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**THE CURRENT CRITICAL THINKING OF FEMALE  
LECTURERS OF PEOPLE'S PUBLIC SECURITY SCHOOLS**

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**SUMMARY OF DOCTORAL DISSERTATION IN PHILOSOPHY**

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## INTRODUCTION

### 1. Rationale

In the current context, with the goal of building a People's Public Security Force (CAND) that is “truly transparency, strong, professional, elite, modern, and capable of meeting the requirements and tasks in the new circumstances” according to the spirit of Resolution No. 12-NQ/TW of the Party Central Committee, new demands and requirements have been placed on the work of education, training, and development of the officer corps, especially the teaching staff in Public Security academies and universities. They are not only an intellectual group with an important role that directly determines the quality of human resource training for the Public Security force but also contribute to building the foundation of knowledge, political resilience, physical fitness, and practical capacity for future generations of police officers.

In particular, the team of female lecturers, whose numbers, positions, and roles are increasingly expanding within the system of Public Security schools, has become an important force contributing to the successful achievement of this strategic goal. Especially in the new era—the era of the nation's rise—the training and education of lecturers in Public Security schools directly impacts the development of political resilience, cognitive abilities, and revolutionary actions of Public Security officers in practical work.

On one hand, political theory education plays a guiding role and provides value for cognitive activities and practical activities; on the other hand, it directly affects the quality and effectiveness of teaching in schools. For lecturers, political theory education is a sharp "weapon" in teaching and scientific research activities, contributing to improving the quality of political theory education while also strengthening the fight against erroneous viewpoints and distorted arguments of hostile forces, protecting the ideological foundation of the Party. In the process of implementing education and training tasks, political theory education among female lecturers at Public Security schools holds particularly important significance, affecting their awareness, beliefs, and political courage. Understanding the critical thinking of female lecturers at Public Security schools has profound practical significance for the training and development of Public Security lecturers, contributing to building a strong Public Security force. Therefore, enhancing the female lecturers' critical thinking capability is an essential task for both urgent short term circumstances and long term vision.

Practical experience shows that the work of educating, training, fostering, and improving professional capacity at people's public security schools has always been given attention, prioritized, and identified as a key and regular political task. However, the critical thinking capacity of female lecturers at public security schools still reveals many issues that need to be thoroughly studied both theoretically and practically. On one hand, the number of female lecturers at public security schools is steadily increasing, and they make significant contributions to training work. They continuously study, train, and improve their qualifications, possess strong political integrity, loyalty to the Party, the Country, and the Vietnamese people, and their teaching process regularly integrates theory with practice, etc. On the other hand, they also face specific challenges: the high demands of educating theoretical knowledge within the armed forces; the pressure of balancing professional work with family responsibilities; certain limitations in opportunities for scientific research and professional development, etc. Based on these analyzed characteristic, in-depth research is necessary to recognize the current situation and assess the influencing factors, and then propose solutions to enhance the capacity of critical thinking for female lecturers in the system of People's Security Academies and University.

Based on the above premise, the author has chosen the crucial topic: '*The current critical thinking of the female lecturers in the People's Public Security Schools*' for the doctoral dissertation in Philosophy.

## **2. Research objectives and tasks**

### ***2.1 Research objectives***

The study aims to make clear the theoretical issues regarding critical thinking, assess the general current critical thinking of the female lecturers at People's Security schools; subsequently, provide the Author's perspective and propose orientations and solutions to enhance the capacity of critical thinking of this targeted group in the forthcoming time.

### ***2.2. Research tasks***

*First*, to systematize scientific works related to the dissertation topic both domestically and internationally, identifying the issues that the dissertation needs to continue researching.

*Second*, to study and clarify the theoretical issues regarding the female lecturers' critical thinking in the People's Public Security schools.

*Third*, to assess the current situation, highlight strengths and weaknesses, and then figure out the issues concerning the female lecturers' critical thinking in the People's Public Security schools.

*Fourth*, to propose guiding perspectives and resolutions to enhance the capacity of the female lecturers' critical thinking in the People's Public Security schools in the forthcoming time.

### **3. Research subject and scope**

#### ***3.1. Research subject***

The thesis focuses on studying the female lecturers' critical thinking in the People's Public Security schools.

#### ***3.2. Research scope***

- *Spatial scope*: The dissertation studies the critical thinking of female lecturers at 5 public security schools (People's Police Academy, Academy of Politics of Public Security, University of Fire Fighting and Prevention, University of Technical Logistics (Academy of Security Technology and Engineering)).

