TRADITIONAL CULTURAL VALUES EDUCATION FOR STUDENTS IN THE CONTEXT OF DIGITAL TRANSFORMATION

Assoc. Prof. Nguyen Thi Thanh Huyen[1], MA. Ma Thi Hong Thu[2] and MA. Hà Thi Nguyet[3]

[1]University of Education – Thai Nguyen University
[2,3]Tan Trao University

ABSTRACT

Education of traditional cultural values for students plays a significant role in the formation and development of the personality of Vietnamese people. In the context of digital transformation, the education of traditional cultural values for students faces new challenges and opportunities. This article synthesizes research findings on traditional cultural value education and digital transformation in education, thereby identifying issues related to educating traditional cultural values for students in the digital transformation era. Through research, the authors identify five key issues: fostering the development of digital competencies; content; methods; forms; assessment and evaluation; and strengthening infrastructure and technology for educating traditional cultural values to meet the demands of digital transformation. These issues open up further research directions in traditional cultural value education for students amidst the conditions of the Fourth Industrial Revolution.

KEYWORDS: Traditional culture, Education of cultural values, digital transformation, digital transformation in cultural education

1. INTRODUCTION

Vietnamese culture is the result of thousands of years of creative labor and resilient struggle to establish and defend the nation by the Vietnamese ethnic community. It is also the outcome of cultural exchange and the assimilation of the world's finest civilizations, continuously refining itself over time. Vietnamese culture has nurtured the soul, spirit, and resilience of the Vietnamese people, glorifying the nation's illustrious history. The identity of Vietnamese national culture encompasses enduring values and the essence of the Vietnamese ethnic community, cultivated over thousands of years of nation-building and defense. Building and developing cultural undertakings involve preserving and promoting the nation's beautiful cultural values, creating new cultural values, and embedding those values deeply into every aspect of social life and individual existence. These values must become progressive, civilized mindsets, and habits. This endeavor is a collective undertaking, led by the Party, in which the intellectual community plays a crucial role. (Resolution of the 5th Plenum, 8th Party Central Committee).

Research on the values of traditional national culture and the implementation of traditional cultural education for the younger generation is a top priority in any historical period. This importance is reflected in numerous studies by authors such as Trần Văn Giàu (1987), Phan Huy Lê (1996), Trần Ngọc Thêm (2000), Phạm Minh Hạc (2003), and Nguyễn Quang Ngọc (2007). The education of traditional cultural values plays a significant role in passing down the unique values created by previous generations to students. It contributes to nurturing their souls, shaping their value orientations, and helping them preserve and promote these values in new historical contexts. This process fosters the development of positive personality traits in Vietnamese students in the current era (T.T. Bui, 2016). In the current context, under the influence of 4th Industrial Revolution, digital transformation has become an inevitable global trend, impacting all areas of social life, including education, and fundamentally altering core educational activities (Ministry of Education and Training, Ministry of Information and Communications, 2021). In the process of educating traditional cultural values for the younger generation and students, digital transformation presents both challenges and opportunities (Đ.T. Hoa, 2019; Đỗ Thị Thu Hằng, 2022; Nguyễn Đình Yên, Lê Văn Hiếu, 2022; Nguyễn Hoàng Viện, Nguyễn Văn Kiệt, 2024).

The article focuses on analyzing the core traditional cultural values that need to be imparted to students, the concept of digital transformation and its application in education, and several issues arising in the education of traditional cultural values for students in the context of digital transformation.

2. RESEARCH METHODS

This article uses a theoretical research method to analyze the conceptual issues surrounding traditional cultural values, the education of these values for students, digital transformation, and the integration of digital transformation in the education of traditional cultural values within the digital era. It examines the significance of traditional cultural value education and the role of digital transformation, particularly in education. Based on these analyses, the article proposes several recommendations to enhance the effectiveness of traditional cultural value education for students in the context of digital transformation.

