

CRITICAL THINKING IN TRAINING BACHELOR OF LAW IN VIETNAM UNDER THE INFLUENCE OF THE PROCESS OF INTERNATIONALIZATION OF HIGHER EDUCATION AND THE FOURTH INDUSTRIAL REVOLUTION

O PENSAMENTO CRÍTICO NA FORMAÇÃO DO BACHAREL EM DIREITO NO VIETNÃ SOB A INFLUÊNCIA DO PROCESSO DE INTERNACIONALIZAÇÃO DO ENSINO SUPERIOR E DA QUARTA REVOLUÇÃO INDUSTRIAL

EL PENSAMIENTO CRÍTICO EN LA FORMACIÓN DE LICENCIATURA EN DERECHOS EN VIETNAM BAJO LA INFLUENCIA DEL PROCESO DE INTERNACIONALIZACIÓN DE LA EDUCACIÓN SUPERIOR Y LA CUARTA REVOLUCIÓN INDUSTRIAL

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ABSTRACT: Training the Bachelor of Laws to meet the requirements of thinking capacity, the ability to react to diversity, the unpredictability of unexpected events is a practical manifestation of critical thinking. Practice shows that if learners are not equipped with critical thinking in the training process, they will have difficulty in adapting to the working environment after graduation, especially for academic law training like in Vietnam. Accordingly, the training process focuses on developing the cognitive capacity, accumulating knowledge rather than developing legal professional skills for learners, so the training process for bachelor of law focuses on developing the synthetic thinking, focusing on reasoning and analysis. The manipulations and skills of the legal profession are being implemented and determined to equip only the basic skills and manipulations, and thus learners have the ability to adapt and apply the legal provisions to professional practices at the most general level.

KEYWORDS: Critical thinking. Bachelor of laws training programs. Universities. Lecturers. Learners.

RESUMO: Capacitar o Bacharel em Direito para atender aos requisitos de capacidade de raciocínio, capacidade de reagir à diversidade e imprevisibilidade de acontecimentos inesperados é uma manifestação prática do pensamento crítico. A prática mostra que, se os alunos não estiverem equipados com pensamento crítico no processo de formação, eles terão dificuldade em se adaptar ao ambiente de trabalho após a graduação, especialmente para a formação acadêmica em direito, como no Vietnã. Assim, o processo de formação centra-se no desenvolvimento da capacidade cognitiva, acumulando conhecimentos em vez de desenvolver competências profissionais jurídicas para os formandos, pelo que o processo de formação para bacharel em direito centra-se no desenvolvimento do pensamento sintético, com enfoque no raciocínio e na análise. As manipulações e habilidades da profissão jurídica estão sendo implementadas e determinadas para equipar apenas as habilidades e manipulações básicas, e assim os alunos têm a capacidade de adaptar e aplicar as disposições legais às práticas profissionais no nível mais geral.

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PALAVRAS-CHAVE: *Pensamento crítico. Cursos de bacharelado em direito. Universidades. Professores. Aprendizizes.*

RESUMEN: *Formar al Licenciado en Derecho para cumplir con los requisitos de capacidad de pensamiento, la capacidad de reacción ante la diversidad, la imprevisibilidad de los acontecimientos inesperados es una manifestación práctica del pensamiento crítico. La práctica muestra que si los alumnos no están equipados con pensamiento crítico en el proceso de formación, tendrán dificultades para adaptarse al entorno laboral después de la graduación, especialmente para la formación académica en derecho como en Vietnam. En consecuencia, el proceso de formación se centra en el desarrollo de la capacidad cognitiva, la acumulación de conocimientos más que en el desarrollo de competencias profesionales jurídicas de los educandos, por lo que el proceso de formación de la licenciatura en derecho se centra en el desarrollo del pensamiento sintético, centrándose en el razonamiento y el análisis. Las manipulaciones y habilidades de la profesión jurídica se están implementando y determinando para equipar solo las habilidades y manipulaciones básicas y, por lo tanto, los alumnos tienen la capacidad de adaptar y aplicar las disposiciones legales a las prácticas profesionales en el nivel más general.*

