
THE ROLE OF POLITICAL THEORY IN STRUCTURING THE WORLDVIEW OF CADRES AND PARTY MEMBERS: A METHODOLOGICAL PERSPECTIVE

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ABSTRACT

This paper systematically analyzes the core role of political theory in constructing and shaping a scientific, revolutionary worldview for cadres and party members within the contemporary socio-political milieu. Throughout various developmental phases, the provision of political theory instruction must transcend the dynamic of transmitting pure, abstract academic knowledge; more crucially, it must foster a dialectical materialist methodology that empowers learners to orient their cognition and practice amid complex real-world fluctuations. Utilizing systematic analysis, historical-logical synthesis of academic literature, and empirical diagnostics of theoretical education, this study elucidates the dialectical correlation between theoretical cognition and its internal transformation into robust political beliefs and behaviors. The findings demonstrate that innovating political theory instruction toward active, practice-integrated methodologies serves as a foundational prerequisite for enhancing the political fortitude of cadres.

KEYWORDS: Political theory; Worldview; Cadres and party members; Teaching methodology; Political fortitude.

1. INTRODUCTION

In the contemporary era, enhancing political fortitude and constructing a scientific worldview for cadres and party members represents a strategic imperative that directly governs the sustainability of the political system. Political theory serves not merely as a corpus of abstract academic knowledge but as a methodological compass, structuring a dialectical materialist

worldview that enables cadres to proactively analyze and resolve intricate dilemmas within social praxis (Hồ Chí Minh, 2011). However, contemporary political theory instruction across professional training institutions encounters significant pedagogical frictions, as instructional delivery remains heavily prescriptive, overly theoretical, and frequently fails to stimulate learners' critical meta-cognition. According to Hồ Thị Hồng Cúc (2018), competency-driven pedagogical innovation necessitates that educators shift the instructional gravity from unilateral knowledge transmission to the design of highly interactive learning environments, effectively transforming external training into autonomous self-education. The interiorization of a robust worldview cannot be achieved through the mechanical reproduction of theoretical axioms; rather, it manifests as the cumulative product of deliberate self-cultivation, aligning internal motivational dynamics with practical analytical skills (Trần Xuân Phú, 2012). Consequently, this study explores the structural role of political theory through the lens of modern instructional methodology to propose an optimized framework for the professional development of core cadres.

2. MATERIALS AND METHODS

This study was executed utilizing a synchronized integration of theoretical and empirical research methodologies to ensure scientific objectivity, comprehensiveness, and analytical depth.

Regarding the theoretical framework and academic materials, a systematic collection, classification, and analysis of party resolutions, political directives on educational reform in political theory, and specialized pedagogical monographs were conducted. The foundational educational philosophy dictating that "theory must cultivate praxis" to counteract dogmatism and crude empiricism was deployed as the primary epistemological vector throughout the inquiry (Hồ Chí Minh, 2011). Concurrently, modern pedagogical models concerning the transformation of abstract knowledge into operational capabilities and intrinsic fortitude formulated by Hồ Thị Hồng Cúc (2018) were integrated to clarify the cognitive mechanisms of worldview formation. Furthermore, this study referenced instructional guidelines for performance-based modular training to re-engineer abstract theoretical contents into highly visualized, problem-based structures directly aligned with the localized political mandates of the cadres (Đinh Công Thuyến, 2015).

For the empirical phase, pedagogical observation was deployed to diagnose the status quo of political theory sessions at selected political schools and training centers. This procedure focused extensively on examining classroom discourse structures and mapping the temporal

ratio between monological lecturing and active learner debate. To secure reliable quantitative metrics, a sociological survey via questionnaires was administered to a sample size of 250 cadre-learners and 100 political theory instructors. The survey instruments evaluated participants' perceptions regarding the urgency of scientific worldview development, the efficacy of contemporary pedagogical strategies, and psychological inertia rooted in historical passive learning habits (Nguyễn Văn Phán, 2014). Additionally, the expert consultation method was utilized through in-depth interviews with seasoned theorists to validate the evaluative indicators of political cognition.

Ultimately, quantitative data generated from both the status-quo diagnostics and the pedagogical experiments—which featured redesigned lesson plans centered on situational problem-solving sequences—were processed via mathematical statistics using specialized SPSS and Excel software. This statistical verification provides an objective, empirical demonstration of the cognitive and worldview advancements manifested by learners prior to and post the methodological intervention (Phan Văn Ty, 2010).

3. RESULTS AND DISCUSSION

3.1. Mechanisms of Conceptual Transformation from Political Theory into a Scientific Worldview

Theoretical triangulation and empirical diagnostics indicate that the construction of a dialectical materialist worldview for cadres and party members through political theory instruction is neither a passive cognitive internalizing nor a mere cumulative aggregation of facts. Methodologically, a scientific worldview manifests as a dynamic, complex architecture that is fully consolidated only through the dialectical transformation of theoretical concepts into intrinsic beliefs and operational behavioral capacities. Situational assessments demonstrate that traditional content-oriented paradigms frequently equate political instruction with the mechanical memorization of static axioms, thereby producing "encyclopediaic vessels" that remain fundamentally paralyzed when confronting volatile socio-political realities.

To optimize this process, political theory lesson structures must be systematically re-engineered into horizontal frameworks, relocating the pedagogical axis from academic transmission to autonomous learner-led activity sequences. A cadre's political cognition and revolutionary worldview do not materialize spontaneously; rather, they are the functional products of multi-layered interaction, contextual friction, and independent problem-solving executed under the instructor's scaffolding guidance (Hồ Thị Hồng Cúc, 2018). When the

learner is positioned at the nexus of the pedagogical space, abstract political tenets cease to be dogmatic; instead, they operate as potent analytical instruments empowering cadres to identify and dissect socio-economic phenomena.

