

Ho Chi Minh's Thought on Human Beings and Its Application to Human Resource Development in Contemporary Vietnam

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Abstract

Ho Chi Minh's thought on human beings places the interests of the people, their capacity to shape social development, and their moral and intellectual growth at the centre of national development. These ideas remain relevant to Vietnam's efforts to develop its workforce amid industrial modernization, digital transformation and changing demands for professional skills. Drawing on Ho Chi Minh's collected works, policy documents and related scholarship, this paper examines four aspects of his thought: human beings as the purpose of revolutionary activity, the people as agents of development, the importance of well-rounded human development, and the role of education in cultivating human capabilities. It then considers how these ideas can inform human resource development in Vietnam, particularly in education, professional training, talent development and opportunities for continued learning. The paper also proposes ways of incorporating these perspectives into the teaching of Ho Chi Minh Thought at Hung Yen University of Technology and Engineering, with attention to professional ethics, independent learning and social responsibility among engineering students. The study is based on documentary and conceptual analysis; the teaching proposals have not been tested through classroom research.

Keywords: *Ho Chi Minh Thought; human development; human resources; higher education; professional ethics.*

I. INTRODUCTION

Human resource development has become an important concern in Vietnam as technological change reshapes production, employment and professional practice. Employers increasingly require workers who can use new technologies, solve unfamiliar problems and adapt to changing conditions. Technical knowledge remains essential, but the ability to work responsibly, continue learning and make sound professional judgments is also part of workforce quality. A narrow emphasis on qualifications or productivity would therefore provide an incomplete account of human resource development.

Ho Chi Minh's thought offers a broader perspective on the place of human beings in national development. His writings and speeches address the relationship between national independence and the well-being of the people, the role of popular participation, the importance of education, and the cultivation of moral character. These themes can be traced through the fifteen-volume third edition of Ho Chi Minh: Complete Works [1]. They suggest that the development of human capabilities should not be separated from the conditions in which people live, learn and contribute to society. The relevance of these ideas can be considered alongside Vietnam's current policy priorities. The documents of the Thirteenth National Party Congress identify the development of human resources, particularly highly qualified personnel, as an important task in the country's development strategy [2]. The Socio-Economic Development Strategy for 2021–2030 similarly emphasizes comprehensive human development, improvements in education and training, and the relationship between workforce quality, science, technology and innovation [3].

These policy directions raise questions that extend beyond the number of people completing formal education. They concern what people learn, whether their capabilities match professional requirements, how those capabilities are used, and whether individuals have opportunities to continue developing throughout their working lives.

Several studies have examined Ho Chi Minh's thought on human development and its contemporary significance. Nguyen Thi Minh Thuy [4] discusses Ho Chi Minh's views on human development and their continuing relevance. Hoang Anh [5] considers the development of high-quality human resources in the current period through the perspective of Ho Chi Minh's thought. Nguyen Thi Kim Dung and Nguyen Luong Uyen [6] examine Ho Chi Minh's ideas about developing Vietnamese people in relation to national and international values. Doan Thi Chin and Nguyen Tung Lam [7] discuss the philosophical foundations of his approach to human development, while Nguyen Thi Quyet [8] addresses comprehensive human development as an important resource for national progress.

Research has also considered the educational dimension of these ideas. Trinh Quang Dung [9] examines the role of education in human resource development from the perspective of Ho Chi Minh's thought. Bui Dinh Phong [10] discusses Ho Chi Minh's contribution to educational development and his concern for the cultivation of human capabilities.

Taken together, these works provide a foundation for further analysis. They also make it necessary to define the contribution of the present paper carefully. The relationship between Ho Chi Minh's thought and human resource development has already received scholarly attention. The purpose here is not to claim that this connection is new, but to examine it across three related levels: the principles concerning human beings found in Ho Chi Minh's thought, the requirements of human resource development in contemporary Vietnam, and the teaching of these principles to students preparing for technical professions.

The paper has three objectives. First, it identifies aspects of Ho Chi Minh's thought that are directly relevant to human development and the cultivation of human capabilities. Second, it considers how these ideas can inform current approaches to education, workforce development and the use of professional talent. Third, it proposes teaching activities for the Ho Chi Minh Thought course at Hung Yen University of Technology and Engineering, particularly activities that connect theoretical knowledge with professional ethics and social responsibility.