PALABRAS CLAVE: *Pensamiento crítico. Programas de formación de licenciatura en derecho. Universidades. Profesores. Estudiantes.*

Introduction

Critical thinking has been the result of an active cognitive process and has been trained in a high level. Each cognitive subject expresses thinking, considering, evaluating or re-evaluating a situation, a problem arising in practice as a basis for perfecting his/her own perception and evaluation of the related issue. Practices show that the problems and situations arising in practices are very diverse, carrying certain “messages”, and in order to realize the hidden message in each event and situation, each individual must rely on analysis, evaluation, prediction, decision-making on the basis of knowledge and the reasoning ability. In nature, critical thinking reflects the process of finding the unreasonable and inappropriate things and giving the evaluator's viewpoint on the issue being debated, being discussed to refute or defend your viewpoint, which is the actual expression of the ability to recognize, evaluate, and give personal opinion in a systematic way with social phenomena. To find the unreasonable, inappropriate things and give the viewpoint of the evaluator on the issue being debated, being discussed to refute or defend your viewpoint, a person with a critical thinking not only has the ability to perceive in the level of “sharpness and profoundness”, one must also have the ability to reason, analyze clearly, transparently, accurately and objectively along with a system of proofs for his arguments. It also means that in order to have critical thinking,

in addition to training and accumulating knowledge, one must also practice the analytical and reasoning abilities.

Critical thinking is a matter of concern, attracting the attention of not only the public but also the media, and is one of the important output standards of higher education institutions (DAVIES, 2014). As a required competency in learners' lives and careers, higher education institutions always make every effort to bring critical thinking content into the training process from subject syllabus to the training curriculum as well as in the classroom environment (CODLING, 2018). Based on a literature review of the main methods for developing critical thinking competencies used by 230 university faculty members from Spain and Latin America, three methods were used and considered the most effective one to develop critical thinking is: oral and written reflection and debate; reading, analyzing and synthesizing document sources, and case studies (BEZANILLA *et al.* 2019). Promoting the development of critical thinking that is developed and uses a variety of assessment methods and approaches such as value and knowledge education (DIMITRIS PNEVMATIKOS *et al.* 2019) or assessment of critical thinking in higher education based on the HElighten™ methodology and preliminary validating evidence (LIU *et al.* 2016) or multi-level model approach to investigate the critical thinking of students at higher education institutions (KATRINA ROOHR *et al.* 2019). Critical thinking is a skill that should be considered in curriculum development because it is the path to criticism and creativity, but developing critical thinking for learners also encounters few difficulties, including the teacher's cause (QABLAN; FATMA *et al.* 2019).

Higher education in law is the process of rediscovering law students as citizens to recognize the value, role of critical thinking and the public value of legal education (MCGEE *et al.*, 2013). The Australian Learning and Teaching Council's Bachelor of Laws Learning and Teaching Academic Standards Statement sets out six Threshold Learning Outcomes for the Bachelor of Laws degree, in which the third learning threshold refers to “thinking skills” including legal reasoning, critical thinking and creative thinking skills through asking students to summarize, analyze and synthesize relevant academic documents as well as useful examples to help conceptualize, justify and teach thinking skills in bachelor-of-laws training, in which the student acts as the key subject in developing the thinking skills (JAMES, 2012; KIFT; ISRAEL; FIELD, 2010).

In Ireland, the critical thinking development for students developed through the Street Law program is an effective solution to overcome the disadvantages of law students who lack the necessary practical skills to practice law successfully (GREEN, 2018). In the United

Kingdom, efforts to improve the quality of training a law degree to meet higher education's conditions, i.e., the academic training phase for students intending to practice law, or lawyers emphasize feedback to improve the quality and stimulate critical thinking skills for Law students are identified as two main areas of interest in legal education and training in United Kingdom's higher education (BALAN, 2017).

