is the measles of humanity”. These prominent people mean openness, a far-sighted vision for a universal world where borders between nations are blurred.

Today, the concept of global citizenship has a new meaning and is now widely used in education, significantly higher education. As defined by UNESCO, “Global citizenship refers to a sense of belonging to a broad and shared human community that emphasizes interdependence and political, economic, and social interdependence society, and culture between local, national and global” [7]; and think: global citizenship is always towards an open community and humanity general, which emphasizes political, social, cultural and connections between local, national and international: Respect for human values, regardless of race, gender, age, religion, and political views; respect for diversity and multi-dimensional perspectives; appreciate the natural world, the life of all things; responsible for solving global

challenges in different ways; think globally in eliminating inequality and injustice [8].

According to Oxfam Education: A global citizen is aware of and understands the wider world – and its place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer [9], and assume that a global citizen is someone who: perception of the world at large and conscious of one's role as a company world people; respect the diversity of values in cultures; have an understanding of how the world works; have a passion for solving social justice issues; engage in the community on many levels, from local to global; willing to act with others to make the world fair and more sustainable - Take responsibility for your actions [9].

The term “Global citizens, world citizens” has appeared in the early 3rd millennium but does not have a complete or officially recognized definition yet. According to Global Citizenship: A Global Citizen is someone aware of the wider world and has a sense of their 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 [3].

From the point mentioned above, it can be acknowledged that global citizens must be initiated with themselves and society. They are the people who can act cooperatively, responsibility, and creatively to solve common problems for the community, contributing to a better locality, country, worldwide development; communication, the adaption in different cultural environments, multi-culturalism environment; respect human rights, diversity; appreciate, promote the ethnic, country's cultural values, have the consciousness to learn the culture quintessence of different ethnics and nations.

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

Because of this importance, the doctrine 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 an investment in development. Environmental protection is a vital issue of humanity, a criterion and content of sustainable development, and a factor to ensure people's health and quality lives. To develop education and training, raise the people's intellectual level, develop human resources, and foster talents, contributing 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 serve national construction and defense actively. To build a learning society, creating opportunities and conditions for all citizens to study throughout their lives” [10]. The Party's view on building a fully developed human being is intensely expressed in the XIII Congress Document in which affirms: making Vietnamese becomes fully developed must become the development strategy, is one of the general tasks for national development; to associate the goals of building, promoting culture with human development; affirming the matter of developing human as four of the six tasks of the XIII Congress term; to build a comprehensive development of Vietnamese in association with the industrialization and modernization of the country [6].

The Education Law in 2019, when it comes to educational objectives, also affirms: education aims to comprehensively develop Vietnamese people with ethics, 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 the 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” [12]. Education should rear 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; at the same time, it is the basis for localities in the country to plan strategies to train global citizens to meet the requirements of socio-economic development.

This study often uses the method of document analysis. The analysis is the published documents related to global citizenship training by international organizations and the Government of Vietnam to comment on the recommendations. In that context, it is proposed that the Government of Vietnam identify some directions to use globalization and international integration opportunities to train global citizens to meet development requirements. Socio-economic development in Ho Chi Minh City supports objective data from official statistical and published sources.

At the same time, 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 collecting, analyzing, and synthesizing documents; survey method; statistical methods; quick assessment method.

4. Results

The article studies the results achieved and limits globalization and international integration on global citizenship training in the Southeast, especially from practice in Ho Chi Minh City, Vietnam. Research results can be used to make policy recommendations of the Government and leaders in the Southeast, Vietnam in developing plans and strategies to take advantage of opportunities and overcome challenges. Knowledge of the process of globalization and international integration to training global citizens to meet the socio-economic development requirements of Ho Chi Minh City in particular, the Southeast region of Vietnam in general.

The novelty of the article can be stipulated as follows. From analyzing the achieved results and limitations of globalization and international integration for the training of global citizens in Ho Chi Minh City, the article proposes solutions to enhance the impact of globalization and international integration on global citizenship training in Ho Chi Minh City.

5. Discussion

Institutionalizing the view of the Vietnamese state, in the process of socio-economic development, Ho Chi Minh City identifies the following goals: "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" [1].

