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ARTIFICIAL INTELLIGENCE: A NEW APPROACH TO ENHANCE THE TEACHING EFFECTIVENESS OF POLITICAL THEORY LECTURERS IN HIGHER EDUCATION

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ABSTRACT

ChatGPT, a typical product of artificial intelligence, is having a profound impact on many areas of contemporary social life, with education being one of the most visibly affected fields. The integration of ChatGPT into the educational training environment has initially shown many outstanding potentials such as supporting teaching, enhancing self-learning efficiency, personalizing the learning process, and promoting the creative abilities of learners. However, alongside the clear benefits, the application of ChatGPT without proper guidance, control, and usage standards can lead to negative consequences, diminishing critical thinking, academic integrity, and the proactive nature of learners. Therefore, conducting a comprehensive and objective study on the role and impact of ChatGPT in the field of education and training in general, and in teaching and learning political theory in particular, is an urgent requirement both theoretically and practically. The results of these studies will serve as an important scientific basis, contributing to the orientation of effectively utilizing artificial intelligence tools in the teaching of political theory at higher education institutions and colleges in Vietnam today.

KEYWORDS: ChatGPT, Digital Era, Education Quality, Political Education.

1. INTRODUCTION

Artificial Intelligence (AI), with its rapid development in recent years, is gradually reshaping the core areas of contemporary social life, with education being one of the fields most profoundly and directly affected. One of the most notable products, clearly demonstrating the remarkable advancement of AI technology, is ChatGPT – a large language model developed by OpenAI. Not only serving as a simple information exchange tool, ChatGPT has been and is opening up new possibilities in its application to the teaching and learning process at various educational levels, from primary to higher education [1].

The integration of ChatGPT into the educational environment has initially shown much potential and positive prospects. First of all, ChatGPT has the ability to act as a virtual teaching assistant, supporting instructors in designing lecture content, building question banks, creating teaching scenarios, and even participating in the feedback and evaluation process of students' learning products. In the context of an increasing number of students, instructors face significant pressure to personalize content and teaching methods. Utilizing ChatGPT's natural language processing and real-time feedback capabilities can contribute to enhancing the quality and effectiveness of teaching [2].

In addition, from the learner's perspective, ChatGPT provides a flexible and effective self-learning tool. With the ability to interact continuously, provide multidimensional information, offer timely feedback, and facilitate unlimited questioning, this tool supports the development of self-learning and self-research capabilities, especially in theoretical subjects such as philosophy, political science, Ho Chi Minh's thought, ... – which are often considered difficult and dry subjects for many students to approach. Moreover, ChatGPT's ability to personalize the learning process by adjusting content to match the level, needs, and pace of each individual is a remarkable strength that traditional teaching methods find difficult to meet. Not stopping there, ChatGPT also stimulates and promotes learners' creative thinking through rich and flexible suggestions and recommendations, helping students develop critical thinking, analysis, and information synthesis skills from various sources. These are the core competencies necessary in 21st-century higher education, especially in the context of educational reform aimed at developing the qualities and capabilities of learners [3].

However, along with its outstanding benefits, the application of ChatGPT in education also poses numerous challenges and potential risks. One of the

major concerns today is the risk of abusing this tool, leading to a decline in independent thinking, critical thinking, and problem-solving skills – core competencies in liberal education. When learners become overly dependent on feedback from ChatGPT without actively evaluating, critiquing, and selectively processing information, the learning process can easily fall into a state of passive reception, copying ideas without truly understanding the essence of the issue. This can lead to serious consequences regarding academic ethics, increasing plagiarism, idea copying, and diminishing the spirit of serious scholarship in the higher education environment [4].