3. RESEARCH RESULTS

3.1. Educating traditional cultural values for students

3.1.1. Concept of traditional cultural values

Tradition and National Tradition: "Tradition" is defined as a collection of thoughts, emotions, and habits in thinking, lifestyle, and behavior of a specific community, formed through history, stabilized over time, and passed down from one generation to the next" (Phan Huy Lê, 1996). "Tradition encompasses elements of cultural and social heritage reflected in behavioral norms, ideologies, customs, habits, lifestyles, and ways of interaction within a community. These elements are historically shaped, stabilized, transmitted across generations, and preserved over time" (Nguyễn Trọng Chuẩn et al., 2002). Thus, national tradition can be considered a complex of ideas, emotions, customs, habits, lifestyles, willpower, and more, specific to a nation. It is shaped over a long historical process, stabilized, and reflects national characteristics, passed down from one generation to the next. It

includes both outdated traditions that need to be addressed and traditions that constitute valuable and inheritable cultural identity, contributing to development.

Traditional Cultural Values: Culture is described as a combination of knowledge, beliefs, art, ethics, laws, customs, and all capabilities and habits acquired by individuals as members of society. It is an organic system of material and spiritual values created and accumulated by humans through practical activities and interactions with their natural and social environment (Trần Ngọc Thêm, 2000; Nguyễn Thị Mỹ Lộc et al., 2019). Traditional cultural values are defined as "the fundamental moral principles that people of a nation, across different eras and historical stages, rely on to distinguish right from wrong, assess what should or should not be, aiming to build the independence, freedom, and progress of that nation" (Trần Văn Giàu, 1987). From this perspective, traditional cultural values are understood as positive and virtuous values, distinct from undesirable customs and practices. This interpretation of traditional cultural values is adopted in the context of this article.

Traditional Cultural Values of the Vietnamese Nation: Author Trần Văn Giàu (1987) identified seven traditional cultural values of the Vietnamese people: patriotism, diligence, heroism, creativity, optimism, compassion, and righteousness. Among these, patriotism is considered the core value, the "red thread" running through the nation's historical narrative. Nguyễn Quang Ngọc (2007) summarized key values as follows: the spirit of patriotism, self-reliance, and resilience; the tradition of unity for the national cause; industrious and creative labor; adaptability and integration; gentle and diplomatic behavior; the tradition of valuing education and academic excellence; a sense of community; and the values of compassion and tolerance, encapsulated in the saying "love others as oneself". Traditional values are further reflected in the virtues of the Vietnamese people, such as "passionate patriotism, a strong sense of national self-reliance, community spirit, compassion, tolerance, respect for morality and justice, pragmatism, and diligence and creativity in labor" (Phạm Minh Hạc and Nguyễn Khoa Điềm, 2003).

Traditional Cultural Values in Party Resolutions: The traditional cultural values of the Vietnamese nation are also affirmed in various Party resolutions. Resolution No. 09 of the Politburo (Session VII) on some major orientations in current ideological work highlights: "The enduring traditional cultural values of the Vietnamese people include passionate patriotism, a profound sense of community, the moral principle of 'loving others as oneself,' diligence, perseverance, and creativity in labor. These values serve as the foundation and immense spiritual strength for our people to build a progressive, equitable, and compassionate society". Similarly, the 5th Plenum of the 8th Party Central Committee emphasizes the prominent virtues of Vietnamese identity, which can also be understood as the values of the Vietnamese people: "Passionate patriotism, a strong sense of national self-reliance, solidarity, a sense of community connecting individuals, families, villages, and the nation; tolerance; respect for morality and justice; diligence and creativity in labor; sophistication in behavior; and simplicity in lifestyle".

3.1.2. Educating traditional cultural values for students

Traditional cultural values are understood as positive and beneficial values that have been developed throughout the history of nation-building and human development. The essence of value education is "a process of organizing, guiding, and stimulating active engagement by the learner to internalize societal values and develop a personal value system that aligns with societal expectations" (Nguyễn Quang Uẩn, Nguyễn Thạc, Mạc Văn Trang, 1995). Thus, the process of educating traditional cultural values can be seen as a form of value education. It involves the intentional and well-planned organization of activities, in which educators play a guiding role. Through this process, learners acquire traditional cultural values, which include relevant knowledge, attitudes, and cultural behaviors, aligned with the demands and norms of society. This structured approach ensures that students not only understand traditional cultural values intellectually but also embody these values in their attitudes and actions, facilitating their integration into contemporary societal contexts.