Ho Chi Minh City has a high and stable economic growth rate in globalization and international integration. It always spends more than 25% of its budget capital for recurrent and investment in new construction and repairing, renovating, and upgrading schools, improving the teaching staff's quality 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 Ho Chi Minh City in 2020) satisfy the demand for human resources, as well as training global citizens according to the city and the southern critical economic region's target. The rate of trained workers working in high-level technology and high-level industries services and primary point services will reach 87%. Enrollment and training activities of educational institutions have flourished. The market accepts training results with an employment rate of over 85% [1], step by step provide the City and the world with a competent, professional, 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.

5.1. Achievements of Globalization and International Integration to Training Global Citizens in Ho Chi Minh City

Ho Chi Minh city is a unique urban area, a major economic center, culture, education and training, science, and technology. The City is the head of engagements and international integration, attracting and spreading a vital country's political position to the southern critical economic region. It makes the city's workforce abundant, contributing to the globalization process and 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.

Globalization and international integration make the world market increasingly large 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 and global supply chains. Thereby, we have the opportunity to expand production, stabilize jobs, improve people's lives, participate in international cooperation and labor division. By 2020, the rate of workers that have been trained is 85.2%, the urban unemployment rate decrease to 3.7% [1].

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 provide replenishment and overcome the weaknesses of the national economy 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 teaching 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 progressive 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. Training global citizens expands the vision and value, crosses 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 outcomes. 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 finance - currency, electricity - telecommunications, biology, the environment tend to increase. However, the political landscape of the polarity world is becoming more apparent; 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 faces global problems: poverty, epidemics, resource depletion, environmental pollution, terrorism. It requires working together for the survival of humankind. Therefore, although there are still many contradictions in the relations between countries, the outstanding feature will be a diversified world, the democratization trend in international relations continues to develop. Peace, cooperation, and development still show the joint direction 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" [13]. It is also an excellent 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 current knowledge with high economic efficiency. Typically, Le Hong Phong High School for the Gifted has pioneered in bringing artificial intelligence content to high school students. The curriculum contents include Math foundation knowledge in AI and mathematical modeling skills for real-world problems. High-level programming skills and creative skills in using AI as an intelligence tool help 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 innovation and international education integration requirements, the Department of Education and Training of Ho Chi Minh City has actively promoted innovative solutions in teaching and learning organization, managing, testing, evaluating, and preparing conditions for implementing 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. Implementing 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, based on 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 conventional 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. They will facilitate the city’s education to learn and absorb, such as the spirit of dynamism, creativity, autonomy, and independence. The international exchange will gradually eliminate backward, conservative, and sedentary habits that still exist in large part of the city citizens and city students, thereby training citizens to love their country, be proud of their nation, good personalities, a sense of civility, and social responsibility.

5.2. The Limitations of Globalization and International Integration for Global Citizenship Training in Training Global Citizens in Ho Chi Minh City

Besides these crucial developments, there are still many limitations to taking advantage of the impact of globalization and international integration on global citizenship training in Ho Chi Minh City, such as:

First, 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 complex to get through because today’s globalization is essentially globalization of monopolistic capitalism genuine socialism in recession. Hence, its negative impact on 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 the realm of social life.

Although, in 35 years of integration, Ho Chi Minh City has achieved continuous economic growth. Now it is interested in investing in the city’s education and training to develop qualifications, expertise, soft skills for workers to integrate internationally. The scale of activity does not pay attention to quality. Curriculum, content, and teaching methods are the most decisive factor in improving the intellectual level of the people and 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. The most severe problem 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 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. 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. The employees still lack industrial style, labor discipline, and professional behavior; a part is slow to adapt to the market mechanism, the organization and domain 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 globalized competition. It is a real challenge, a complex 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. It 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 the developed capitalist countries govern the rules of the game “The great fish eats the small,” developed countries will share more opportunities than developing countries. But emerging nations are at risk of being squeezed and losing, easy to face troubles 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 substantial 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 enabling “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, primarily through the increased investment in education and training with the primary 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, felt, 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. It is a risk that cannot be underestimated. This fact requires us to have appropriate solutions, deal with them, and get through them to not 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 forming an information society. At the same time, it also threatens to preserve and promote the traditional values of ethnic groups globally, including Ho Chi Minh City, Vietnam. A few significant countries are taking advantage of globalization to find ways to spread their cultural values, languages, customs, and lifestyles worldwide. They use the powerful tool support, multi-platform media, implementing its “cultural hegemony” intrigue, fading the traditional national values. Many anti-value, anti-culture, and harmful opinions and ideas easily penetrate and distort conventional cultural values and ethics. It is an existing and increasing risk for Vietnam as well as localities in the country, especially its adverse 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.