In Vietnam, since the reforming, the higher education system has made great progress, from a “white” country in higher education to now, Vietnamese higher education has developed rapidly in terms of the number of universities as well as training majors. At the same time, higher education in Vietnam has also revealed many weaknesses and it is in the process of strong reform (PHAM; LONDON, 2010). Higher education in law is no exception to the above development rule. Accordingly, the number of higher education institutions offering law training in Vietnam has continuously increased over the years. Most of the training programs of law higher education institutions are extensions and variations based on the training programs of Hanoi Law University, Ho Chi Minh City Law University, and Faculty of Law, Vietnam National University, Hanoi. Because law training is academically oriented (PHAM, 2014) and influenced by the content and training methods of the previous socialist legal system, the training of bachelor of laws is inclined to provide theoretical knowledge and practical legal content. Therefore, the content of thinking skills, including critical thinking, has not been given adequate attention in the structure of the training program. The development of technology has become an effective tool to convey information about the structure and content of the training programs of higher education institutions in the world, and is used as a strategy to promote the influence and value of the curriculum to the academic community. Besides, the fourth industrial revolution has had a strong impact on all areas of social life, including legal training. In that context, training and developing the thinking capacity, including critical thinking, are the important solution for learners to adapt to the academic environment as well as the appropriate career orientation.

Methodology

This study is conducted based on the method of analysis, synthesis and systematization based on observation and description of the current situation of critical thinking in training the bachelor-of-laws in Vietnam. Through the analysis process, the authors point out a gap in the content of critical thinking in the bachelor-of-laws training program in Vietnam. Accordingly, critical thinking has not been designed as an independent

module in the training program. Critical thinking content is mainly developed in extracurricular programs or the academic competitions in which learners can freely develop their critical thinking abilities without being limited by the learning performance. Therefore, it is essential to recognize critical thinking as one of the output standards for law students when completing the bachelor-of-laws training program.

The method of synthesis and systematization helps the authors to clarify the relationship between critical thinking and the bachelor-of-laws training in the context of the fourth industrial revolution, which is having a strong impact on all aspects of social life, including higher education in general and the bachelor-of-laws training in particular. The method of synthesis and systematization focuses on clarifying the requirements of practices for students after graduation related to the ability to apply critical thinking to the working practices through the ability to think independently and make decisions based on assessment, analysis of policies and laws.

The comparative method is also used to identify the content of critical thinking in the bachelor-of-law training program at law universities as well as changes in the training program at non-law institutions in Vietnam. The data source used in the assessment of critical thinking content is collected from the bachelor-of-laws training programs published on the websites of universities which offer bachelor-of-laws training in Vietnam.

Results and discussion

Critical thinking and critical thinking in training bachelor of law

Thinking in terms of language is understood as the manifestation of a high stage of the cognitive process, going deep into the nature and discovering the regularity of things in forms such as symbols, concepts, judgments and reasoning (INSTITUTE OF LINGUISTICS, 2010), while criticism is also explained as the process of assessing the quality of a certain scientific work, when the work is presented to be defended for an academic distinction before the examination board (INSTITUTE OF LINGUISTICS, 2010). Nguyen Lan (2006) also shared the same opinion when explaining the content of the critical concept, which is to evaluate a scientific work such as a doctoral thesis before the council votes (VU; BUI, 2017) believe that critical thinking is thinking critically, analyzing, evaluating, and understanding information with a positive skepticism, then reasoning and proving that argument with verified information to come up with a convincing final conclusion, which is consistent with reality and the logical law to solve the posed problems.