- *Time scope*: The study focuses on the critical thinking level of female lecturers in public security schools from 2020 to the present.

- *Content scope*: The dissertation focuses on assessing the critical thinking of female lecturers in public security schools, thereby proposing solutions to enhance the capacity of critical thinking for this targeted group.

### **4. Theoretical premise and methodology methods**

#### ***4.1. Theoretical premise***

The theoretical premise of this dissertation is the viewpoint of Marxism-Leninism, Ho Chi Minh's ideology, the perspective of the Communist Party of Vietnam, and of the Police sector regarding critical thinking, and improving the critical thinking capacity for female lecturers in People's Public Security schools.

#### ***4.2. Research methods***

Combination research methods are used for this dissertation as follows:

The author of the dissertation uses the methodology of dialectical materialism and historical materialism, and combining the use of analysis and synthesis methods; generalization, abstraction, concretization; logical and historical approaches; induction - deduction, comparison, contrast, sociological survey...

The author of the dissertation uses the methods of analysis and synthesis to compile issues from documents related to the current critical thinking of female lecturers at the People's Public Schools.

### **5. New contributions of the dissertation**

The contributions of the dissertation are as follows:

- Provide a perspective of female lecturer's critical thinking in the People's Public Security schools, analyze the factors affecting their critical thinking, and subsequently evaluate the current critical thinking of female lecturers in the People's Public Security schools.

- Propose and interpret the scientific premise for the orientations and solutions aimed to enhance the capability of female lecturer's critical thinking in the People's Public Security schools in the forthcoming time.

- The novelty of the dissertation lies in its research subject. The critical thinking of female lecturers in the People's Public Security schools has not been presented in other previous studies.

### **6. Theoretical and practical meanings of the dissertation**

#### ***6.1. Theoretical meanings***

The dissertation contributes to systematizing theoretical issues regarding the critical thinking of female lecturers in People's Public Security schools from a philosophical perspective; it affirms that critical thinking is a tool for cognition, guidance, and orientation for female lecturers in the activities of teaching and research in daily life, and in handling practical situations.

#### ***6.2. Practical meanings***

The dissertation can serve as a reference material for research on critical thinking, as well as a resource for studying and teaching related subjects at universities in general and at People's Public Security schools in particular.

### **7. Structure of the dissertation**

Apart from the introduction, conclusion, and list of references, the thesis is structured into 4 chapters and 11 sections.

## Chapter 1

# OVERVIEW OF THE EXISTING RESEARCHES-RELATED THE DISSERTATION

### 1.1. Research works related to critical thinking

In the sector of critical thinking, many scholars and researchers have shown deep interest, approaching and analyzing from various perspectives the concepts, characteristics, and roles...

### 1.2. Research works on the current status of critical thinking and solutions to enhance the capacity for critical thinking of female lecturers in People's Public Security schools

The research works focused on evaluating the current status of dialectical thinking and the capacity for theoretical thinking of leaders, key officials, young lecturers, and lecturers teaching political theory at provincial Political Schools, Academies, Military Officer Schools, and People's Police schools. Some studies go in-depth into solutions to enhance the capacity for theoretical thinking based on the guiding viewpoints, policies, and directions of the Party in specific contexts.

### 1.3. Overview of the values of the previous researches and the issues that need to be further addressed in the dissertation

*1.3.1. Values of the previous researches* Firstly, based on the systematization of some basic concepts such as: thinking, critical thinking, and the capacity for critical thinking, basic research unanimously agrees that thinking is the highest product of a special form of matter, namely the human brain; critical thinking is a high level of thinking development, a process of actively reflecting the objective world through concepts, judgments, and reasoning, emerging in social production activities and helping humans indirectly perceive reality, discovering the relationships and laws of the world; analyzing the characteristics, essence, and conditions for the formation of critical thinking and the capacity for critical thinking; clearly understand the role of critical thinking, critical thinking capacity in general and for officials and lecturers in particular, on that basis,

clearly explain the concept and the role of building and developing the lecturer team, the viewpoints of the Party, the State, and Ho Chi Minh's thought on building and developing the lecturer team in university bases and provincial political schools, as well as in training institutions for public officials...; Research also points out the basic factors of critical thinking capacity, thereby analyzing the factors affecting critical thinking and critical thinking capacity in general and for the lecturer team in particular. From this, it shows that critical thinking is not only a personal quality but also an essential element of professional competence in national administration and modern education.