One of the above limitations and weaknesses is that Ho Chi Minh City has not correctly understood the impact of globalization and international integration on training global citizens, thereby building a strategy for the future. Appropriate development in education and training development policy to meet the requirements of international integration. Also, due to the subsidy mechanism, how the upper tell how to do so is unnecessary, and it is not even creative. Therefore, to

meet development requirements, there should be apparent decentralization and decentralization. Assign autonomy and create creative possibilities to educational institutions and be associated with supervisory responsibilities of state management agencies and society in the legal corridor. In other words, it is necessary to democratize management so that everyone has the right to contribute, promote intelligence, and ensure the promotion of creativity and responsibility of educational institutions and individuals. In the process of globalization and international integration, inspection and examination must be effective and efficient. Ensure that the State checks the quality and makes it public for the people to monitor the quality. In addition, management is the responsibility of state management agencies, management (administration) of educational activities is the responsibility of schools. It is necessary to distinguish between state management and institutional management.

5.3. Solutions to Improve the Impact of Globalization and International Integration in Training Global Citizens in Ho Chi Minh City

Firstly, comprehensively, thoroughly, and deeply aware of the role of “top national policy,” the fundamental and motivational part of education in training global citizens in the 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 promotes economic restructuring associated with economic growth model innovation, improving the economy's productivity, quality, and efficiency. Ho Chi Minh City needs to encourage faster financial restructuring to facilitate rapid and sustainable economic growth for human development and create necessary conditions for implementing social progress. This restructuring should apply to services, industry, and agriculture to focus on developing industries with added value and modern scientific content, creating resources for implementing 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 following the specific characteristics of the city. In the vocational education system, the training scale for vocational colleges and vocational secondary schools in industrial areas shall be rapidly increased. The government should focus on dynamic economic and labor exportation, expand the network of vocational training establishments, and develop province and district vocational training centers. Moreover, the dominance shall be improving the education level, skills, discipline, personalities of employees, focusing on their training skills based on the actual needs of each area in the city. For higher education, focus on training qualified workers suitable for economic restructuring, focusing on human resources for industries with high technology content and added value. Ensuring the demand for high-quality labor for the services and sectors that are the city's strength, universities should step by step participate actively and effectively in the high-tech labor market in the region and world. First of all, eight professions 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, 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 initially 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 overall evaluation of citizenship. The assessment does not mean assessing learners' grades (process evaluation and general evaluation). It also needs to evaluate the program itself, placing the program in a practical context for assessment, monitoring, and promptly adjusting, improving, and maintaining global citizen education appropriately and effectively.

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

Sixth, building this model is "open." That is the models and activities that used to be only "family" and "school" need to be transformed into "social" character.

Therefore, for the school, the task is to build an "open" and "critical" learning environment; training programs oriented to capacity development - based on experience; a learner-centered educational approach, using a comprehensive assessment approach through appropriate tools in a comprehensive civic capacity assessment. Assessment does not stop at assessing learners' learning outcomes (process assessment and overall assessment) and needs to evaluate the program itself, placing the program in a real-life context for evaluation. Monitor and promptly adjust, improve and maintain global citizenship education appropriately and effectively.

6. Conclusion

Comprehensive awareness of the impact of education on the training of global citizens in Ho Chi Minh City has tremendous implications for socio-economic development in the city. In the current globalization background, the training of global citizens with knowledge, skills, and political courage has contributed to the City's socio-economic development. Thereby, the incentive to push the economic growth rapidly and sustainability, enhancing competitiveness, ensuring the sustainable and robust 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.