Some core traditional cultural values that need to be taught to students in the current period (Nguyễn Thu Huyền, 2019), (Nguyễn Hoàng Viện, Nguyễn Văn Kiệt, 2024):

Patriotism: Patriotism has consistently been highlighted in numerous studies as the foremost traditional cultural value of the Vietnamese nation. It is considered the "focal point of all focal points, the value of all values" and "the greatest emotional driving force of national life, as well as the highest rung in the system of ethical values for our people" (Trần Văn Giàu, 1987). Patriotism in Vietnam has been demonstrated throughout history, marked by heroic victories and the spirit of "sacrifice for the survival of the nation". It continues to be expressed in the modern era through efforts in national renewal, development, and the assertion of Vietnam's values in its relations with other countries. Vietnamese patriotism is not merely a singular value; more importantly, it is the foundation and source of many other values, particularly cultural values. Educating students about patriotism means helping them understand and appreciate the value of peace, independence, and freedom achieved through great sacrifices in the nation's history. It involves instilling a sense of pride, national identity, and the drive to study, work, and contribute to the continuous development of a prosperous, civilized country.

Spirit of solidarity: President Ho Chi Minh emphasized: "Solidarity is a matter of survival", and "Without solidarity, we decline and perish. With solidarity, we thrive and endure. We must use solidarity to shape our destiny, preserve the nation, and defend our homeland". Solidarity is a spiritual value deeply rooted in patriotism, and it has been a driving force throughout Vietnam's history. This value is most powerfully demonstrated in the collective efforts of the entire nation, united in one purpose, forming an invincible strength that has triumphed over all foreign invaders. Solidarity is both a historical necessity and an ongoing requirement. It represents a profound internal strength that is crucial for Vietnam's sustainable development, especially in the context of global integration. In this context, young people, particularly students, play a key role in promoting and embodying *this spirit.*

Compassion: Compassion, deeply ingrained in Vietnamese culture, embodies love and care for others. It is reflected in proverbs such as "lá lành đùm lá rách" (the whole leaf shelters the torn one), "một con

ngựa đau cả tàu bỏ cỏ" (one horse in pain makes the entire herd stop eating), and "nhường cơm sẻ áo" (sharing food and clothing). These proverbs highlight the importance of community support and mutual assistance, whether within families, villages, or the broader society. Compassion is also expressed in Vietnam's ethical traditions, such as "lấy nhân nghĩa thắng cường bạo" (using humanity and righteousness to overcome tyranny) and the spirit of forgiveness, expressed in the saying "đánh kẻ chạy đi không đánh người chạy lại" (punish those who flee, not those who repent). These values lay the foundation for Vietnam's love of peace and harmony, fostering a culture of tolerance and goodwill. Compassion is an invaluable traditional cultural value of the Vietnamese people, serving as a deep and enduring basis for both humanistic socialism and practical humanitarianism. It is the responsibility of all Vietnamese citizens, especially the younger generation and students, to preserve and elevate this value.

Diligence and creativity in labor: Rooted in Vietnam's agricultural heritage, the spirit of diligence and creativity has long been a defining characteristic of the Vietnamese people. Enduring the hardships of labor in the fields, working under the sun and rain ("một nắng hai sương"), they have persistently strived to produce, innovate, and adapt, conquering nature and contributing to societal development. Throughout history, particularly during the struggles for national independence and rebuilding, self-reliance ("tự lực cánh sinh") and self-dependence have played a critical role. The Vietnamese people place high value on industriousness, working to create material wealth and actively rejecting laziness. Proverbs such as "ăn không ngồi rồi" (idleness leads to ruin) and "nhàn cư vi bất thiện" (idleness breeds mischief) reflect the societal disdain for lethargy, which is seen as a root cause of negative behaviors. Thus, diligence has become a deeply ingrained traditional cultural value, a cornerstone of Vietnam's success in both defending and developing the nation. Diligence and creativity in both work and study are enduring cultural values that must be preserved, nurtured, and further developed by each generation.

In addition to the core traditional cultural values mentioned above, there are many other values that, when combined, form the broader system of Vietnamese cultural values. These include: the tradition of valuing education, the spirit of optimism, tolerance, simplicity, gratitude, and more. These values have been tested and proven in the lifestyle, behaviors, beliefs, and achievements of the Vietnamese people in protecting, building, and developing the country.