Moreover, the use of ChatGPT without clear control, guidance, and pedagogical standards can negatively impact the goal of comprehensive education, especially in political theory subjects – where nurturing revolutionary stance, thought, and ethics for the younger generation is essential. The information provided by AI, if not verified and guided by instructors, can lead to misunderstandings, misinterpretations of the essence, or dilute the combativeness and political orientation of the subject. Based on the aforementioned opportunities and challenges, conducting a comprehensive, systematic, and objective study on the role and influence of ChatGPT in the field of education and training in general, and in political theory teaching in particular, is an urgent requirement both theoretically and practically. From a theoretical perspective, it is necessary to clarify the scientific basis for integrating artificial intelligence tools into political theory teaching; to identify the principles, processes, and pedagogical criteria for using AI as an effective teaching and learning support tool. From a practical perspective, it is necessary to survey and evaluate typical and effective ChatGPT application models; simultaneously identifying existing issues, limitations, and potential risks during the usage process, thereby providing appropriate recommendations for educators and education administrators [5].

In the context of Vietnamese higher education strongly promoting the digital transformation and international integration process, effectively leveraging artificial intelligence technologies like ChatGPT is not only an inevitable trend but also an urgent requirement to enhance training quality, innovate teaching methods, and adapt to the rapid changes of the era. Specifically for political theory courses, the application of AI needs to be placed in a dialectical relationship between the requirement to innovate teaching methods and maintaining the political, scientific, and pedagogical integrity of the

subject. This requires the active participation of lecturers, scientists, technology experts, and education managers in developing appropriate, safe, and effective AI application models for teaching political theory [6].

The results of these studies not only contribute to clarifying theoretical and practical issues in the application of AI in teaching but also provide an important scientific basis for the issuance of appropriate policies, strategies, and pedagogical regulations, ensuring harmony between technological innovation and the requirements of comprehensive education, especially in the context where political and ideological education plays a crucial role in shaping the worldview, life perspective, and revolutionary qualities of the current generation of students [7-8].

2. RESEARCH METHODS

To clarify the research issue "Artificial Intelligence: A New Approach to Enhancing the Effectiveness of Political Theory Education in Higher Education," the author employs a combination of the following scientific research methods:

2.1. Document research method

This method is used to collect, select, and analyze scientific documents, research works, Party documents, state policies, thematic reports, as well as publications related to artificial intelligence, higher education, and political theory education. The exploitation of domestic and international documents helps build a theoretical foundation, identify trends in the application of AI in education, and simultaneously analyze the advantages and challenges of integrating AI into political theory teaching activities.

2.2. Analysis - Synthesis Method

From the study of documents and practical data, the analysis-synthesis method is applied to systematize theoretical perspectives, evaluate the current state of digital technology application, especially ChatGPT and AI tools, in teaching political theory subjects. Based on that, propose directions and solutions suitable for the actual conditions of higher education in Vietnam.

2.3. Sociological Research Method

To clarify the awareness, usage levels, and evaluations of lecturers and students regarding the ChatGPT tool and AI applications in political theory courses, the research conducted a survey using a structured questionnaire at several representative

higher education institutions. The obtained data is processed and analyzed to identify trends, needs, and barriers in practical implementation.

2.4. Expert Method

The expert method is used to consult the opinions of scientists and experts in the field of political theory education and educational technology, thereby reinforcing the practicality and feasibility of the proposed solutions. Expert opinions are used as supplementary data for verifying the arguments and guiding the approach in the research.

3. RESULTS AND DISCUSSION SURVEY

3.1 Survey Results family stability

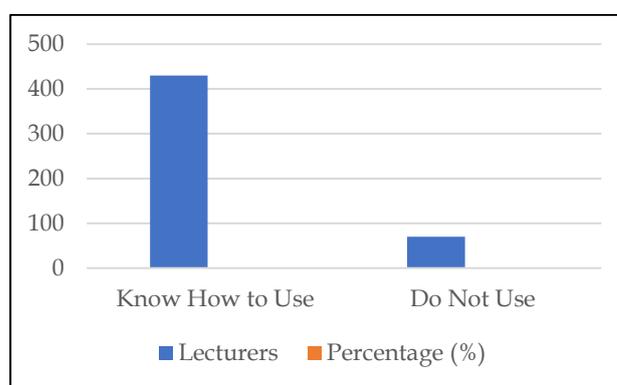


Figure 1. Graph depicting the survey results of teachers applying AI in teaching teaching

The percentage of lecturers know how to use: There are 430 lecturers, accounting for 86% of the total survey participants, who reported that they know how to use the surveyed tool or technology (which could be software, digital platforms, or AI tools - not specified in the question). of the question). This is a high percentage, indicating that the level of awareness and access to technology among the teaching staff is relatively good. The percentage of lecturers who not using: There are 70 lecturers, corresponding to 14%, who reported that they do not use that tool. Although it is a small number, it is still noteworthy because it reflects a segment of lecturers who are still limited in their access to or application of technology in their professional work. professional work. The reasons could be due to a lack of skills, awareness, time, or conditions. supporting conditions. A total of 500 lecturers, indicating that the survey scale is relatively large and reliable for making representative conclusions. representative.