References

- [1] PARTY COMMITTEE OF HO CHI MINH CITY. Documents of the XI Congress of Deputies, Ho Chi Minh City, October 15, 2020.
- [2] KAHLA V. Linking young people through global connections. In: WIERENGA, A. and GUEVARA, J.R. (eds.) *Educating for Global Citizenship: A youth-led approach to learning through partnerships*. Melbourne, Melbourne University Press, 2013, pp. 91-111.
- [3] GLOBAL CITIZENSHIP. What is Global Citizenship? 2020. <http://www.ideas-forum.org.uk/about-us/global-citizenship>
- [4] CHARLES C. B., & JAMES A. E. *Active Learning*, 1991. <https://files.eric.ed.gov/fulltext/ED336049.pdf>
- [5] MARX K., & ENGELS F. *Complete episode*. Hanoi: National Political, 1995.
- [6] COMMUNIST PARTY OF VIETNAM. *Report of the XIII National Congress of Deputies*. Hanoi: National Politics - Truth, 2020.
- [7] UNESCO, 2013. Asia-Pacific Education Research Institutes Network (ERI-Net) Regional study on transversal competencies in education policy and practice (Phase I) Regional Synthesis Report, 2015.

- [8] UNESCO. *Global Citizenship Education: Preparing learners for the challenges of the 21st century*. Paris: UNESCO, 2014.
- [9] OXFAM. *What is global citizenship?* 2015 [Online]. <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>
- [10] COMMUNIST PARTY OF VIETNAM. *Document of the XI National Congress of Deputies*. Hanoi: National Political Publishing House, 2011.
- [11] TOBIAS A. *Rationality in educational choice - A study on decision-making and risk-taking in academic settings*, 2016. <http://www.diva-ortal.org/smash/get/diva2:945136/FULLTEXT01.pdf>.
- [12] PRIME MINISTER. Decision No.404/Prime Minister Decision "On approving the Project to renovate programs, textbooks, general education," Hanoi, on March 03/27/2015.
- [13] COMMUNIST PARTY OF VIETNAM. *Document of the XII National Congress of Deputies*. Hanoi: National Politics – Truth, 2016.
- [14] TRI, N. M. *Economic growth with current social security policy in Ho Chi Minh City*. Ho Chi Minh City Publishing House, 2019.
- [15] BONWELL C.C. & EISON J.A. Active Learning: Creating excitement in the classroom. 1991 ASHE-ERIC Higher Education Reports, 1991. <https://eric.ed.gov/?id=ED336049>
- [16] MCNABB D. *Research methods for political science: Quantitative, qualitative and mixed-method approaches*. New York: Routledge, 2021.
- [17] KNOTTNERUS D. & GUAN J. Analytical Strategies, Developments, and Assumptions. *Sociological Perspectives*. 1997, 40(1):109-128. <https://doi.org/10.2307/1389495>.
- [18] SHANKS D.R., TUNNEY R.J. & MCCARTHY J.D. A re-examination of probability matching and rational choice. *Journal of Behavioral Decision Making*. 2002, 15: 233-250. <https://doi.org/10.1002/bdm.413>
- [19] MOSLEY L., FRIEDMAN T. A brief history of the 21st century. *International Journal*, 2005, 61: 771.
- [20] STIGLITZ E. *Globalization operation*. Ho Chi Minh City: Young Publishing House, 2008.
- [21] LUU L. *Where is China's exit from economic globalization*. Hanoi: Social Sciences Publishing House, 2002.
- [22] WOLTON D. *Cultural globalization*. Hanoi: The World Publishing House, 2006.
- [23] MCLEAN, G.F. *People, peoples and cultures" globalization: Living together in the age of globalization*. Hanoi: National Politics, 2007.
- [24] ZONGGUI Li. *Economic globalization and national culture building*. Document for research. No.: TN.2002-6, Hanoi: Institute of Social Science Information, 2002.
- [25] FEDOTOVA V.G. *The global and modernized world*. Document for research, No.: TN.2002-3. Hanoi: Institute of Social Science Information, 2002.
- [26] PHOMME Ch. *As globalization accelerates brain drain*. Research Materials, No.: TN.2002-46. Hanoi: Institute of Faculty Social Studies Information, 2002.
- [27] HONG M. *Twelve answers from Singapore to the challenges of globalization*. Research Papers, No. TN.2002-35 Hanoi: Institute of Social Science Information, 2002.
- [28] WOLF M. *Asia in the storm of globalization: For an international regulation*. Research data, No.: TN.99-104, Hanoi: Institute of Social Science Information, 1999.
- [29] HERMAN E.S. The threat of globalization. Research paper, No.: TN.2000-22, Institute of Social Science Information, Hanoi, 2000.