3.2. Digital transformation and digital transformation in education

Digital transformation is broadly defined as the use of data and digital technologies to comprehensively and fundamentally alter all aspects of economic and social life (Cohen, 2012). Digital transformation involves profound changes in people, processes, strategies, structures, and competitive dynamics (Wade, 2019). Digital transformation refers to the shift of activities from the physical world to the virtual world through online platforms (Tô Hồng Nam, 2020). Digital transformation involves reorganizing processes, building new competencies, and establishing innovative models through a deep and strategic application of digital technologies (A. Marks, 2020). In essence, digital transformation is a holistic process of change that reshapes how individuals and organizations operate

in the digital environment. It is driven by the revolutionary technologies of the Fourth Industrial Revolution, such as Artificial Intelligence (AI), Cloud Computing, Big Data, the Internet of Things (IoT), and Blockchain (Thomas, 2019).

Digital transformation is considered a revolutionary and systemic force that fundamentally impacts humanity, creating a need for new educational models (Ganma, 2018). The key technological trends driving this transformation in education include augmented reality (AR), virtual reality (VR), and mixed reality (MR), which provide immersive and interactive learning experiences. Classrooms equipped with advanced technological systems and redesigned learning spaces offer opportunities for innovative teaching methods and collaborative learning. Artificial intelligence (AI) further enhances education by enabling intelligent systems that adapt to individual learning needs, thus facilitating personalized education tailored to each student's unique requirements (Trần Công Phong et al., 2019). Digital transformation in education, much like in other sectors, involves a range of processes, including data digitization, the application of digital technologies for automation, and the optimization of operational, management, and reporting workflows. These advancements also enhance task coordination within educational institutions, creating new value for educational systems (Trịnh Thị Anh Hoa, 2021).

The Vietnamese government has approved the "National Digital Transformation Program to 2025, with Orientations to 2030", prioritizing education as one of the first sectors for digital transformation. Education is identified as a field with significant societal impact, directly affecting and interacting with people's daily lives (Prime Minister, 2020). The Ministry of Education and Training (MOET) considers digital transformation a breakthrough initiative, a crucial task that must be effectively implemented. It is recognized as both a method and a tool for managing and improving education and teaching (MOET, 2020). Digital transformation fundamentally reshapes core educational activities, directly impacting all participants in the teaching and learning process. It changes organizational and management structures, teaching methods, and learning approaches, focusing on developing students' competencies and qualities (MOET, IT Department, 2021). Key components of digital transformation in education include electronic textbooks, digital lessons, e-learning repositories, digital question banks, virtual libraries, virtual laboratories, online training systems, cyber universities, and digital assessment platforms (Tô Hồng Nam, 2020). For successful digital transformation in education, five core factors must be addressed: (1) human resources, (2) institutional frameworks, (3) technological infrastructure, (4) transformation roadmaps, and (5) execution management (Đỗ Thị Thu Hằng, 2022).

3.3. Some issues concerning traditional cultural values education for university students in the context of digital transformation

In the context of digital transformation, globalization, and international integration, cultural exchange and adaptation are happening continuously, especially in the digital space. The rapid growth of social media has made traditional cultural values increasingly vulnerable to being overlooked or forgotten (Hoa, Đ.T., 2019; Đỗ Thị Thu Hằng, 2022). However, it is essential to recognize that digital

transformation in education is an inevitable trend driven by social progress. This shift impacts all aspects of the educational process, creating both opportunities and challenges for education in general and for teaching traditional cultural values to students in particular. The application of digital transformation in education has a clear impact on key activities such as lesson preparation, teaching, interaction, and evaluation between teachers and students. It promotes self-directed learning, enhances research skills, increases student engagement, and supports online and distance learning programs. On the other hand, it also carries the risk of promoting laziness, over-reliance on technology, exposure to unverified information, erosion of academic integrity, and a lack of genuine emotional connection (Bùi Trọng Tài & Nguyễn Minh Tuấn, 2024).