- Advantage: The majority of lecturers (86%) have knowledge and skills in using the surveyed tools/technologies, which is a positive sign for the application of technology in teaching or

educational management. educational management.

- Recommendation: Training, workshops, or technical support are needed for the remaining 14% so they can access and effectively use this tool. this tool. It is also necessary to conduct further research into the reasons for non-use to propose more specific and suitable solutions (e.g., additional qualitative surveys). additional qualitative surveys).

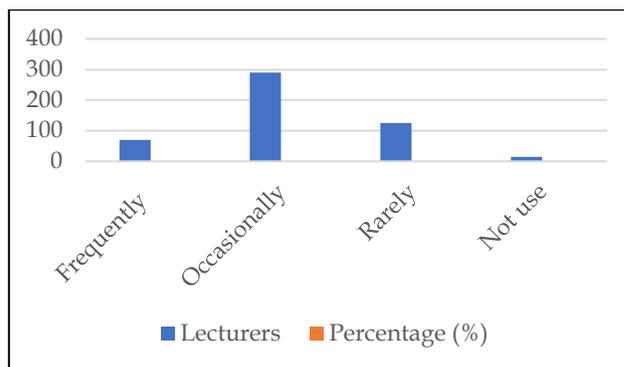
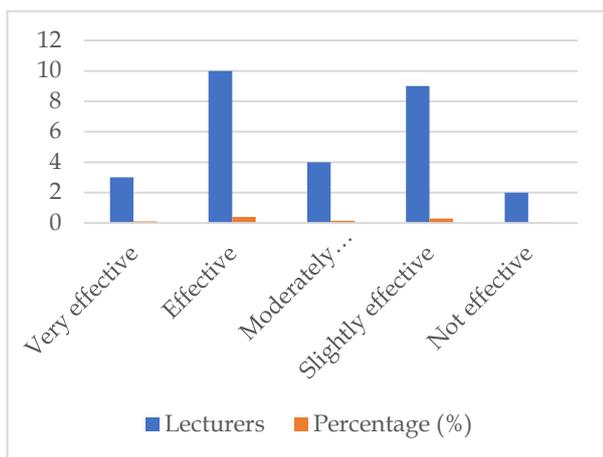


Figure 2. The graph depicts the survey results of lecturers regarding the effective application of AI in teaching. teaching.

Usage rate (used to some extent): The total number of instructors who use it (including: Frequently + Occasionally + Rarely) accounts for 97%, with only 3% not using it. to some extent): The total number of lecturers who use it (including: Regularly + Occasionally + Rarely) accounts for 97%, with only 3% not using it at all. completely. This activity/tool has been known and used by the majority of lecturers, although to varying degrees. vary. The frequency of use is 14% – a not insignificant level. modest. Meanwhile, the occasional usage rate accounts for 58% – which at the highest level. Although most lecturers use it, it is mainly at an infrequent level, indicating that this tool/activity has not yet become a habit or a primary method in teaching. teaching. The level of use is low or infrequent and not used at all equivalent to 28%. About 1/4 of the lecturers are not really interested or have difficulty accessing and using this tool regularly. frequently.

Positive effectiveness (Very effective + Effective) account for 51%. This shows that more than half of the lecturers feel that the measures/impacts surveyed bring about a certain level of effectiveness. certain effectiveness. Among them, the "Effective" level accounts for the highest percentage (41%) → which is the most common assessment. most common. Moderately effective 14%. This indicates that a small group of instructors are still hesitant or rate the effectiveness only at an average level. average level. Low effectiveness (Slightly effective + Not effective) ve) accounted for 35%. Nearly 1/3 of the lecturers rated the measure as slightly effective or ineffective, reflecting a lack of persuasiveness or suitability in its implementation. implementation.