The study does not assess the effectiveness of an existing policy or teaching intervention. Its contribution is conceptual and pedagogical: it develops an interpretation of the relationship between human development and workforce development and translates that interpretation into proposals for university teaching.

II. THEORETICAL FRAMEWORK AND RESEARCH METHODS

2.1. Human beings, human development and human resources

The concept of human beings can be approached from biological, social, cultural and philosophical perspectives. In the present study, the emphasis is on human beings as participants in social life who possess the capacity to learn, work, make judgments, establish relationships and contribute to collective development.

Human development refers to a broader process through which individuals improve their capabilities, gain opportunities to participate in society and develop the conditions necessary for a meaningful life. It includes education and professional competence, but it is not confined to employment or economic productivity. Moral development, health, cultural participation and the ability to exercise responsibility also belong to this broader understanding.

Human resources, by comparison, refers to the human capabilities available for participation in economic and social activities. Relevant dimensions include the size and composition of the workforce, education, skills, health, professional experience and work-related qualities. Human resource development concerns the formation, improvement, deployment and continued development of these capabilities.

These concepts are related but should not be treated as interchangeable. Human resource development is one aspect of human development. A person may contribute to economic production, but their value cannot be reduced to the amount of output they generate. This distinction matters when applying Ho Chi Minh's thought, because his concern with human beings extends beyond their contribution to economic activity.

2.2. Intellectual and policy foundations

The primary intellectual foundation of this study is Ho Chi Minh's thought on human beings as presented in his collected works [1]. Particular attention is given to the relationship between the people and the aims of revolutionary activity, the role of education, the cultivation of moral qualities, and the importance of enabling people to develop their capabilities.

These ideas are considered within their historical context. Ho Chi Minh's writings responded to the political and social conditions of his time. Their application to contemporary questions therefore requires interpretation rather than the assumption that present-day policy concepts were explicitly formulated in the original texts.

The policy framework includes the documents of the Thirteenth National Party Congress [2], the Socio-Economic Development Strategy for 2021–2030 [3], the Education Development Strategy to 2030 with a vision to 2045 [11], the strategy concerning the development of the intellectual workforce [12], and the Vocational Education Development Strategy for 2021–2030 [13].

These documents are used to identify present policy objectives. They are not treated as direct statements by Ho Chi Minh. This distinction is necessary to avoid confusing an original philosophical position with its later interpretation or application.

The study also draws on scholarship concerning Ho Chi Minh's thought, human development and education [4]–[10]. These works help place the discussion within existing research and provide points of comparison for the interpretation developed here.

2.3. Research methods

This paper employs documentary analysis, conceptual synthesis and a historical-logical approach. Documentary analysis is used to identify recurring themes concerning human beings, education and human capabilities in the selected materials. Conceptual synthesis is used to examine relationships among these themes and the contemporary requirements of human resource development.

The historical-logical approach helps distinguish the original context of Ho Chi Minh's thought from the present conditions in which it is being applied. Policy analysis is used to compare the resulting interpretation with current priorities in education, vocational training and workforce development.

The study draws on fifteen previously selected sources, comprising Ho Chi Minh's collected works, policy documents, scholarly publications and official statistical material. It does not claim to be a systematic literature review, nor does it involve interviews, surveys, classroom observations or educational experiments.

The proposed teaching activities are therefore presented as instructional possibilities. They should not be interpreted as practices already implemented at Hung Yen University of Technology and Engineering or as measures whose effectiveness has been demonstrated.

III. RESULTS AND DISCUSSION

3.1. Major themes in Ho Chi Minh's thought on human beings

3.1.1. Human beings as the purpose of revolutionary activity and social development

An important feature of Ho Chi Minh's thought is the connection between national independence and the lives of ordinary people. Independence is not treated merely as a political condition detached from social life. It is linked to the well-being of the population and to the possibility of improving people's material and spiritual circumstances [1]. This perspective places human interests within the purpose of political and social development. It suggests that national progress cannot be assessed only through institutional achievements or economic indicators. Attention must also be paid to whether development improves people's living conditions and creates opportunities for them to learn, work and participate in society.