In the context of digital transformation, the teaching of traditional cultural and spiritual values to students goes beyond traditional learning models by integrating modern technologies in the digital space. This approach allows students to engage more deeply with these values and creates a flexible, dynamic learning environment that stimulates their awareness, critical thinking, and enthusiasm. Tools such as Virtual Reality (VR), Augmented Reality (AR), and videos enable students to "travel" to historical sites or participate in traditional festivals directly from the classroom, overcoming geographic and time constraints. Furthermore, the digitization of cultural resources related to traditional values provides students with easy access for research and exploration. These digital platforms also enable students to connect with communities on social networks, sharing knowledge and experiences about traditional culture. This helps foster the development of extensive "cultural communities" in the digital realm, encouraging interaction and the wide dissemination of both tangible and intangible cultural values. This integration not only enhances students' understanding of traditional cultural values but also equips them with the technological and societal adaptability needed in the modern world. It strengthens their integration skills, cultural attitudes, and behaviors, enabling them to contribute actively to the preservation and promotion of traditional cultural values. For the younger generation, particularly students, this blend of traditional education with digital innovation provides a foundation for sustaining and advancing Vietnam's rich cultural heritage.

Digital transformation in educating traditional cultural values for students faces significant challenges and risks. Traditional cultural values are inherently specific, vivid, and deeply connected to direct experiences and a sense of community. Relying solely on digital tools may diminish the depth and tangible connection essential for students to fully comprehend these values. While digital media such as videos or virtual reality can simulate visuals and sounds, they cannot replace the direct experiences of engaging with culture such as participating in festivals, attending traditional performances, visiting historical sites, or taking part in other hands-on cultural activities. Furthermore, the digital transformation process requires advanced technological infrastructure and substantial financial investment in digital platforms, virtual reality tools, and digitized libraries. The ongoing maintenance, security, and regular updating of these technologies demand strong support from universities, faculty, and students, creating financial pressures and digital competency challenges, especially for students and educators in higher education institutions. There is also a risk that traditional cultural values

education could be "diluted" by the influence of global cultural elements, making it harder to preserve the unique identity of traditional values amidst modern trends. This could lead to difficulties in distinguishing between traditional and contemporary cultural values. To navigate these challenges, digital transformation in education requires educators and students to possess strong digital competencies, including the ability to understand and apply technology effectively in cultural education. Additionally, digital transformation reshapes how cultural education outcomes are evaluated, necessitating the development of new, digitally-based assessment methods.

Digital transformation is an inevitable trend in the education of traditional cultural values, representing a complex, multifaceted process that brings both positive impacts and new challenges. In the context of higher education, where traditional cultural values education for students is integral, the shift to digital transformation requires a careful approach. To ensure that traditional cultural values education adapts successfully to the digital age, capitalizing on its strengths while mitigating the potential risks brought about by digital transformation, several key considerations must be addressed:

Firstly, developing and enhancing "digital competencies" for faculty, staff, and students: Classrooms equipped with modern technical devices have become increasingly common, offering exciting possibilities and requiring increased focus on programs teaching digital citizenship skills, cybersecurity, and personal responsibility (Trần Công Phong et al., 2019). Some specific "digital competencies" include: Operating devices and software: Recognizing and utilizing tools, technologies, data, and content; Digital communication and collaboration: Interaction skills using digital technologies and environments; Management, safety, and security in digital education and teaching: Protecting devices, content, personal data, and privacy in digital environments; Mental health protection skills for educators in digital environments: Safeguarding the well-being of educators navigating digital platforms (Đỗ Thị Thu Hằng, 2022).

Secondly, regarding the content of traditional cultural value education for students in the context of digital transformation:

Second, regarding the content of teaching traditional cultural values (TCVs) to students in the context of digital transformation:

+ *Focusing on Educating Students About the Core Traditional Cultural Values of Vietnam:* In the context of digital transformation and a multicultural environment, the younger generation may be influenced by non-values, a tendency to idolize foreign cultures, and a potential drift away from traditional cultural values. Universities play a crucial role in educating the younger generation to uphold, preserve, and promote the traditional cultural values of the nation. During this process, it is essential to identify and emphasize core traditional cultural values, including patriotism, solidarity, compassion, diligence, creativity in labor, and other values such as a love for learning, optimism, and tolerance. These foundational values should form the basis for building a cultural value framework within the personality development of students. Through this approach, students can develop sufficient

"cultural resistance" to counteract the effects of foreign cultural influences and ensure the long-term preservation and development of traditional cultural values.