Most lecturers have a positive assessment of the measures or programs being implemented. survey (51%). However, the low evaluation rate (35%) is also significant, indicating a divergence in opinions, which may stem from differences in perception, implementation conditions, or personal experiences. personal experience. The level of "Very effective" only accounts for 10%, indicating that there is still a need to improve the quality and practical impact of this measure to gain higher trust from the teaching staff. teaching staff.

Figure 3. Graph depicting the survey results of lecturers on the frequency of AI application in teaching. in teaching.

Usage rate (used to some extent): The total number of instructors who use it (including: Frequently + Occasionally + Rarely) accounts for 97%, with only 3% not using it. to some extent): The total number of lecturers who use it (including: Regularly + Occasionally + Rarely) accounts for 97%, with only 3% not using it at all. completely. This activity/tool has been known and used by the majority of lecturers, although to varying degrees. vary. The frequency of use is 14% – a not insignificant level. modest. Meanwhile, the occasional usage rate accounts for 58% – which at the highest level. Although most lecturers use it, it is mainly at an infrequent level, indicating that this tool/activity has not yet become a habit or a primary method in teaching. teaching. The level of use is low or infrequent and not used at all equivalent to 28%. About 1/4 of the lecturers are not really interested or have difficulty accessing and using this tool regularly. frequently.

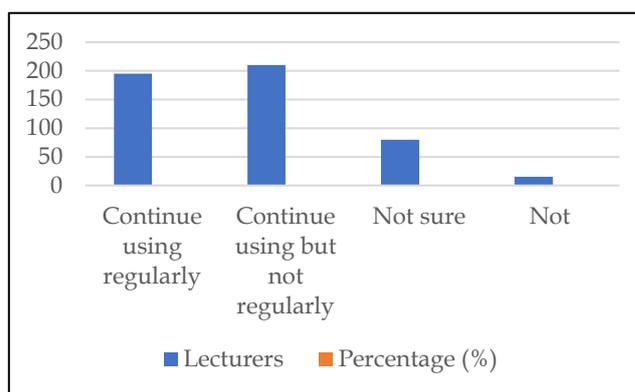


Figure 4. Graph depicting the survey results of lecturers on the continued application of AI in teaching. teaching.

The level of continued use (frequent and infrequent) accounts for 81%, with a tendency to continue using the surveyed tools or methods, albeit

with varying frequencies. different frequencies. This indicates a relatively high level of acceptance and suggests that this tool/method is valuable or useful in teaching work. teaching work. Among them, 195 lecturers (39%) use it regularly, indicating a high level of commitment and the possibility that they have seen significant effectiveness. clear effectiveness. The level of uncertainty or non-use accounts for 16%, still hesitating, not having a clear stance, or due to lack of information/support. information/support. Only 3% stated they would not continue using it, accounting for very low rate. This may be due to reasons such as not seeing effectiveness, encountering difficulties in use, or due to specific professional characteristics. not suitable.

3.2 AI application contents in teaching learning

ChatGPT (Generative Pre-trained Transformer) is an artificial intelligence application developed by OpenAI, designed to simulate natural language conversations between humans and machines. In essence, this is a language processing system based on a deep learning model, trained on a massive text dataset, capable of automatically responding to input language queries in text or voice. speak. ChatGPT currently operates on the GPT-3.5 platform, a large language model (LLM) that has been fine-tuned through reinforcement learning and supervised learning techniques, significantly increasing the accuracy and contextual relevance of the responses time ago.

1. The outstanding application ability of ChatGPT in theoretical education moral values

One of ChatGPT's core strengths is its ability to generate language content automatically, logically, contextually appropriate, and continuously improve response quality through learning from input data. In the context of higher education, particularly in the field of political theory education such as Marxism-Leninism, Ho Chi Minh Thought, and the History of the Communist Party of Vietnam, ChatGPT demonstrates strong application potential in teaching, learning, and research. research.