Nguyen Thi Minh Thuy [4] and Doan Thi Chin and Nguyen Tung Lam [7] examine aspects of Ho Chi Minh's approach to human development. Their work provides a basis for considering how a people-centred perspective can inform present-day human resource policy. In this context, developing human resources should not mean treating people solely as instruments for increasing production. Education, health, working conditions and opportunities for professional development matter not only because they may improve productivity, but also because they affect the lives and prospects of individuals.

This distinction has practical implications. A policy may increase the number of qualified workers without adequately addressing their working conditions or opportunities to use their abilities. Conversely, a policy concerned with human development must consider how education and employment contribute to people's broader capabilities and well-being.

Applying Ho Chi Minh's thought in this area therefore requires attention to both economic needs and human interests. Workforce development should support national development while also creating conditions in which individuals can improve their knowledge, exercise their abilities and pursue legitimate aspirations.

3.1.2. The people as agents of development

Ho Chi Minh consistently emphasized the importance of the people in revolutionary and social activity. In his thought, the people are not simply recipients of political decisions or social benefits. They are participants whose collective action, initiative and commitment influence the course of development [1].

Applied to human resource development, this view challenges approaches that regard workers only as people to be trained, assigned tasks and supervised. Workers also possess practical knowledge, professional judgment and the capacity to improve the activities in which they participate.

Hoang Anh [5] examines the development of high-quality human resources through Ho Chi Minh's thought. One implication of this perspective is that improving qualifications is not sufficient unless individuals also have opportunities to exercise initiative and apply their abilities. This is particularly relevant in technical fields. Engineers and skilled workers may contribute not only by following established procedures but also by identifying problems, improving processes and developing more effective ways of working. Such contributions depend on technical competence, but they also require an environment in which professional judgment is valued.

The contemporary application of this principle should not be confused with attributing modern concepts of digital innovation or industrial automation directly to Ho Chi Minh. Rather, the principle that people have an active role in development can inform current efforts to encourage initiative, creativity and responsibility in workplaces and educational institutions. Human resource policies can support this objective by connecting training with practical work, recognizing professional contributions and providing opportunities for continued development. The capacity to contribute should be cultivated and used, not merely recorded through formal qualifications.

3.1.3. Comprehensive human development: The relationship between competence and character

Ho Chi Minh's thought on the cultivation of human beings gives attention to several dimensions of personal development, including moral qualities, knowledge, work, health and responsibility towards others [1]. These dimensions should not be understood as separate educational goals with no relationship to one another.

Nguyen Thi Kim Dung and Nguyen Luong Uyen [6] examine Ho Chi Minh's ideas about developing Vietnamese people in connection with national and international values. Nguyen Thi Quyet [8] discusses comprehensive human development as a resource for the country's progress. Their analyses are relevant to the question of how professional competence should be understood within a broader conception of human development.

For human resource development, the relationship between competence and character is particularly important. Technical knowledge enables individuals to perform specialized tasks. Ethical judgment influences how that knowledge is used, especially when professional decisions affect other people.

An engineer may possess the expertise required to complete a project, but the quality of professional practice also depends on honesty in reporting results, attention to safety and respect for technical standards. Similarly, a worker's commitment to professional responsibility must be accompanied by the knowledge and skills needed to perform the work competently.

It would therefore be misleading to treat moral education and professional training as unrelated activities. Both contribute to the preparation of people who can carry out their work effectively and responsibly.

In university education, this relationship can be reflected in learning outcomes and assessment. Students should be expected not only to understand technical principles but also to recognize the consequences of professional decisions. Courses concerned with political thought and ethics can contribute to this aim when their content is connected carefully with questions that students may encounter in their future professions.

3.1.4. Education, training and the cultivation of human capabilities

Education occupies an important place in Ho Chi Minh's thought. His concern with literacy, learning, the younger generation and the cultivation of capable individuals reflects an understanding of education as a means of improving both personal capacities and social life [1].