*Secondly*, most studies primarily focus on researching and evaluating the current status of critical thinking, dialectical thinking, and the capacity of critical thinking among leadership teams, key officials, young lecturers, and lecturers teaching political theory at provincial Political Schools, Academies, Officers' Schools of the People's Army, and Public Security schools... clearly analyzing their strengths, limitations, and underlying causes, from which practical issues that need to be addressed are drawn. However, research on critical thinking among lecturers at public security schools in general, and female lecturers in particular, is still limited. Additionally, some studies focus on analyzing and assessing the outstanding achievements in the Party's renewal of critical thinking, from general perceptions to new understandings of socialism and the path toward socialism in Vietnam, clearly analyzing the limitations of the Party's critical thinking from the pre-renewal period to the present. Some works also discuss the viewpoints and orientations of the Party and State regarding the innovation of critical thinking and the capacity of critical thinking in Vietnam in the context of international integration, highlighting the advantages and difficulties in innovating and improving critical thinking in Vietnam, while analyzing the principles of innovation and improvement of critical thinking capacity, emphasizing the role of critical thinking capacity for key leadership officers at the district and provincial levels as well as lecturers teaching at

universities and provincial political schools.... The research works have explained the role of critical thinking capacity for the core cadre as well as their leadership and management activities, helping these individuals have the ability to establish knowledge, establish relationships between knowledge; the capacity to realize knowledge and the ability to develop knowledge. The role of critical thinking capacity for lecturers is evaluated focusing on three main aspects: (i) thoroughly understanding specialized scientific knowledge and other fields of science; (ii) having the conditions to explore and choose effective teaching methods; (iii) performing research tasks well. Some studies have also interpreted the dialectical relationship between the development of critical thinking capacity with building, developing, and improving the quality of the lecturer team at educational institutions. They highlight the fundamental differences between the lecturer team at training schools for officials, civil servants, and armed forces compared to lecturers at other universities and academies. In addition, these authors also discuss in their research the factors affecting the critical thinking capacity of staff and lecturers, including basic factors such as: innate human characteristics; the process of education, learning, and training; socio-economic environment, cultural and social science foundations; practical activities; and needs and interests. Based on the assessment of the advantages, these studies also point out the limitations, shortcomings, and weaknesses in critical thinking capacity of the staff and lecturers, which affect the effectiveness of their professional work.

*Third*, although there are different approaches, the authors of the above works, when proposing specific solutions to improve critical thinking capacity, all base their approaches on the directives, policies, and guidelines of the Party and State in each specific context. The solutions are built on thoroughly understanding the need to innovate thinking, improve the quality of officials, civil servants, and lecturers during the current period of accelerating industrialization, modernization, and international integration. Some studies

focused on directly impacting the components of critical thinking capacity, such as theoretical knowledge, thinking methods, analytical and critical skills, as well as the generalization and forecasting abilities of lecturers in military and police schools. In addition, many studies also emphasize building and improving the environment for developing critical thinking capacity, including work environment, learning environment, political–social environment, and ideological–cultural environment. Some solutions are long-term, focusing on building academic foundations and systematic training, while others tend to promote self-discipline motivation, encouraging initiative and creativity in approaching and solving practical problems. Overall, these solutions aim to comprehensively enhance critical thinking capacity, connecting theory with practice, and awareness with action, thereby contributing to improving leadership and management quality in the political system at all levels, as well as enhancing the quality of lecturers, including female lecturers, in People’s Public Security schools.

These are research studies that are relatively close in content to the dissertation topic, helping the author grasp the research methodology, analyze issues to clarify the problems to be studied, and achieve the research objectives. The research results of these studies serve as valuable reference materials that the dissertation author inherits, absorbs, and further deepens in terms of theory, current situation, and solutions to develop the theoretical thinking of the team of female lecturers in the current People's Public Security.

### ***1.3.2. Issues to be addressed and studied in this dissertation***

The dissertation focuses on studying the following contents:

*First*, from a theoretical perspective, the dissertation concentrates on clarifying the concept of critical thinking, the critical thinking of female lecturers in People's Public Security schools, as well as the characteristics, structure, and factors affecting the critical thinking of this targeted group. In addition, the thesis analyzes the features and roles of the specific educational

environment within the Police sector in relation to the critical thinking of female lecturers, thereby laying the foundation for proposing suitable solutions to maximize the intellectual potential of women in teaching theoretical subjects in various fields, especially political theory.