First, ChatGPT plays a positive role as a supportive tool in enhancing academic interaction between instructors and learners. With the features of AI technology, instructors can easily connect and promptly respond to students' inquiries, especially when students have difficulty grasping abstract theoretical concepts. Asking questions to ChatGPT and receiving instant feedback creates a flexible learning environment, stimulates critical thinking, and enhances academic communication and

problem-solving skills. From there, this tool plays an important role in forming and developing self-directed learning abilities, critical thinking, and the ability to apply theoretical knowledge to practice – key requirements in the goal of fundamentally and comprehensively reforming education, in accordance with the spirit of the Central Resolution 8 (11th term).

Secondly, ChatGPT helps improve the effectiveness of classroom management and enhances the quality of teaching. This application allows instructors to collect, analyze, and statistically evaluate feedback from students through queries, tests, and interaction data during the teaching process. Thanks to this, instructors have a scientific basis to adjust the content, methods, and organization of teaching to enhance relevance and effectiveness. Instead of relying on intuition or qualitative assessments as before, ChatGPT provides quantitative data that enhances reliability and transparency in evaluating teaching quality.

Thirdly, ChatGPT enhances the proactivity and effectiveness in students' learning process. This tool can provide a rich system of learning materials, including textbooks, lectures, videos, illustrative models, and various types of review - multiple-choice questions with answers, meeting the needs of personalized learning. Thanks to its continuously updated nature, the learning data from ChatGPT helps students access knowledge anytime, anywhere without being dependent on traditional resources. This not only saves time but also reduces costs for students in purchasing materials, books, or participating in direct classroom learning.

Fourth, ChatGPT creates fresh and flexible learning experiences, fostering interest in studying political theory subjects. Thanks to its ability to provide knowledge in various and dynamic forms, ChatGPT helps students have a learning experience that aligns with the current digitalization trend, stimulating curiosity, the desire to explore, and a continuous learning spirit. New forms of interaction between students and learning content through chatbots contribute to enhancing intrinsic motivation for learning – an important factor for improving academic results and developing comprehensive skills for learners in the digital transformation era.

Fifth, ChatGPT brings significant time and cost efficiency for both instructors and students. The application of AI technology allows for the optimization of operational costs in the process of managing classrooms, organizing teaching, and supporting learning. Instead of answering each individual question from students, instructors can set up a common Q&A system on the ChatGPT platform

to provide quick responses, thereby freeing up time for other professional activities. Similarly, students can utilize ChatGPT as a flexible reference resource, helping to save time on document searches or waiting for assistance from instructors. This convenience is particularly significant in the context where students have to handle a large volume of theoretical knowledge, requiring a close integration between theory and practice.

With its outstanding advantages in interaction, information management, and support for learning and teaching, ChatGPT is gradually affirming its role as a powerful tool in enhancing the quality of political theory education at universities and colleges in Vietnam. The effective utilization of this artificial intelligence platform not only meets the demand for innovative teaching methods but also contributes to the realization of digital transformation goals in education, aiming to build a flexible, creative, and comprehensive learning environment in the 4.0 technology era.

2. The negative impacts of ChatGPT on political theory education in the current context

Artificial intelligence, especially applications like ChatGPT, is increasingly becoming a powerful support tool in the field of education and training. However, alongside the clear potentials and benefits, the application of ChatGPT in teaching political theory subjects in higher education and college environments also poses numerous challenges and consequences if not properly controlled and guided. Specifically, several main negative impacts can be identified as follows:

First, ChatGPT reduces the interaction between instructors and learners in the process of teaching political theory subjects. The ease with which students can access and search for information and responses from ChatGPT leads them to be less inclined to seek direct support from instructors. This leads to a narrowing of the academic dialogue space between teachers and students, reducing opportunities for guided interactions – which are crucial in teaching political theory to help students understand the nature of theoretical issues, thereby applying them correctly in practice. Moreover, in many cases, the information provided by ChatGPT is inaccurate, biased, or not fully updated. This can lead to learners misunderstanding or misinterpreting the content of Marxist-Leninist theory, Ho Chi Minh's thought, and the Party's revolutionary line. The consequence is that students easily fall into a state of disorientation in their understanding, a decline in political steadfastness, a lack of firm ideological

stance, and fail to achieve the ideal educational goals that political theory courses aim for, especially in forming a scientific worldview, a humanistic perspective, and guiding ethical values and lifestyles.