Bui Dinh Phong [10] discusses Ho Chi Minh's engagement with educational development, while Trinh Quang Dung [9] examines the significance of his views on education for contemporary human resource development. Education, from this perspective, is not limited to the transmission of information. It contributes to the formation of knowledge, habits of learning, moral awareness and the ability to take part in collective activities.

This interpretation has particular relevance in occupations affected by rapid technological change. Initial qualifications may provide the foundation for employment, but they cannot supply all the knowledge a person will need throughout a working life. The ability to continue learning becomes an important part of professional capability.

The relationship between education and the use of talent also deserves attention. Training can develop capabilities, but those capabilities may remain underused if individuals are assigned unsuitable work or lack opportunities for professional growth.

Human resource development should therefore be considered as a connected process involving education, training, employment, professional evaluation and continued learning. Treating these activities as separate administrative tasks may weaken the relationship between what people learn and what they are able to contribute.

Table 1. Themes in Ho Chi Minh's thought and their implications for human resource development

Theme	Implication for human resource development
Human beings as the purpose of development	Connect workforce policies with people's well-being and opportunities
The people as agents of development	Encourage initiative, participation and professional creativity
Comprehensive human development	Combine specialized competence with moral character and social responsibility
Education and self-cultivation	Support continuing education and professional learning
Development and use of human capabilities	Connect training with appropriate employment and opportunities for contribution

3.2. Current requirements for human resource development in Vietnam

3.2.1. Improving workforce quality in response to technological change

Industrial modernization and digital transformation have changed the knowledge and skills required in many occupations. Workers are increasingly expected to use technological systems, process information, solve practical problems and adapt to changes in production and management. The documents of the Thirteenth National Party Congress and the Socio-Economic Development Strategy for 2021–2030 identify high-quality human resources, science, technology and innovation as important components of national development [2], [3]. The Education Development Strategy to 2030, with a vision to 2045, also sets out priorities for improving educational quality [11].

These directions suggest that workforce development cannot be measured adequately by enrolment figures or the number of qualifications awarded. It must also consider what graduates know, what they can do and how

effectively their capabilities can be applied. For universities and vocational institutions, this places importance on the relationship between educational content and professional practice. Graduates need a foundation of disciplinary knowledge, but they also require the ability to learn new methods and respond to problems that may not have been covered directly in their courses.

3.2.2. Combining professional competence with ethical responsibility

Workforce quality includes more than technical proficiency. Professional decisions often have consequences for colleagues, customers, communities and the environment. Ethical responsibility is therefore relevant to the way specialized knowledge is applied. In engineering, examples include the reporting of technical defects, compliance with safety procedures, the reliability of test results and responsibility for product quality. These are not abstract questions of personal character. They can influence whether technical work protects or endangers the people who depend on it.

A comprehensive approach to human resource development should therefore connect technical education with opportunities to examine professional obligations. This does not require replacing technical standards with general moral principles. Rather, ethical reasoning should help students understand why accurate reporting, responsible judgment and compliance with professional requirements matter. Ho Chi Minh's emphasis on the cultivation of human qualities provides an intellectual basis for discussing this relationship. The specific professional standards, however, must be drawn from the requirements of contemporary occupations.

3.2.3. Expanding access to education and continued training

Changes in technology and employment make continuing education an important requirement for workforce development. Workers may need to update existing skills, acquire new competencies or move into different occupations during their careers. Vietnam's education and vocational education strategies set out directions for improving the quality and effectiveness of training [11], [13]. These policy priorities provide a framework for considering how educational opportunities can respond to changing labour-market requirements. According to the National Statistics Office's report on Vietnam's labour market in 2025, 29.2% of employed people had received training leading to a degree or certificate [14]. This indicator describes one aspect of formal training attainment. It should not be interpreted as a complete measure of workforce competence, since relevant skills may also be acquired through other forms of learning and work experience.

Nevertheless, the figure provides a reason to examine the relationship between formal qualifications, access to training and the continued development of skills. From a people-centred perspective, access to learning matters both for economic development and for the opportunities available to individuals. Universities, vocational institutions, employers and public agencies have different roles in making training more accessible and relevant.