*Second*, from a practical perspective, by applying the theory of critical thinking to analyze the advantages and limitations of the theoretical thinking of female lecturers in People's Public Security schools, and explaining the reasons behind these strengths and weaknesses. Based on that, it raises issues regarding the enhancement of critical thinking capacity of female lecturers in these schools: What is their current critical thinking capacity? What requirements does the current context demand?

*Third*, through the study of the critical thinking of the female lecturers in the People's Public Security schools, the dissertation aims to offer a guiding perspective and develop solutions to enhance the critical thinking capacity of this team. The dissertation emphasizes the role of individual factors and personal initiative in academic work, while also highlighting the necessity of support mechanisms from the school, management levels, and the Party organization. Improving critical thinking capacity is placed in a dialectical relationship with the need to innovate teaching content and methods, with the requirement to develop the workforce contributing to improving training quality, building a force that meets the increasingly high demands in the task of national security protection and maintaining social order and safety, worthy of being the 'sword of treasure and steel shield' of the Party.

### **Chapter 1 Summary**

In Chapter 1, the thesis focuses on reviewing research studies related to the dissertation under the following contents: research studies related to critical thinking; research studies related to the current situation of critical thinking and solutions to improve critical thinking capacity of female lecturers at Public Security schools.

Based on summarizing the research studies related to the dissertation, the author continues to study the issue of critical thinking of female lecturers at Public Security schools in the following aspects: *First*, the theoretical and practical premise of critical thinking of female lecturers at Public Security schools; *second*, analyzing the current situation of critical thinking of female lecturers at Public Security schools; *third*, perspectives, orientations, and solutions to enhance critical thinking capacity of female lecturers at Public Security schools in the forthcoming time.

## **Chapter 2**

### **CRITICAL THINKING OF FEMALE LECTURERS IN PEOPLE'S PUBLIC SECURITY SCHOOLS - THEORETICAL AND PRACTICAL ISSUES**

#### **2.1 Critical thinking**

##### ***2.1.1. Some concepts***

###### ***2.1.1.1. Thinking***

From the perspective of dialectical materialism, thinking is a high level of the cognitive process, an indirect, generalized, and creative reflection of objective reality in the human mind. It is the process through which humans generate new knowledge from previously acquired knowledge due to the direct influence of objective reality on human sensory organs, thereby gradually forming a system of concepts, judgments, and logical reasoning.

Human consciousness operates according to the dialectical law, consisting of many stages, levels, cycles, and different forms: “From vivid intuition to abstract thinking and from abstract thinking to practice, that is the dialectical path of recognizing the truth, understanding objective reality” [87; p.179]. At the level of thought, the subject does not only stop at noticing the external, temporary signs of things, such as sensory perception, but also delves into discovering the essence, inevitable, stable, and general connections of objective reality. That is a generalized and indirect reflection of objective reality. Thought

is linked to language, expressed through language, and language is the material shell of thought; thought is dynamic and creative, manifested in three basic forms: concept – judgment – reasoning.

Research thinking in the thesis is understood as the unity of three issues: Dialectics - an important content of Marxist theory; Epistemological theory (the process of knowledge formation from lower to higher levels, which is the process of forming dialectical cognition) and Logic (formal logic and dialectical logic).

#### *2.1.1.2. Logical thinking*

Theory is a higher level in quality compared to experience; it is the result of the cognitive activity process and is a system of knowledge generalized from practice, reflecting essential relationships and the laws of the objective world. Theoretical knowledge is knowledge generalized from experiential knowledge. Experiential knowledge arises directly from practice – from productive labor, social struggle, or scientific experiments.

In the research of the dissertation, theory is understood as the system of doctrines of Marxism-Leninism, Ho Chi Minh's thought, and the Party's viewpoints and policies in the process of inheriting and applying Marxism-Leninism to the practice of building socialism in Vietnam. This theoretical system needs to be oriented according to the perspective of developing thinking.

#### *2.1.1.3. Critical thinking*

Discussing critical thinking, F. Engels asserted: “Critical thinking is merely an innate characteristic in the form of human capacity. This capacity needs to be fully developed, and to perfect it, until now, there has been no way other than studying all philosophy from earlier times [95, p.487].

Critical thinking is one of the distinctive capacities, reflecting the level of human intellectual development; it is systematic and more comprehensive than empirical thinking. Critical thinking is the process by which humans indirectly reflect objective reality through a series of forms, logical and dialectical

methods, processes of abstraction, generalization, and systematization of experiential knowledge, thus enabling the deep understanding of essential issues, the general laws of things, and groups of things in the world, forming a system of theoretical knowledge that guides human cognitive activity and the transformation of the world. There, the cognitive subject uses language and mental operations to grasp the essential relationships, discovering the inherent internal laws of motion within the cognitive object of humans. Critical thinking is thinking based on theoretical knowledge and scientific cognitive methods.