Russell Brooker (2012) emphasizes that critical thinking applies not only knowledge of logic but also other intellectual criteria such as clarity, reliability, relevance, profoundness, practicality, depth and breadth, as well as importance and fairness. It is a consistent attempt to consider any belief or any form of knowledge under the light of the evidence supporting it and the further conclusions to which it aims. Critical thinking requires the ability to:

- Identify problems; find the possible means to meet for solving those problems;
- Understand the importance of prioritization and the priority order in solving problem; collect essential information and arrange it in a certain order;
- Recognize unstated assumptions and values;
- Comprehend thoroughly and use language clearly, accurately and lucidly; interpret data to evaluate evidence and arguments;
- Be aware of the existence (or non-existence) of logical relationships between opinions and statements;
- Draw the guaranteed conclusions and generalizations; put those conclusions and generalizations to the test;
- Rebuild your belief model based on broader experiences; make valid judgments and assessments about specific things in daily life.

Critical thinking in training the bachelor of law

Ngo (2018) argues that most (If not want to say is, all) countries with well-developed educational systems, particularly Western countries, consider critical thinking an indispensable means of communicating and acquiring knowledge; and critical thinking is also the first “keyword” mentioned in the mission and philosophy of education. The true essence of critical thinking is the thinking skill that helps to produce the skills to analyze, evaluate, debate and interpret information and knowledge in order to find a suitable conclusion, decision or solution to believe or to do. It includes the peculiarities: “reflective”, “reasonable”, “believe” and “do”. Critical thinking emphasizes impartiality, flexibility, discovery, respect and readiness to receive different viewpoints, moreover, it also shows the openness and desire to be fully informed and towards finding the cause.

Training in critical thinking is an important step/task of law education institutions. Through training in critical thinking, students will *acquire many skills* for future professional activities such as listening, analysis, and document collection skills; using sources of documents and evidence to serve the legal decision-making; teamwork skills; writing skills;

skill of presenting issues related to the topic being debated. However, most importantly, through training in critical thinking, law students have the ability to “react” to legal issues that need to be recognized or handled immediately based on the capacity of critical thinking. The essence of critical thinking capacity represents the ability to actively receive and process information; review and evaluate information related to the problematic situation; argue, prove scientific or counter-scientific hypothesis; obtain new knowledge or new approaches, from which to choose the right plans and decisions for action (CHEN, 2018). In fact, the development of critical thinking capacity in legal training is a proactive and continuous process that is consistent with and keeps pace with the movement and development of phenomena occurring in legal practices (including legal science, legal life) in which learners are not left behind or make incorrect judgments, which have no legal basis, are inconsistent with the nature of events and situations taking place in social life.

Critical thinking in the bachelor-of-laws training programs in Vietnam

The Vietnamese legal field is in the process of systematic rethinking, especially after the ideas, approaches, and teaching of bachelors of law of countries in the former socialist system have been revealed too many limitations. In the context of open space and a huge source of legal scientific data, each teacher and student can immediately have sources of materials to compare evidence for the arguments being taught and disseminated officially in Vietnam. Thoughts and viewpoints that is not suitable for current social life will have no basis for existence. Practices at our country's higher education institutions in law at present, the debate between innovation through acquiring and the legal quintessence which has been summed up and circulated around the world with the thought of protecting outdated viewpoints are still evolving. In that context, there have been a number of studies that require reforming the law teaching activities in the direction of developing critical thinking for learners, but it is essentially to make the law-training activities more closely linked with the realities of social life. It is no longer appropriate to try to maintain differences in legal science thinking in the context of globalization, when business transactions have expanded the space (in the digital economy) with a multitude of bilateral, regional and global trade agreements. Law training must be a process of forming common thinking in all countries and territories. Factors of culture, traditions and ways of thinking should only be recognized as characteristics that can directly affect the training of bachelor of laws, it means that,

innovation of training of bachelor of law is based on events and legal issues. That is answering the question “how is this regulation used in this case” (NGUYEN, 2010).