Secondly, the abuse of ChatGPT can increase distraction, lack of focus, and dependence on technology in learning. With its continuous operation, quick responses, and integration of multiple features, ChatGPT can easily attract students with peripheral information, notifications, or accompanying features, reducing their ability to focus on lesson content, especially dry and abstract subjects like political and social theories. The easy reception of knowledge, lacking selectivity, without analysis and critique, also leads to a decline in logical thinking, critical thinking, and self-learning spirit – which are core skills in higher education. In the long run, students may develop a mindset of dependence, lack of initiative, reluctance to research, and passivity in acquiring knowledge as well as in addressing academic and practical situations.

Thirdly, the use of ChatGPT diminishes the opportunities for students to develop communication skills and self-learning abilities. In the context of traditional learning gradually shifting towards blended learning and self-directed learning, direct communication and interaction between instructors and students, as well as among students themselves, play a crucial role in fostering active learning capabilities and developing social skills. However, using ChatGPT as a substitute for academic dialogue activities may gradually deprive students of direct communication opportunities, negatively impacting the formation and development of soft skills, especially presentation, critical thinking, and teamwork skills. In the long term, this can adversely affect the quality of the workforce, especially the high-quality workforce – those who not only need solid professional knowledge but also life skills, communication skills, and the ability to learn continuously to adapt to the rapid changes of modern society.

Fourth, the application of ChatGPT in studying political theory subjects poses a significant challenge in controlling and managing students' learning processes. In fact, instructors find it difficult to effectively monitor the individual learning process of students without learning management tools that are compatible and synchronized with the artificial intelligence platform being used. The use of ChatGPT by students to complete assignments, answer questions, or search for information can make it difficult for instructors to determine the actual level of understanding, independent thinking ability, and

active participation of learners in classroom academic activities. This leads to a lack of transparency in evaluating learning outcomes, reduces the effectiveness of pedagogical feedback, and makes it difficult to adjust teaching activities to meet the output standards of political theory courses as required by the training program.

From the above analysis, it can be affirmed that although ChatGPT is an effective learning support tool if used correctly, in the context of political theory education—where orientation, politics, and combativeness are emphasized—the use of AI technology in general and ChatGPT in particular needs to be considered carefully, with strict management, guidance, and supervision from the school and the teaching staff. The establishment of appropriate pedagogical criteria to integrate AI into political theory education in a controlled manner is an urgent requirement to maximize the technological benefits while minimizing unwanted consequences on the cognitive formation and comprehensive development of learners.

3. Solutions for utilizing ChatGPT to enhance the quality of political theory education in universities and colleges

The XIII Congress of the Communist Party of Vietnam has clearly defined strategic directions in the field of education and training, emphasizing the requirement to "make breakthroughs in fundamentally and comprehensively renewing education and training, developing high-quality human resources, and attracting and utilizing talented individuals" (CPV, 2021, Vol. 1, p. 115). One of the core solutions mentioned is to promote research, transfer, and application of the achievements of the Fourth Industrial Revolution into all areas of social life, with education being considered a key focus.

In that context, the application of ChatGPT – a typical product of artificial intelligence – in the teaching and learning of political theory subjects is not only an inevitable trend but also an urgent requirement to adapt to the demands of renewing methods, content, and educational models in the digital age. ChatGPT has the potential to effectively address the inherent limitations of imparting political theory knowledge—often considered abstract, dry, and difficult for students to grasp—through its ability to generate natural language content, provide flexible feedback, and personalize the learning process. However, to optimize the effectiveness of this tool in political theory education, it is necessary to implement synchronized solutions

from awareness to execution mechanisms, including:

First, raise awareness among the faculty, management staff, and students about the role and significance of ChatGPT in political theory education.

Correct awareness is the premise for effectively applying technological tools in teaching and learning activities. ChatGPT, although still a subject of much debate in its early stages (late 2022), has demonstrated significant support in accessing knowledge, especially with academic content such as Marxism-Leninism, Ho Chi Minh Thought, or the history of the Communist Party of Vietnam. However, utilizing this tool requires vigilance in evaluating information and the ability to identify inaccurate content due to limitations in data and system updates.