In this thesis, the author approaches *the concept of critical thinking as the highest level of human cognition, playing an important role in understanding and guiding human practical activities; it is carried out based on the principle of dialectical materialist methodology and logical thinking operations to grasp essential relationships, discover the inherent laws of motion within objects of cognition, thereby creating theoretical models suitable for objective reality to guide practice more effectively.*

### ***2.1.2. Characteristics and factors of critical thinking***

#### ***2.1.2.1. Characteristics of logical thinking***

*First*, the emergence of critical thinking is closely linked to human practical activities.

*Second*, critical thinking indirectly reflects objective reality and generates new knowledge based on the empirical knowledge accumulated during the process of cognition. Theoretical knowledge is maintained and operates through a system of concepts, categories, and logical laws.

*Third*, critical thinking employs dialectical materialist methods of cognition and logical operations such as history and logic; analysis and synthesis; induction and deduction; abstraction and concretization, etc., making these methods the internal logic of the movement of knowledge to understand objective reality.

*Fourth*, the new object of critical thinking is the new issues posed by practice. critical thinking must have the task of answering questions—especially urgent problems—that life poses to humans and human society. Compared to empirical thinking, critical thinking plays an extremely important role in understanding and transforming the world.

*Fifth*, critical thinking is systematic: critical thinking helps us perceive and solve problems in a structured and clear way.

*Sixth*, critical thinking is associated with the ability to criticize and self-criticize; it is precisely this ability that ensures that cognition is truly a high-effort activity of the will.

#### *2.1.2.2. Components of critical thinking*

*First, general methodology.* All cognitive activities, including critical thinking, are governed by a certain methodology. Methodology serves the function of guiding and suggesting ways to carry out thinking activities systematically and effectively.

*Second, logical thinking.* Logical thinking is a form of thinking that follows clear rules and regulations, in which these rules and regulations reflect the characteristics and cognitive operations of the subject in the process of understanding an object.

*Third, the linguistic element* - an important means of theoretical thinking Language is a means of expressing thinking in general and theoretical thinking in particular. On the other hand, language is both a tool for people to think and also a means for people to communicate with each other. Language and thinking cannot exist separately.

*Fourth*, the application of theory to practice, summarizing practice Theoretical cognition does not stop at satisfying curiosity or the need for understanding, but more importantly, the cognitive results must be applied to serve the interests of people and society. The view of dialectical materialism has

affirmed: practice is both the basis, the motivation, and the purpose of cognition; At the same time, practice is the standard for testing the truth of knowledge.

### ***2.1.3. The structure of critical thinking***

*First*, logical thinking (formal) is the ability to grasp and apply basic logical operations: analysis, synthesis, generalization, abstraction, reasoning (deductive, inductive, formal proof). This component of critical thinking ensures the rigor, correctness, consistency, non-contradiction, and sound basis of the thinking process; it prevents logical errors in reasoning.

*Second*, dialectical methodology (content) is the ability to grasp and apply the principles and laws of dialectical materialism (such as the principle of universal interconnection, the principle of development, the law of dialectical contradiction, etc.). This component of critical thinking ensures dialectical and scientific approaches in examining objects and phenomena; it helps recognize the nature of movement and contradictions in events and phenomena across various fields of life, including the field of security.

*Third*, qualities (attitudes) include the characteristic qualities of thinking: critical thinking, independent thinking, creative thinking, and systematic thinking. These are also the motivation and attitudes required for thinking.

## **2.2. The critical thinking of female lecturers at the People's Public Security Schools**

### ***2.2.1. Some characteristics of the professional activities of female lecturers at People's Public Security Schools***

#### *2.2.1.1. General Overview of People's Public Security Schools*

#### *2.2.1.2. Female lecturers at People's Public Security Schools*

The faculty team, which includes female lecturers of the People's Public Security schools, is an intellectual body that plays an important role, determining the quality of training and fostering police officers and creating high-level human resources for the People's Police force; they are a core force

in scientific research, contributing to supplementing, developing, and perfecting the comprehensive theoretical system of the People's Police at different levels (basic theory, specialized theory, operational theory) and across sectors (theory of national security protection, theory of social security assurance, and theory of People's Police development).