Regarding the expression of critical thinking contents that have not been clearly shown in the training program, it shows that major higher education institutions in Vietnam have mentioned the content of critical thinking in different levels. The Faculty of Law under Vietnam National University, Hanoi has knowledge about forming the legal thinking systematically to recognize and solve complex legal issues, thereby, initially forming the ability to feel justice and know how to exploit practical knowledge to initially get acquainted with future work. The contents with basic professional skills, which have been clearly demonstrated, including the skills to detect, analyze, evaluate, critique, and advise on legal issues based on scientific arguments in the training majors (VIETNAM NATIONAL UNIVERSITY, 2019). Ho Chi Minh City Law University (2021) in its commitment to quality assurance identifies learners with general skills related to research and argumentation, skills in law analysis, self-updating new legal knowledge and application in practice, skills in detecting and solving problems in the training majors and the specific skills to each training major.

Critical thinking on the future of law education in Vietnam under the influence of the process of internationalization of higher education and the fourth industrial revolution

Critical thinking and training the bachelors-of-laws in the current information age are undergoing many changes and challenges, especially we are living in the context of the industrial revolution 4.0, including the following core issues: artificial intelligence, Internet of Things (IoT) and Big Data. Industrial Revolution 4.0 has a strong impact on all aspects of social life (MIN; JEANNE; SUK, 2018). The development of information in the 4.0 industrial revolution requires each individual to constantly update and supplement new information and knowledge, including in the fields of educational science and legal science.

The diversity of information in the legal field is reflected in the continuous development of new legal scientific knowledge that has been developed and gradually become popular and has been gradually codified in the national law. In the development of legal scientific knowledge, it can arise arguments, even refutation, mutual exclusion. In the race for the position leading the development trend of that legal science, if the law higher education institution is not proactive in searching, connecting, sharing and updating information, it is easy to fall behind in training. The development of science and technology

has a direct impact on traditional legal science content such as citizenship of robots (in the case of robot Sophia), taxation on robots in the condition that robots are participating directly into many areas of the production of goods and services that are threatening the employment of workers (NGUYEN, 2018; TRAN, 2018).

The drastic changes that have a direct impact on the fields of legal science show that the bachelor-of-law training activities do not stop at the application of advances in science and technology to the teaching, but also promptly update new legal scientific knowledge under the influence and impact of the industrial revolution 4.0 as well as during university. The combination of the potential of smart technologies in learning and the development of critical thinking in students allows the most optimal solution of the contradictions between the needs of a modern society and the current practice of professional training of students, in particular, students of the law departments (KOPOTUN *et al.*, 2020). With the current rapid development rate, if the bachelor-of-law training activities do not keep up with the development of legal science in the world to update and supplement, it is very difficult for learners to keep up with and adapt to the working environment as well as international legal scientific knowledge. In other words, identifying, debating, and timely updating legal scientific achievements into the bachelor-of-law studying and training is *the biggest challenge* for each law higher education institution and requires:

- It is necessary to have a plan for self-studying, updating as well as equipping learners with skills of self-studying and self-updating new legal scientific knowledge. It is difficult for bachelor-of-law training activities to keep up with the times.

- Strengthen exchanges, cooperation and sharing of legal scientific information among law higher education institutions; and at the same time, it is also necessary to develop a plan for the research cooperation and exchange of lecturers and students among foreign and domestic law higher education institutions.

Associating the training activities with actual developments of activities of competent state agencies