+ Developing Content for traditional cultural value education in a "Virtual Reality" Environment: Virtual reality technology offers the ability to bring the outside world into the classroom and vice versa through applications like Unimersiv, which allows students to experience cultural events beyond the physical classroom, and Cospaces, enabling students to share their "virtual creations" with the world. virtual reality enhances students' visual understanding, technological competence, and engagement in lectures (Trần Công Phong et al., 2019). Not all traditional cultural value education content is suitable for a virtual reality environment, so selecting appropriate content that achieves high effectiveness using augmented reality, virtual reality, and mixed reality is essential. This approach maximizes the potential of technology while creating a systematic and valuable repository of traditional cultural value education learning materials. Such efforts help achieve traditional cultural value education objectives for university students, enabling greater access, application, and equitable learning opportunities. For instance, virtual reality can simulate historical events, allowing students to participate in anti-colonial campaigns, reenact battles for national liberation, or experience life in colonial prisons. These immersive experiences can foster patriotism, solidarity, a spirit of resilience, and a deep appreciation for independence and peace. They instill a sense of responsibility in students to safeguard the nation's freedom and uphold the values of peace and independence.

Thirdly, flexibly combining traditional and technology-enhanced methods in traditional cultural values education education for students: To effectively teach traditional cultural values to university students, it is essential to blend traditional methods with digital technology applications. This can be achieved through: integrating traditional cultural values into social sciences and humanities courses: Traditional cultural values education should be closely tied to the overall educational process at universities. Core values such as patriotism, compassion, solidarity, diligence, and a love for learning can be skillfully woven into the content of social sciences and humanities courses. By framing these values within various contexts and academic disciplines (e.g., cultural studies, pedagogy, psychology, political science), students gain a broader understanding of traditional cultural values. This integration helps them develop appropriate skills, attitudes, and behaviors, fostering a commitment to preserving and promoting these values. Strong traditional cultural values competence creates a solid cultural foundation, enabling students to confidently share and advocate for cultural values through digital transformation. Organizing enriching and interactive activities, Conducting in-class learning sessions and thematic seminars on traditional cultural values; Hosting cultural experience activities, community service projects, and social engagement programs at the university. Leveraging Digital Platforms for cultural learning: Encouraging students to attend online webinars with experienced cultural experts to gain updated insights on cultural issues; Participating in online cultural activities, creating promotional videos, and engaging in digital content sharing on social platforms like Facebook, YouTube, Zalo, TikTok, and Instagram; Organizing cultural debates, discussions, and collaborative projects through online platforms to foster a vibrant digital learning community focused on traditional cultural values;

Promoting personalized learning experiences; By applying digital technology, universities can offer personalized learning opportunities that enhance student engagement and promote self-directed research. These efforts aim to inspire lifelong learning, empowering students to actively explore and deepen their appreciation of traditional cultural values education in a rapidly evolving digital era.

Fourthly, innovating the assessment of traditional cultural value education outcomes for students to meet digital transformation requirements. In addition to traditional assessment methods, it is essential to flexibly integrate evaluation forms that align with education in the digital transformation era. For examples, assessments through learning management systems (LMS): Leveraging digital platforms for quizzes, assignments, and interactive learning activities; project-based assessments: encouraging students to complete practical tasks or essays on tcve topics using digital technology, such as designing and creating videos, websites, blogs, or developing software related to cultural heritage and traditional cultural value education education.

Finally, strengthening infrastructure and technology to ensure conditions for traditional cultural value education in the context of digital transformation. Universities need to be equipped with modern infrastructure and technological tools that meet the demands of learning in today's digital age. This includes: High-speed Internet networks with reliable connectivity; An adequate number of high-quality computers to meet student needs; Learning software tailored for students; The establishment of a digital library focusing on cultural resources within the university, featuring documents, articles, and video archives that students can easily access anytime, anywhere. Investing in these resources creates an environment conducive to effective cultural value education, ensuring that students are well-supported in their educational journey in the digital era.