### ***2.2.2.3. The mission of the female faculty team of the People's Public Security schools***

The female faculty team at *People's Public Security schools* is part of the teaching staff in higher education institutions, so they must also comply with the regulations and perform the duties of lecturers as stipulated in the Education Law and the Higher Education Law. Specifically, according to Clause 3, Article 70, Chapter IV of the Education Law (2005), teachers teaching at higher education institutions are referred to as lecturers, and Article 55 of the Higher Education Law (2018) outlines the duties and powers of lecturers.

In addition, the female faculty staff at *People's Security Academy schools* also need to carry out lecturer duties according to the regulations of the Ministry of Public Security. Specifically: Circular 17/2023/TT-BCA regulates the appointment, dismissal, and removal of teaching positions at higher education institutions and vocational education institutions in the People's Police, with provisions on general standards for teaching positions (Article 3) and general duties of teaching positions at higher education institutions (Article 4); Circular 11/2022/TT-BCA regulates basic knowledge of professional expertise (Article 5) and stipulates requirements for political theory qualifications and foreign language proficiency (Article 7).

\* General requirements for the team of female lecturers at *People's Public Security schools*

*First*, they must have a high and deep level of professional expertise, as well as teaching ability and scientific research capacity.

*Second*, they must possess professional ethics, have strong political integrity, be absolutely loyal to the Party, the State, and the socialist regime, strictly implement the Party's guidelines, the State's policies and laws, and the sector's and unit's regulations, and have the virtue of self-sacrifice, overcoming all difficulties to complete assigned tasks.

*Third*, they must have knowledge and skills in professional work, observation, thinking, analysis, synthesis, evaluation, research, communication, handling problematic situations, have professional police expertise, and have extensive, profound understanding of socio-political and legal matters...

*Fourth*, it is necessary to ensure requirements regarding methodology and a scientific work style. This is a combination of the demeanor of an educator and that of a Public Security officer or soldier, implemented according to the Public Security regulations.

*Fifth*, it is necessary to have the ability to apply the Party's viewpoints, guidelines, and policies in teaching and scientific research.

*Sixth*, each female lecturer not only needs to have correct awareness and firm belief in the leadership of the Party but also must have the ability to identify, oppose, and refute wrong and hostile viewpoints.

### ***2.2.2. The role of critical thinking for the female faculty team of People's Public Security schools***

#### *\* Critical Thinking Ability of the Female Faculty in People's Public Security schools*

In this dissertation, we consider the critical thinking ability of the female faculty in People's Public Security schools as the process of analyzing, evaluating, synthesizing, and applying information in a logical, creative, and systematic manner according to the perspective of Marxism–Leninism, Ho Chi Minh's ideology, and the Party's renewal policy, helping them make accurate decisions and sharp arguments in the process of performing tasks that meet practical requirements.

*\* The Role of critical thinking ability for female faculty in People's Public Security schools in meeting practical requirements*

*First*, critical thinking ability helps the female faculty continue to conduct in-depth research and gain thorough understanding of the essence of scientific theories, especially the revolutionary and creative theories of Marxism–Leninism.

*Second*, critical thinking ability is an important condition in the process of female faculty in People's Public Security universities researching, exploring, and choosing the optimal teaching methods to promote the activeness and creativity of learners.

*Third*, critical thinking plays an important role in learning and practicing scientific thinking methods – the method of dialectical materialist thinking. To understand the nature and laws of things and phenomena, the subject of cognition must have a scientific thinking method.

***2.2.3. Factors affecting the critical thinking of female lecturers at People's Public Security schools***

*2.2.3.1. Objective factors affecting the critical thinking of female lecturers at People's Public Security schools*

*\* Political and social environment and the Party's ideological orientation*

*\* Academic environment and training traditions in the People's Public Security schools*

*\* Professional culture in the People's Public Security force*

*\* Influence of training and fostering mechanisms and policies*

*\* Impact of digital transformation and international integration on critical thinking*

*2.2.3.2. Subjective factors affecting the critical thinking of female lecturers at People's Public Security schools*

*\* Cognitive ability and level of political reasoning*

*\* Political qualities and ideological stance*

\* *Practical experience and ability to summarize theory*

\* *Gender characteristics and gender psychology in on critical thinking*

### **2.3. Criteria for evaluating the critical thinking ability of female lecturers in *People's Public Security schools***

#### ***2.3.1. The ability to identify, define, and analyze problems in research and teaching***

One of the fundamental aspects of critical thinking in the team of female lecturers is reflected in their *ability* to detect and identify problems in research, teaching, and social activities. This is a foundational competence, as all thinking processes, from analysis, synthesis, generalization, abstraction, evaluation, to the application of knowledge, begin with correctly recognizing the nature of the problem.