In the past, activities and decisions of state agencies from law-making to the issuance of decisions to apply the law were often a private area and showed a closed nature. The participation of people and social organizations in criticizing and suggesting is very limited. At the same time, information transparency and accountability help people understand more clearly the content of policies and laws, and the basis of the issuance of decisions to apply the

law. In other words, the pressure to ensure information transparency and accountability of state agencies as well as of senior leaders of the state is a condition for the study and interpretation of the nature of legal phenomena that appear. At the same time, the Supreme People's Court also has its own website to announce the judgment. This is a huge source of practical data, helping to bring the bachelor-of-laws training closer to life. The exercises of “assumption” according to the lecturer's deduction are no longer valuable. However, associating the training of bachelor of laws with practice is still difficult for lecturers, due to the distance and the sensitivity of state management information to social life. Therefore, providing learners with skills to identify information, to filter out valuable scientific information needs to be done continuously, so that learners can associate theoretical knowledge with social development practices such as the case of Hoang Cong Luong and the debates among state agencies, among scientific values (through the conclusions of the Vietnam Medical Association, and the experimental crime scenes of the scientists) with the use of these scientific conclusions as evidence to prove a crime or declare innocence. Or the case where there is no clear conclusion about Nguyen Huu Linh's behavior (criminal scientific assessment conclusion) with the resolute prosecution of this defendant for the act of “lewdness with people under 16 years old”.

Updating the advances of law and state science

Currently, learners with computers and the internet can join online classes or listen to lectures from the world's leading law professors with their legal science knowledge being constantly updated. Therefore, if we do not boldly change, expand, and update advances in law and state science so that students can see the diversity and richness in knowledge about law and state science, then the learners themselves will feel the incompatibility and inconsistency of the Vietnamese law training philosophy compared to the world. In that context, learners seem to be “thrown” into the open space of legal and scientific knowledge along with confusion and anxiety.

Legal training in Vietnam is in a period of strong transformation when the most difficult “fortresses” of the former Soviet legal thinking are being removed. However, the theory and practice in the fundamental subjects for shaping the legal thinking in legal training are still not free from the notion that law is the will of the ruling class, guaranteed to be implemented by coercive power. This incorrect understanding has led to a long-term misunderstanding, the tendency to see the state as synonymous with coercive power, thus

forming a fear-based government, and a society without individual rights and freedoms (CHU, 2016). When implementing the law, it is often only understood as simply implementing the existing standards of behavior announced by public authorities and guaranteed by dictatorial and coercive power (CHU, 2016). This practice does not seem to keep up with the process of building a governed-law state, because the governed-law state both manages society by law and at the same time manages itself by law, the state apparatus puts itself under the law. The rule of law is the power of law in civil society. Citizens are subjects who use the power of the law to protect individual rights and freedoms and are tools to check and monitor public rights (BUI, 2016). The extension to the study and application of advances in different theories of the state and law will help learners have a diverse and comprehensive viewpoint of the state and law in order to overcome a rigid view on the state and law phenomena, especially in the period of democratic expansion, the trend of peaceful coexistence as well as the emergence of many new social phenomena require legal science to analyze scientifically and convincingly.

Strengthening the core skills of the legal profession in an academic training environment

The introduction into Vietnam of new content and teaching methods from countries around the world is expected to bring the law profession closer to the trends of other countries as well as to associate the law training with practices. However, this process is still largely influenced by political orientations, because the law is, after all, just a tool of the government, of political orientations. Therefore, viewpoints of the state as well as the ruling political party have a direct impact on the philosophy of higher education, including critical thinking. As a result, creating conditions for learners to get legal experience through the training forms, including moot courts and law practice. These forms are having a great influence on legal training in Vietnam through the establishment of law practice offices so that students have the opportunity to interact with practical legal issues such as the community law teaching, legal advice, moot courts etc. It can be affirmed that law-training activities following this trend can help students detect legal problems and build legal questions related to the occurred events based on legal regulations. The legal question will help the learner to refer to the governing law. The answer is given to associate the adjustment with the facts of a case and to identify the facts of legal importance, i.e., occurrences raise legal questions and influence the outcome (NGUYEN, 2011) that is the decision-making capacity.

Just like Thailand - a country under the influence of the civil law system, classes focus on studying laws and the practical legal documents rather than studying the judgments. Teaching is completely non-Socratic, it means that real-life situations associated with the application of pragmatic law are emphasized in the group discussion hours. Professors also tend to separate the class by lecture and discussion (PHAM, 2011) This posed the requirement that the content and methods of training the bachelors of law must be changed towards the equal development of both legal knowledge, law practice skills and legal ethics among students (PHAM, 2011).