4. CONCLUSION

The education of traditional cultural values for university students plays a crucial role in shaping and developing their personality in particular and that of the Vietnamese people in general. The formation and cultivation of core traditional cultural values, such as patriotism, solidarity, compassion, diligence, creativity in labor, and other values like the tradition of valuing education and respecting teachers, constitute the sustainable traditional cultural value system of the Vietnamese nation, defining its cultural identity. In the context of digital transformation, educating traditional cultural values for students benefits from significant advantages, introducing innovative approaches with diverse, flexible, and rich content, methods, and educational formats. However, it also presents challenges and new issues in traditional cultural value education for university students. Building on an overview of the traditional cultural values of the Vietnamese nation, traditional cultural value education for students, and digital transformation in education, this article identifies five key issues in traditional cultural value education for university students within the digital transformation era. These issues require attention, research, and development to leverage the advantages of digital transformation in achieving effective traditional cultural value education for students.

REFERENCES

A. Marks, M. AL-Ali, R. Atassi, A. Z. Abualkishik, and Y. Rezgui. "Digital transformation in higher education: a framework for maturity assessment". *International Journal of Advanced Computer Science and Applications*, vol. 11, no. 12, pp. 504-513, 2020.

Bộ Giáo dục và Đào tạo (2020), *Chuyển đổi số trong giáo dục và đào tạo*, https://moet.gov.vn/tintuc/Pages/tin-tong-hop.aspx?ItemID=7123.

Bộ Giáo dục và Đào tạo, Cục Công nghệ thông tin (2021). *Chuyển đổi số trong giáo dục phổ thông.* Hội thảo Khoa học Quốc tế "Chuyển đổi số trong giáo dục ở Việt Nam - Thực trạng và giải pháp".

Cohen, L., Manion, L., & Morrison, K. (2012). Research methods in education, *In Professional Development in Education* (6th ed., Vol. 38, Issue 3), Routledge.

Nguyễn Trọng Chuẩn, Phạm Văn Đức, Hồ Sĩ Quý (2002). *Tìm hiểu GTVH TT trong quá trình công nghiệp hóa, hiện đại hóa*. NXB Chính trị Quốc gia, Hà Nội.

Đảng cộng sản Việt Nam (1991). *Nghị quyết trung ương 09 Bộ Chính trị, khóa VII*

Đảng cộng sản Việt Nam (1996). *Nghị quyết trung ương TW5, khóa VIII*

Phạm Minh Hạc, Nguyễn Khoa Điềm (2003). *Về phát triển văn hoá và xây dựng con người thời kỳ công nghiệp hóa, hiện đại hóa*. NXB Chính trị Quốc gia, Hà Nội.

Đỗ Thị Thu Hằng (2022). Xây dựng văn hoá nhà trường trong bối cảnh chuyển đổi số - vấn đề đặt ra cho cán bộ quản lí trường học. *Tạp chí Giáo dục*, 22(3), 13-18. https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/336

Nguyễn Thị Thu Huyền (2019). Một số giá trị văn hoá truyền thống cần được giáo dục cho sinh viên trong bối cảnh hội nhập quốc tế. *Tạp chí Khoa học giáo dục Việt Nam*, 24, 33-37. http://vjes.vnies.edu.vn/vi/mot-so-gia-tri-van-hoa-truyen-thong-can-duoc-giao-duc-cho-sinh-vien-trong-boi-canh-hoi-nhap-quoc-te

Hoa, Đ. T. (2018). Bảo tồn di sản văn hóa truyền thống của các dân tộc rất ít người trong bối cảnh phát triển và hội nhập. *Tạp chí Nghiên cứu Dân tộc*, 21, 97-100.

Trịnh Thị Anh Hoa (2022). Khung chính sách chuyển đổi số trong quản lí các cơ sở giáo dục. *Tạp chí Khoa học giáo dục Việt Nam*, 18(12), 1-5.

Trịnh Thị Anh Hoa, (12/2021). Định hướng chiến lược chuyển đổi số trong giáo dục đáp ứng yêu cầu Cách mạng công nghiệp 4.0. *Tạp chí Khoa học Giáo dục Việt Nam*, số đặc biệt.