3.2.4. Making better use of qualified personnel

The contribution of qualified workers depends partly on how their abilities are recognized and used. Recruitment, job assignment, professional evaluation, working conditions and opportunities for advancement all influence whether individuals can apply their knowledge effectively. The strategy concerning the development of the intellectual workforce, approved in 2025, provides a policy context for considering the development and contribution of highly qualified personnel [12].

A human resource policy concerned with capability should therefore examine the relationship between training and employment. Increasing the supply of graduates will not necessarily produce the intended benefits if their knowledge is poorly matched to assigned work or if opportunities for professional development are limited.

This issue is especially relevant to technical and research-oriented occupations, where the ability to solve problems and contribute new ideas may depend on access to equipment, professional collaboration and supportive working arrangements.

3.3. Applying Ho Chi Minh's thought to human resource development in contemporary Vietnam

3.3.1. Placing human development at the centre of workforce policy

A people-centred approach to human resource development should recognize that the purpose of education and employment policy extends beyond meeting immediate labour demand. It should also create conditions in which individuals can develop their capabilities and improve their lives. This approach requires attention to the quality of training, opportunities for employment, working conditions and access to professional development. These concerns are connected. Education may increase a person's capabilities, but the value of those capabilities can be limited if employment conditions do not allow them to be used. Policy evaluation should therefore consider more than the number of people trained. It should also examine the relevance of their skills, opportunities for continued learning and the conditions under which they work. Such an approach is consistent with the broader concern for

human well-being found in Ho Chi Minh's thought, while its specific policy measures must be determined through present-day evidence and institutional conditions.

3.3.2. Developing education and training in a more comprehensive direction

Applying Ho Chi Minh's emphasis on education and human cultivation requires attention to both the content and the purposes of training. Educational institutions should provide disciplinary knowledge and practical skills while also supporting independent learning, responsible conduct and the ability to work with others. These qualities are especially important when graduates face tasks that require judgment rather than the routine application of established procedures.

For technical education, opportunities to examine professional responsibility can be incorporated into practical assignments, project work and discussions of real or hypothetical workplace situations. Students may be asked not only whether a technical solution works, but also whether it meets safety requirements and how its consequences should be assessed. The purpose is not to replace specialized training with general discussion. It is to connect technical competence with the responsibilities that accompany professional practice.

3.3.3. Supporting scientific and technological capabilities

Vietnam's development strategies emphasize science, technology and innovation [2], [3]. These priorities require personnel who can understand technological systems, apply specialized knowledge and contribute to improvements in professional practice. The principle that people are active participants in development can inform efforts to support such capabilities. Students and workers should have opportunities to identify problems, test ideas and contribute to practical improvements. In universities, this may involve research projects, technical assignments and collaboration with workplaces. In employment, it may involve professional development and arrangements that allow workers to contribute suggestions based on their experience. These proposals are contemporary applications. Terms such as digital transformation, artificial intelligence and advanced manufacturing belong to present-day policy and professional discussions. They should not be presented as concepts explicitly formulated by Ho Chi Minh.

3.3.4. Connecting training with the recognition and use of talent

The development of professional capability does not end when a qualification is awarded. Individuals need suitable work, opportunities to apply their knowledge and conditions that support further growth. A closer relationship between educational institutions and employers may help improve the relevance of training. At the same time, recruitment and professional evaluation should place appropriate weight on demonstrated competence and the ability to carry out assigned responsibilities. For researchers, engineers and other highly qualified personnel, opportunities for collaboration, access to appropriate facilities and recognition of professional contributions may influence their ability to use and develop their expertise.

These considerations are consistent with the policy attention given to the intellectual workforce [12]. They also reflect the broader principle that developing human capabilities should be accompanied by opportunities to put those capabilities to use.

3.3.5. Supporting lifelong learning and wider opportunities for development

Continuing education is particularly important when technologies, occupations and working methods change. People who have already entered employment may need opportunities to update their knowledge or acquire different skills. Educational institutions and employers can contribute through short courses, professional training and programmes designed for working adults. The form of provision should depend on the needs of learners and the requirements of particular occupations.

The broader aim is to avoid treating education as a process that ends with graduation. Continued learning can support professional adaptation while also giving individuals greater opportunities to develop their capabilities. This direction is compatible with Vietnam's education and vocational education strategies [11], [13] and can be understood as a contemporary application of the importance Ho Chi Minh attached to education.