#### ***2.3.2. Ability to generalize and abstract***

Generalization and abstraction are basic operations within rational thinking, reflecting the essential properties and laws of objects and phenomena. This is the most important foundation of scientific thinking, especially in the field of theoretical scientific research.

#### ***2.3.3. Analytical and synthetic ability***

One of the manifestations of theoretical thinking among female lecturers is the ability to analyze and synthesize. These are basic cognitive operations that contribute to the formation of scientific knowledge.

#### ***2.3.4. Ability to think logically, coherently, and systematically***

The manifestation of logical, coherent, and systematic thinking is that lecturers have the ability to construct arguments and reasoning in a reasonable sequence, without logical errors (fallacies, internal contradictions, incorrect inferences). They present issues in a systematic structure with consistent viewpoints.

### ***2.3.5. Ability to apply theory to practice***

From the perspective of Marxism-Leninism, practice is the foundation and the criterion for testing truth. Scientific theory is formed by generalizing practical experiences, and at the same time, it returns to adjust practical activities, guiding human actions. The dialectical relationship between theory and practice requires lecturers to always know how to link theory with practice, avoiding two erroneous tendencies: empiricism and doctrinaire theorizing.

## **Chapter 2 Summary**

In this chapter, the dissertation focuses on clarifying the theoretical and practical premise of critical capacity of female lecturers at People's Public Security Schools, presenting some basic concepts of critical thinking capacity, the critical thinking capacity of female lecturers at People's Public Security Schools. The dissertation clarifies the characteristics, components, structure of critical thinking, factors affecting the critical thinking of female lecturers at People's Public Security Schools, and the evaluation criteria for their critical thinking of female lecturers at People's Public Security Schools.

The above content serves as a foundation, an important theoretical framework for the author of the dissertation to proceed with researching and assessing the current state of critical thinking of female lecturers at People's Public Security Schools.

### Chapter 3

## CURRENT THEORETICAL THINKING OF FEMALE LECTURERS AT PEOPLE'S PUBLIC SECURITY SCHOOLS

### 3.1. Current strengths and limitations in critical thinking of female lecturers at *People's Public Security schools*

#### 3.1.1. *Strengths in critical thinking of female lecturers in People's Public Security schools*

3.1.1.1. *Ability to identify, determine, and analyze issues in teaching, research, and social activities of female lecturers in People's Public Security schools.*

3.1.1.2. *Ability to generalize and abstract of female lecturers in People's Public Security schools.*

3.1.1.3. *Ability to analyze and synthesize of female lecturers in People's Public Security schools.*

3.1.1.4. *Logical, coherent, and systematic thinking of female lecturers in People's Public Security schools.*

3.1.1.5. *Capacity to apply theory to practice of female lecturers in People's Public Security schools.*

#### 3.1.2. *Limitations in the critical thinking of female faculty members at People's Public Security schools*

3.1.2.1. *Current ability to identify and define problems in teaching, research, and social activities of female faculty members at People's Public Security schools*

3.1.2.2. *Current ability to generalize and abstract of female faculty members at People's Public Security schools*

3.1.2.3. *Current analytical and synthetic abilities of female faculty members at People's Public Security schools*

3.1.2.4. *Current logical, coherent, and systematic thinking of female faculty members at People's Public Security schools*

3.1.2.5. *Current ability to apply theory to practice of female faculty members at People's Public Security schools*

### **3.2. Current Causes of the strengths and limitations in the theoretical thinking of female lecturers at *People's Public Security schools***

#### ***3.2.1. Causes of strengths***

*3.2.1.1. Objective causes*

*3.2.1.2. Subjective causes*

#### ***3.2.2. Causes of limitations***

*3.2.2.1. Objective causes*

*3.2.2.2. Subjective causes*

### **3.3. Some issues regarding the critical thinking of female lecturers at *People's Public Security schools***

***3.3.1. Raising awareness and the role of relevant subjects in improving the requirements and standards of critical thinking for female lecturers at *People's Public Security schools****

***3.3.2. Increasing investment in resources to meet the requirements of critical thinking for female lecturers at *People's Public Security schools****

***3.3.3. Focusing on the quality of conditions ensuring the enhancement of critical thinking capacity of female lecturers at *People's Public Security schools****

### **Summary of Chapter 3**

In Chapter 3, the author focuses on assessing the current situation of critical thinking of female lecturers at *People's Public Security schools*, analyzing the objective and subjective causes of this situation, and pointing out issues related to the critical thinking of female lecturers at *People's Public Security schools*. From there, it serves as a basis for the author to continue proposing guiding perspectives and solutions to improve the critical thinking capacity of female lecturers at the *People's Public Security schools* in the next chapter, Chapter 4.