Therefore, it is necessary to organize training and refresher programs to help lecturers and students understand the nature of the technology, grasp the principles of safe and ethical use in the academic environment. Building a culture of responsible technology use, identifying appropriate and inappropriate behaviors in learning with ChatGPT, is an area that needs to be emphasized in educational institutions.

Secondly, establish a legal framework and specific regulations for the use of ChatGPT in teaching and studying political theory.

The effective management of this tool cannot rely solely on intuition or outright prohibition, but needs to be institutionalized through internal regulatory documents that are appropriate to the specific characteristics of the subject. Universities and colleges need to collaborate with educational management agencies to develop a set of guidelines for using ChatGPT in academia, clearly defining the boundaries between reference and plagiarism, and between legitimate academic work and technology misuse.

The application of ChatGPT should be limited to specific pedagogical situations, aimed at supporting learners in developing their thinking, rather than replacing the entire process of active learning.

Thirdly, use ChatGPT as a tool to support knowledge expansion and the development of thinking skills for learners.

ChatGPT can serve as a virtual teaching assistant, helping students answer questions, stimulate discussions, or approach theoretical concepts from a more visual and dynamic perspective. Instructors can design learning activities that integrate ChatGPT as a data source for analysis, critique, or verification, thereby creating opportunities for students to

develop their skills in evaluation, synthesis, and systematization of knowledge. This tool can also contribute to enhancing the quality of students' self-study by creating a flexible and accessible learning environment, while also motivating groups of students who are usually less interested in political theory subjects.

Fourth, innovate teaching methods, assessment – evaluation towards developing learners' competencies, adapting to the presence of AI.

In the context of AI technology, including ChatGPT, becoming increasingly popular, teaching activities can no longer continue in the traditional one-way, purely knowledge-transmission manner. Instead, it is necessary to apply active teaching methods such as project-based learning, situational learning, and small group learning integrated with AI – to encourage students to use ChatGPT as part of the learning process, rather than just as a tool for finding answers.

In addition, assessment and evaluation activities also need to shift from multiple-choice formats or knowledge recall to evaluating thinking skills, reasoning ability, analysis, and the application of knowledge in practice. Designing exam questions and open-ended assignments that require students to explain, compare, or present personal viewpoints – referencing content provided by ChatGPT – will help instructors assess students' understanding and critical thinking abilities.

ChatGPT is a typical representative of the digital transformation trend in modern higher education. The effective utilization of this tool in teaching and learning political theory can bring about many positive changes, contributing to the improvement of the quality of a subject that is often considered difficult to approach and dry. However, for this tool to truly its supportive role, close coordination between teachers, students, schools, and management agencies is needed in building

awareness, policies, processes, and appropriate approaches. In the context of the fourth industrial revolution continuing to expand and deepen, proactively approaching and integrating artificial intelligence technologies like ChatGPT will be a necessary step to achieve the goal of fundamentally and comprehensively renewing the country's education system, including political theory education.

4. CONCLUSION

In the context of the current strong digital transformation, ChatGPT – a typical representative of generative artificial intelligence – is having a profound impact on many areas of social life, including education. In Vietnam, the integration of ChatGPT into teaching and learning activities, especially in the instruction of political theory subjects, has opened up new prospects, contributing to enhanced interactivity, the creation of a flexible learning environment, and supporting learners in quickly accessing knowledge, saving time and costs. However, alongside the clear benefits, it is also necessary to identify and comprehensively assess the potential negative impacts that may arise, thereby setting the requirement for controlling and using this tool in a directed and effective manner. Political theory education is not merely the transmission of academic knowledge, but also a process of ideological education, shaping qualities, ideals, and political will for learners. Therefore, the application of ChatGPT needs to be placed in a harmonious relationship with traditional educational methods to ensure the comprehensiveness, depth, and core values of the subject. Only with a reasonable integration of modern technology and classical knowledge can political theory education adapt to the increasingly high demands of the digital age and meet the expectations of both teachers and students.

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