Table 2. A proposed framework for applying Ho Chi Minh's thought to human resource development

Intellectual principle	Contemporary requirement	Proposed direction
Human beings as the purpose of development	Improving the quality of development	Link workforce policy with well-being and opportunity
Human beings as active agents	Technological change and innovation	Encourage initiative and professional creativity
Comprehensive human development	Combining skills with responsibility	Integrate professional ethics into education and training
The importance of education	Continuing adaptation and learning	Improve training and support lifelong learning
Cultivating and using capabilities	More effective deployment of personnel	Connect education with recruitment, evaluation and career development

3.4. Applying Ho Chi Minh's thought on human beings in teaching at Hung Yen University of Technology and Engineering

3.4.1. Connecting the course with the education of future technical professionals

Students preparing for engineering and technology-related occupations need specialized knowledge and practical skills. They also need to understand the responsibilities that accompany the use of technical expertise.

The Ho Chi Minh Thought course offers an opportunity to discuss the relationship between professional capability, personal conduct and responsibility towards others. Its contribution should not be understood as teaching engineering techniques. Rather, the course can provide a setting in which students examine the human and ethical dimensions of professional work.

When discussing Ho Chi Minh's thought on human development, instructors can ask students to consider how technical competence should be used. Questions concerning honesty in research, compliance with safety procedures, product quality and responsibility towards the community offer possible connections with future professional practice.

Such connections must begin with an accurate explanation of the original intellectual content. Only after students have understood the relevant ideas should the instructor move to their application in contemporary technical settings.

This distinction prevents anachronistic interpretation. Modern professional concepts may be used to explore the present relevance of Ho Chi Minh's thought, but they should not be attributed directly to his writings without textual evidence.

3.4.2. Encouraging students to take an active role in learning

A teaching approach informed by the idea of human agency should give students opportunities to explain, question and apply what they study. Lectures remain useful for introducing historical context and clarifying difficult concepts. They can, however, be combined with guided reading, small-group discussion, analysis of documents and structured problem-based activities. For example, when studying Ho Chi Minh's views on education and self-cultivation, students may be asked to consider how a graduate engineer should respond when familiar technical knowledge becomes outdated. The task can require students to identify a relevant intellectual principle, explain it in its original context and consider its significance for continued professional learning.

The quality of such an activity depends on the questions and evidence used. Students should not be rewarded simply for expressing agreement with a general moral statement. They should demonstrate that they understand the source material and can construct a reasoned explanation of its relevance. Instructors can support this process by providing selected texts, clear questions and criteria for assessing the relationship between evidence and argument.

3.4.3. Using professional situations to connect theory with practice

Professionally relevant situations can help students examine how general principles apply when different responsibilities come into conflict. Consider a hypothetical case in which an engineer discovers a technical defect that may affect product safety. The production unit is under pressure to meet a delivery deadline, and management proposes proceeding without further inspection. Students can be asked to identify the people who may be affected, explain the engineer's professional responsibilities and compare possible responses. They can then discuss how ideas concerning human well-being, moral responsibility and the social consequences of work may inform their reasoning. The instructor should make clear that political and ethical thought does not replace engineering standards, workplace procedures or legal obligations. A sound professional decision requires attention to the applicable technical and regulatory requirements. The educational value of the case lies in requiring students to move beyond a general statement about responsibility. They must identify a concrete problem, consider its consequences and defend a course of action.

Table 3. Proposed teaching situations for the Ho Chi Minh Thought course

Related theme	Suggested situation	Intended student task
People as agents of development	An engineer proposes an improvement to a production process	Explain initiative, creativity and professional responsibility
Education and self-cultivation	A new technology makes existing skills insufficient	Develop a reasoned plan for continued learning
Ethics and social responsibility	A product may present a safety risk	Evaluate responsibilities towards users and the wider community
Developing and using capabilities	Tasks must be allocated within a technical project team	Discuss competence, fairness and responsible assignment
Comprehensive human development	Strong technical performance is accompanied by poor professional conduct	Explain why competence and character both matter

3.4.4. Integrating theoretical learning with professional ethics and independent study

The application of Ho Chi Minh's thought in teaching should be reflected in the work students are asked to produce. Possible assignments include an analysis of a professional ethics case, a reflection on responsibilities in technical work, or a personal plan for continued learning. These tasks can be adapted to the level of students and the time available within the course. Assessment should distinguish the accurate use of intellectual sources from the quality of contemporary application. A student may identify a relevant principle but apply it too broadly or without considering the facts of the situation. Conversely, a practical recommendation may appear reasonable but lack a clear connection to the course material.