參考文:

- [1] 胡志明市黨委。第十一屆代表大會文件，胡志明市，2020年10月15日。
- [2] KAHLA V. 通過全球聯繫連接年輕人。見：WIERENGA, A. 和 GUEVARA, J.R. (編輯。) 全球公民教育：青年主導的通過夥伴關係學習的方法。墨爾本，墨爾本大學出版社，2013，第91-111頁。
- [3] 全球公民。什麼是全球公民？2020. <http://www.想法論壇.組織.英國/關於我們/全球公民>
- [4] CHARLES C. B., 和 JAMES A. E. 主動學習，1991. <https://files.eric.ed.gov/fulltext/ED336049.pdf>
- [5] MARX K., & ENGELS F. 完整劇集。河內：國家政治，1995年。
- [6] 越南共產黨。第十三屆全國代表大會報告。河內：國家政治——真相，2020。
- [7] 教科文組織，2013。亞太教育研究所網絡 (ERI 網) 關於教育政策和實踐橫向能力的區域研究 (第一階段) 區域綜合報告，2015。
- [8] 聯合國教科文組織。全球公民教育：讓學習者為21世紀的挑戰做好準備。巴黎：聯合國教科文組織，2014年。
- [9] 樂施會。什麼是全球公民？2015 [在線]。 <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>
- [10] 越南共產黨。十一屆全國代表大會文件。河內：國家政治出版社，2011。
- [11] TOBIAS A. 教育選擇的理性—學術環境中的決策和冒險研究，2016。 <http://www.diva-ortal.org/smash/get/diva2:945136/FULLTEXT01.pdf>.
- [12] 總理。第404號決定/總理決定“關於批准更新課程、教科書和通識教育的項目”，河內，2015年3月27日。
- [13] 越南共產黨。第十二屆全國代表大會文件。河內：國家政治——真相，2016。
- [14] TRI, N. M. 胡志明市現行社會保障政策下的經濟增長。胡志明市出版社，2019。
- [15] 邦威爾 C.C. & 艾森 J.A. 主動學習：在課堂上創造激情。1991年 ASHE-ERIC 高等教育報告，1991。 <https://eric.ed.gov/?id=ED336049>
- [16] MCNABB D. 政治學研究方法：定量、定性和混合方法。紐約：勞特利奇，2021。

- [17] KNOTTNERUS D. & GUAN J. 分析策略、發展和假設。社會學觀點。1997, 40(1):109-128。
<https://doi.org/10.2307/1389495>。
- [18] SHANKS D.R., TUNNEY R.J. & MCCARTHY J.D. 重新審視概率匹配和理性選擇。行為決策雜誌。2002, 15: 233-250。
<https://doi.org/10.1002/bdm.413>
- [19] MOSLEY L., FRIEDMAN T. 21 世紀簡史。國際期刊, 2005, 61 : 771。
- [20] STIGLITZ E. 全球化運作。胡志明市：青年出版社, 2008。
- [21] LUU L. 中國退出經濟全球化的路在何方。河內：社會科學出版社, 2002。
- [22] WOLTON D. 文化全球化。河內：世界出版社, 2006。
- [23] 麥克萊恩, G.F. 人、民族和文化”全球化：在全球化時代共同生活。河內：國家政治, 2007 年。
- [24] 李宗桂。經濟全球化與民族文化建設。研究文件。編號：田納西州.2002-6, 河內：社會科學信息研究所, 2002。
- [25] 費多托娃 V.G. 全球化和現代化的世界。研究文件, 編號：田納西州.2002-3。河內：社會科學信息研究所, 2002。
- [26] PHOMME Ch. 隨著全球化加速人才流失。研究資料, 編號：田納西州.2002-46。河內：學院社會研究信息研究所, 2002。
- [27] HONG M. 新加坡對全球化挑戰的十二個回答。研究論文, 第田納西州.2002-35 號河內：社會科學信息研究所, 2002。
- [28] WOLF M. 全球化風暴中的亞洲：國際監管。研究資料, 編號：田納西州.99-104, 河內：社會科學信息研究所, 1999。
- [29] 赫爾曼 E.S. 全球化的威脅。研究論文, 編號：田納西州.2000-22, 社會科學信息研究所, 河內, 2000。