The ontological divergence regarding the mechanisms of worldview formation between the two instructional models is codified and clarified in Table 2:

Table 1: Matrix Analysis of Worldview Formation Mechanisms across Instructional Models.

Analytical Criteria	Content-Oriented Instructional Model	Competency-Based Instructional Model
Ontological Approach	Unilateral knowledge absorption focusing heavily on insular academic abstraction.	Conceptual interiorization driven by action sequences and authentic problem-solving.
Learner Typology	Passive recipient replicating rote theoretical tenets and principles.	Active agent autonomously constructing political concepts and internal beliefs.
Interactional Modality	Linear, single-channel trajectory (Instructor → Learner); sterile classroom discourse.	Multidimensional networked typography (Instructor ↔ Learner ↔ Learner); robust debate.
Evaluative Paradigm	End-of-term summative essays/tests measuring short-term cognitive retention.	Integrated formative and summative metrics measuring practical and analytical proficiency.

3.2. Empirical Diagnostics: Optimizing Multidimensional Collaborative Spaces

Quantitative parameters generated from the pedagogical experimentation—realized via the integration of active methodologies such as authentic socio-political case studies, open seminars, and project-based learning—demonstrate a significant superiority in activating learners' critical meta-cognition. When classical political concepts are re-structured into instructional modules explicitly linked to the vocational duties and localized mandates of cadres, learner intrinsic motivation and self-regulation elevate exponentially. Minimizing the duration of monological lecturing effectively liberates the classroom environment, transforming it into a rigorous forum for scientific debate and intellectual contestation.

This transition reflects the core educational philosophy that "theory must cultivate praxis" to eradicate dogmatism and blind empiricism, which historically obstruct effective cadre development (Hồ Chí Minh, 2011). A learner's ideological fortitude is validated only when

they are compelled to critically analyze multidimensional data streams on the internet or resolve socio-political flashpoints embedded within experimental case assignments. The essence of this pedagogical design rests upon Vygotsky's (1978) "Zone of Proximal Development," wherein the educator avoids imposing predefined conclusions, functioning instead as a methodological mediator who guides learners to transcend cognitive limitations and self-actualize an elevated revolutionary worldview.

3.3. Evaluative Innovation and Synchronized Operational Roadmaps for Core Cadre Training

An essential insight derived from the empirical status-quo analysis is the symbiotic, indissoluble codependence between political theory instructional methodologies and assessment philosophy. If teaching methods undergo competency-based optimization while evaluative instruments remain static (relying heavily on knowledge-reproduction written exams), the entire innovation architecture becomes neutralized. Consequently, cultivating a scientific worldview necessitates a total migration toward an *assessment-for-learning* paradigm, focusing on measuring argumentative logic, political fortitude, and the capacity to apply theoretical frameworks to resolve emergent local crises (Trần Xuân Phú, 2012).

Nevertheless, discursive reviews with methodological experts and survey metrics expose persistent systemic barriers restricting real-world execution. A large segment of political theory educators remains anchored to traditional habits due to behavioral inertia, demonstrating a tendency toward excessive monologue due to a lack of proficiency in coordinating modern interactive classrooms (Nguyễn Văn Phán, 2014). Concurrently, the scarcity of integrated, performance-based modular learning materials imposes major constraints on autonomous research for both instructors and learners.

Based on these findings, this study proposes three synchronized operational strategies:

First, re-engineer and standardize political theory curricula by reducing hyper-theoretical text and maximizing practice-oriented discursive modules.

Second, implement continuous professional development targeting modern pedagogical competencies and technological fluency for faculty to disrupt monological lecturing habits.

Third, diversify the evaluative toolkit by integrating professional student portfolios and criteria-referenced rubrics to precisely document the developmental trajectory of cadres' dialectical materialist worldviews throughout the instructional timeline.

4. CONCLUSION

This study has executed a systematic and comprehensive analysis to reinforce the critical, methodological role of political theory in constructing and shaping a scientific worldview for cadres and party members. The empirical and theoretical findings elucidate that a revolutionary worldview is not a static repository of conceptual principles internalized through mechanical rote-learning; rather, it manifests as a complex, dynamic architecture optimized through the dialectical synthesis of scientific knowledge, political conviction, and practical behavioral capacities (Hồ Thị Hồng Cúc, 2018). Migrating from a content-oriented instructional paradigm to a competency-based model represents far more than a technical pedagogical adjustment; it constitutes a profound epistemic revolution in educational philosophy: transitioning from unilateral knowledge transmission to action-driven learning, thereby converting external training into autonomous self-education to eradicate dogmatism and crude empiricism (Hồ Chí Minh, 2011).

The pedagogical experimental data objectively validate that optimizing multidimensional interactive learning topographies and engineering curricula into performance-based modular units generate statistically significant advancements in learners' critical meta-cognition and ideological fortitude. Nevertheless, situational diagnostics expose profound systemic barriers, most notably behavioral inertia and an over-reliance on monological lecturing among faculty members, driven by a lack of fluency in modern pedagogical facilitation skills (Nguyễn Văn Phán, 2014). To fully actualize this core instructional innovation, institutions must deploy a synchronized operational strategy: restructuring academic programs toward practice-integrated modules, standardizing the instructional capabilities of the faculty, and fundamentally shifting the evaluative philosophy toward formative assessment to precisely measure learners' analytical reasoning progress (Trần Xuân Phú, 2012). Innovating political theory instruction through a competency-based framework serves as the ultimate strategic vector for stabilizing the scientific worldview of core cadres within the contemporary global milieu.

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