A suitable assessment framework could therefore consider five elements: identification of the issue, accuracy of source interpretation, strength of argument, relevance to professional practice and recognition of limitations. These criteria would need to be aligned with the approved course syllabus and assessment regulations before use. The intention is to encourage students to treat theoretical learning as a form of reasoned inquiry rather than an exercise in reproducing prepared statements. Whether this approach improves understanding or professional awareness remains a question for classroom investigation.

3.4.5. Conditions for implementation and limitations

The proposed activities require appropriate learning materials, carefully selected situations and clear assessment criteria. Instructors would need to verify quotations from Ho Chi Minh's works and ensure that the professional examples are suitable for the students' fields of study. The activities should also remain consistent with the purpose of the course. A discussion of engineering ethics can support the interpretation of Ho Chi Minh's thought, but it should not displace the historical and theoretical content that students are expected to learn. The present study has not examined the course syllabus, classroom conditions or student responses at Hung Yen University of Technology and Engineering. It therefore cannot establish that the proposed activities are feasible in every teaching context or that they produce particular learning outcomes. Before implementation, the proposals should be reviewed against the actual course objectives, teaching schedule and assessment requirements. Feedback from instructors and students could then inform revisions.

3.5. The significance and limits of contemporary application

The analysis suggests that Ho Chi Minh's thought on human beings can inform human resource development at both the policy and educational levels. Its continuing significance lies in the relationship it establishes among human well-being, individual capability, education and social responsibility. At the policy level, this perspective encourages attention to the conditions under which people develop and use their abilities. At the educational level, it supports discussion of the relationship between knowledge, moral judgment and professional conduct. Research and institutional discussions concerning the contemporary application of Ho Chi Minh's thought to human development also emphasize the need to consider these ideas in changing social conditions [15]. Such application requires both fidelity to the original intellectual content and careful attention to the problems being addressed today.

Two interpretive risks deserve particular attention.

The first is to repeat general statements about the importance of human beings without explaining their relevance to a specific issue in workforce development. A meaningful application should identify the problem, clarify the intellectual principle involved and explain the proposed course of action.

The second is to attribute contemporary concepts directly to Ho Chi Minh when they arise from later technological, economic or educational developments. Digital skills, artificial intelligence and modern professional assessment systems may be discussed as current applications, but they should not be presented as concepts explicitly stated in his historical writings.

The proposed teaching framework is subject to similar limits. It offers possible ways to connect theoretical study with the professional preparation of engineering students, but it has not been evaluated through classroom research.

The contribution of this paper is therefore limited to a conceptual interpretation and a set of proposals for further consideration. Its conclusions concern the coherence and possible relevance of those proposals, not their demonstrated effectiveness.

IV. CONCLUSION

Ho Chi Minh's thought on human beings connects the purpose of social development with the active role of the people, the cultivation of human capabilities and the importance of education. These themes provide a basis for examining human resource development in contemporary Vietnam beyond the narrow measures of qualifications and labour productivity. Drawing on selected intellectual and policy sources, this paper has

identified several directions for application: placing human development at the centre of workforce policy, connecting professional competence with ethical responsibility, supporting scientific and technological capabilities, improving the use of qualified personnel and expanding opportunities for continued learning. The paper has also proposed ways of applying these ideas in the teaching of Ho Chi Minh Thought at Hung Yen University of Technology and Engineering. The suggested activities use professional situations to help students examine the relationship between theoretical principles, independent learning, technical competence and responsibility towards others. These proposals remain conceptual. No classroom intervention, student survey or evaluation of learning outcomes was conducted. Further work should examine their consistency with the approved course syllabus, obtain feedback from instructors and students, and investigate how students interpret and apply the ideas in actual learning activities.

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