## Chapter 4

### ORIENTATION PERSPECTIVES AND SOLUTIONS TO ENHANCE THE CRITICAL THINKING ABILITIES OF FEMALE LECTURERS AT PEOPLE'S PUBLIC SECURITY SCHOOLS IN THE FORTHCOMING TIME

#### **4.1. Some perspectives on enhancing the critical thinking capacity of female lecturers in People's Public Security Schools**

*4.1.1. Enhancing the critical thinking capacity of female lecturers in People's Public Security Schools today based on the specific conditions of the country*

*4.1.2. Enhancing the critical thinking capacity of female lecturers in People's Public Security Schools appropriated with the characteristics of the sector*

*4.1.3. Enhancing the critical thinking capacity of female lecturers in People's Public Security Schools ensuring continuity*

*4.1.4. Enhancing the critical thinking capacity of female lecturers in People's Public Security Schools ensuring comprehensiveness and systematic approach*

#### **4.2. Some solutions to develop the critical thinking capacity of female lecturers in People's Public Security Schools in the forthcoming time**

*4.2.1. Raising awareness among stakeholders about the necessity of enhancing the critical thinking capacity of female lecturers in People's Public Security Schools*

*4.2.2. Innovate the content and curriculum to enhance the critical thinking capacity of female lecturers at People's Public Security Schools*

*4.2.3. Promote the application of modern science and technology in research and theoretical teaching*

*4.2.4. Innovate the content and forms of assessing the critical thinking of female lecturers at People's Public Security Schools*

*4.2.5. Foster the active and proactive engagement of female lecturers in self-study and self-training to improve critical thinking capacity*

***4.2.6. Ensure the necessary conditions to enhance the critical thinking capacity of female lecturers at People's Police academies today***

**Chapter 4 Summary**

In Chapter 4, the author focuses on presenting guiding viewpoints and proposing solutions to enhance the critical thinking capacity of female lecturers in People's Public Security schools in the near future, based on an analysis of the current situation and existing issues. The author proposes six groups of solutions related to the subjects, content, and methods to improve the critical thinking capacity of female lecturers in People's Public Security schools.

Enhancing the critical thinking capacity of female lecturers in People's Public Security schools is not only an objective requirement in the process of educational reform but also a strategic task aimed at improving the quality of training officers in the Public Security force. To raise the current critical thinking capacity of female lecturers in People's Public Security schools, it is necessary to implement multiple measures in a synchronized and comprehensive manner.

## CONCLUSION

The study of the issue of *the current critical thinking of female lecturers in People's Public Security schools* arises from the objective requirements of the educational and training career within the People's Public Security forces in the context of globalization, modernization, and the strong transformation of Vietnam's higher education system. Based on the application of the methodology of dialectical materialism and historical materialism, combined with suitable qualitative and quantitative research methods, the dissertation focused on clarifying key theoretical and practical issues related to the critical thinking of female lecturers, thereby proposing a system of solutions to enhance critical thinking capacity to meet the task requirements in the new period.

The research results of the dissertation contribute to supplementing the scientific premise for identifying and developing the reasoning skills of female lecturers in People's Public Security schools; and also, providing important practical arguments to support leadership, management, planning, and the development of a lecturer team that meets the requirements of duties in the new situation. The dissertation also opens up directions for further research to more fully improve the critical thinking capacity of lecturers in People's Public Security schools.

## **LIST OF STUDIES RELATED TO THE DISSERTATION**

1. Nguyễn Thị Thanh Nhân, (2024), Improving the quality of lecturers teaching political theory at universities in the current context, Journal of Political Theory and Electronic Communication, 6/2024
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6. Nguyễn Thị Thanh Nhân, (2025), Factors Affecting the Theoretical Thinking of Female Lecturers at People's Police Schools in Vietnam: A Descriptive Study, International Journal of Advanced Multidisciplinary Research and Studies; July-August 2025, Volume 5, Issue 4; ISSN: 2583-049X