According to the Australia's legal training experience, that is based on the perception that legal methods and concepts can only be fully understood when human understands the use of such methods and concepts in real life. Law institutions focus on providing both theoretical knowledge of jurisprudence, practical knowledge and practical skills, and at the same time create a close and intimate relationship between law lecturers and those who practice the legal profession in practices. Necessary skills to equip students include legal analysis skills, including analysis of legal regulations and analysis of case law; legal reasoning skills – the essential skills for lawyers, and presentation skills (NGUYEN, 2012).

In Vietnam's current conditions, for bachelors of law, it is necessary to develop the synthetic thinking, focus on reasoning and analysis, because a bachelor of law can be arranged in many job positions. The manipulation, skills of the legal profession should only be basic skills and manipulations. As a result, learners can adapt and apply the legal provisions in professional practices in order to avoid being “criticized” that they have to be re-trained, or students lack the knowledge and skills to apply the law in practice Law students need to form the knowledge and skills, including:

- Know and identify legal theories in legal fields to explain the basis or the reason for the existence of law in social life. At the same time, this knowledge helps learners to analyze and assess the suitability of legal provisions with the work reality and the requirements of social life, it means, identifying the inadequacies of the legal provisions to propose amendments, supplements or comments on draft legal documents.

- Search, systematize and arrange legal documents to solve a legal problem quickly and accurately. This is a very important skill and requires to be formed since being a student. The solving of case studies, and thematic discussions must aim at forming skills in searching legal documents and applying legal provisions to solve a legal situation or problem (including legal science) as proficiently as possible. To do this, it requires lecturers to perform well as an

instructor of the text searching channels (if possible, legal documents of other countries for comparison and contrast).

- Identify the scientific and legal problems and propose a solution in accordance with legal provisions and with the least legal risk. Within the theoretical space of the lecture hall, adding as many assumptions as possible helps to strengthen the reasoning and analytical ability of learners according to a series of situations in the “if... then...” structure, thereby, learners give solutions or arguments in accordance with the theory and regulations of the law. It should be emphasized that the rightness and wrongness within the framework of theories and opinions should not be emphasized (even in situations of conflict or contradiction with actual law), but it is necessary to help learners to be sensitive in detecting the legal science problems in different situations.

Conclusion

The critical thinking capacity of the bachelor of laws is the actual expression of the ability to react to situations, events, and legal issues arising in the learning process as well as in real life. This requires learners to detect and have timely and appropriate solutions on the basis of legal regulations as well as to meet the needs of stakeholders. For bachelor of law, it is necessary to develop the synthetic thinking, focus on reasoning and analysis, because a bachelor of law can be arranged in many job positions. The manipulation, skills of the legal profession should only be basic skills and manipulations. As a result, learners can adapt and apply the legal provisions in professional practices. The current content of critical thinking has been shown to different degrees in the bachelor-of-law training program in Vietnam. However, in order to meet the requirements for learners' future career orientation, the critical thinking content needs to be trained and practiced throughout the training program. The critical thinking content must be specified in each module as well as in the learning materials (JAMES; BURTON, 2017; AZAM, 2020). Critical thinking in training the bachelor of laws is the bridge between legal theory, legal regulations and practices to require learners to answer questions posed from practices or requirements of stakeholders. The reaction capacity to solve the arising problems quickly, accurately and express the learner's own viewpoints is a measure of the practical results of the critical thinking capacity, because the sharp thinking, judgment and ability to make quick and accurate decisions will help the bachelors of law quickly make the best choice or answer for the situation being resolved. In other words,

critical thinking is a tool to help bachelors of law better adapt to the legal profession, which is diverse, complex and unpredictable as the endless flow of an ever-changing society.

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