Gama, J. A. P. (2018), Intelligent educational dual architecture for University digital transformation. *Frontiers in Education Conference* (FIE), pp.1-9, IEEE.

Trần Văn Giàu (1987). *Giá trị tinh thần truyền thống của dân tộc Việt Nam.* NXB Khoa học xã hội, Hà Nội.

Phan Huy Lê (1996). *Các giá trị truyền thống và con người Việt Nam hiện nay.* Chương trình khoa học công nghệ cấp nhà nước KX-07: Con người Việt Nam: mục tiêu và động lực của sự phát triển kinh tế - xã hội.

Nguyễn Thị Mỹ Lộc, Vũ Bích Hiền (đồng chủ biên), Nguyễn Minh Nguyệt, Nguyễn Thanh Lý (2019). *Quản lí văn hoá nhà trường.* Nxb Đại học Quốc gia Hà Nội.

Tô Hồng Nam (2020). *Chuyển đổi số trong lĩnh vực giáo dục và đào tạo: Thực trạng và giải pháp.* http://hvcsnd.edu.vn/nghien-cuu-trao-doi/dai-hoc-40/chuyen-doi-so-trong- linh-vuc-giao-duc-va-dao-tao-thuc-trang-va-giai-phap-6454

Nguyễn Quang Ngọc (2007), *Tiến trình lịch sử Việt Nam*, tái bản lần thứ 7, NXB Giáo dục, Hà Nội.

Trần Công Phong, Nguyễn Trí Lân, Chu Thuỳ Anh, Trương Xuân Cảnh, Nguyễn Thị Hồng Vân, Lương Việt Thái, Đỗ Đức Lân (2019). Chuyển đổi số trong giáo dục. *Tạp chí khoa học giáo dục Việt Nam*, 17, tr1-7.

http://lib.yhn.edu.vn/bitstream/YHN/5304/1/N540.pdf

T. T. Bui (2016), "Educating traditional national spiritual and cultural values with the formation and development of the personality of Vietnamese students today," *Journal of Theoretical Education,* no.243, p.117.

Bùi Trọng Tài, Nguyễn Minh Tuấn (2024). Nghiên cứu ảnh hưởng của trí tuệ nhân tạo trong giáo dục tới hoạt động học tập của sinh viên. *Tạp chí Giáo dục*, 24(10), 6-11. https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/1863/793

Trần Ngọc Thêm (2000). *Cơ sở văn hoá Việt Nam.* Nxb Giáo dục.

Thomas M. Siebel (2019). Digital transformation: Survive and Thrive in an Era of Mass Extinction.

Thủ tướng Chính phủ (2020). *Phê duyệt Chương trình chuyển đổi số quốc gia đến năm 2025, định hướng đến năm 2030.*
https://chinhphu.vn/default.aspx?pageid=27160&docid=200163

Thủ tướng Chính phủ (2022). Quyết định số 131/ QĐ-TTg ngày 25 tháng 01 năm 2022 phê duyệt Đề án "*Tăng cường ứng dụng công nghệ thông tin và chuyển đổi số trong giáo dục và đào tạo giai đoạn 2022 - 2025, định hướng đến năm 2030*".

Nguyễn Quang Uẩn, Nguyễn Thạc, Mạc Văn Trang (1995), *Giá trị - định hướng giá trị nhân cách và giáo dục giá trị*. Chương trình Khoa học công nghệ cấp Nhà nước KX-07 đề tài mã số KX-07-04.

Nguyễn Hoàng Viện, Nguyễn Văn Kiệt (2024). Nâng cao hiệu quả công tác giáo dục giá trị văn hoá truyền thống cho đoàn viên sinh viên Trường Đại học Kỹ thuật – công nghệ Cần Thơ trong bối cảnh chuyển đổi số. *Tạp chí Khoa học – Công nghệ, Đại học Thái Nguyên*, 229(04), 397-403. https://jst.tnu.edu.vn/jst/article/view/9494

Wade, M, (2019). Digital Business Transformation a Conceptual Framework. *Glob Cent Digit Bus Transform*. http://www.huffingtonpost.com/vala-afshar/ accenture-digital-7-digital-business-transformation lessons_b_6622648.html.