

Activities of Intellectual Property Propaganda in the Vocational Education System

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Abstract: Currently, intellectual property violations are serious and tend to increase, especially in the education system, including the vocational education system. Lack of understanding of intellectual property regulations has unintentionally led to many cases of violation without even knowing it. This is necessary to improve people's understanding of intellectual property and have appropriate behavior. This shows that appropriate propaganda activities are needed to improve this situation. Based on reference to State documents on intellectual property; surveying 300 people who are students, teachers, staff, and administrators at several vocational education institutions, the purpose of this study is to evaluate the current situation, point out the position, role, and importance the importance of intellectual property propaganda activities in the vocational education system, pointing out the causes of limitations and inadequacies; from there, propose solutions to improve the quality of intellectual property propaganda activities in the vocational education system in the future.

Keywords: Propaganda activities, intellectual property, vocational education.

INTRODUCTION

With the strong development of science and technology and the current trend of deep international economic integration, paying attention to investing in training and equipping future generations with knowledge and thinking skills about innovation and intellectual property; forms in pupils, and students a sense of respect for intellectual property rights, creating a culture of intellectual property that will help Vietnam have enough capacity to integrate and compete, avoiding falling behind compared to other countries. Propagating intellectual property brings many benefits to individuals and society, especially in the field of education, which is also an important part of the educational process, helping to create confident, knowledgeable students, creative, and ready to face the challenges of the modern world. This is an area that attracts researchers and scientists, especially educators, who are also interested in this issue. However, the situation of intellectual property rights infringement is more common and complicated, and awareness of respect and protection of intellectual property rights in education is not high.

Intellectual property propaganda activities for pupils and students have not received proper attention, have not been propagated systematically, and are still general, and the content is not specific to each subject. To equip future generations with knowledge, skills, innovative and creative thinking, to form a sense of respect for intellectual property rights, and to encourage students to research Science, technical innovation, technology to solve practical problems, and create a culture of intellectual property will help Vietnam have the capacity to integrate and compete with other countries.

Therefore, intellectual property propaganda activities in education are very necessary and play a great role, bringing many important benefits such as encouraging creative thinking, problem-solving skills, improving knowledge, increasing self-confidence, taking responsibility, facing technological challenges, etc. Propagating intellectual property

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contributes to building a society that understands, respects diversity, and supports students and teachers to be creative and contribute positively to the community.

LITERATURE REVIEW

Propaganda

Propaganda is a term commonly used to refer to activities of promoting and communicating messages intended to change the consciousness, behavior, or thinking of a specific group of people or community. Propaganda can be done through a variety of media, including television, radio, newspapers, social media, and live events.

Following President Ho Chi Minh: “Propaganda is telling something to the people to understand, people to remember, people to follow, people to do. If that goal is not achieved, it is propaganda failure.”

Propaganda is the giving of information (issues) to push the attitudes, thoughts, psychology, and opinions of the masses in a certain direction that the person presenting the information desires. The ultimate goal of modern propaganda does not stop at changing the thoughts or attitudes of the masses but needs to create action among the masses. Propaganda not only draws individuals out of old beliefs but also needs to make that individual blindly believe in new thoughts and lead to actions that benefit the propaganda force. Individuals subjected to propaganda will lose their ability to choose and react naturally, and will then take actions with confidence without needing specific evidence.

Thus, “propaganda is the conveying of information to influence the recipient of the information, change the thinking, attitude, and psychology to comply with the wishes of the person who needs to convey the information.”

Intellectual Property

Intellectual Property (IP) is a term that describes the types of intangible assets that people can own and protect according to the law. IP includes assets such as copyrights, industrial property rights, trademark rights, and designs.

In Article 2 of the Convention establishing the World Intellectual Property Organization (WIPO) dated July 14, 1967, it is stipulated: “Intellectual property includes rights related to literary, artistic and scientific works. learn; performing artists’ performances, recordings, and broadcasts; inventions in all fields of human creativity; scientific discoveries; industrial designs; trademarks, service marks, and trade names; protection against unfair competition; and all other rights arising from the results of intellectual activity in the literary, artistic, scientific and industrial fields”.

According to the Vietnam Intellectual Property Office under the Ministry of Science and Technology, “Intellectual property is a legal concept that refers to the state’s protection of creative labor results.”

According to Clause 1, Article 4 of the 2005 Intellectual Property Law (amended 2009, 2019), intellectual property rights are the rights of organizations and individuals to intellectual property, including copyright and rights related to intellectual property. Copyright, industrial property rights, and plant variety rights.

Thus, intellectual property is understood as the ownership of intellectual assets of organizations and individuals.

Propagating Intellectual Property in Education

The concept of “intellectual property propaganda” in the field of education is to develop strategies, programs, and activities to raise awareness of intellectual property in the academic community, through the path of intellectual property rights education; encourage creativity in education; develop a sense of copyright and ethical responsibility; knowledge sharing and collaboration; Support students in scientific research. Thereby, increasing awareness of intellectual property in education to create a positive academic environment and support creativity in the educational community.

RESEARCH METHODS

Text Research

Currently, the issue of intellectual property rights protection in general and copyright rights in particular is governed by the intellectual property legal system including the 2005 Intellectual Property Law amended and supplemented in 2009 and 2009. 2019 (Intellectual Property Law) and guiding documents. In particular, the by-law document directly regulating copyright for works in several fields is Decree No. 22/2018/ND-CP dated February 23, 2018, of the Government detailing several articles and measures to implement the 2005 Intellectual Property Law and the Law amending and supplementing several articles of the 2009 Intellectual Property Law on copyright and related rights (Decree No. 22/2018/NĐ-CP). The current Vietnam legal system does not have specialized documents regulating intellectual property activities in general, copyright in particular in the education system, therefore, the legal basis for this issue is the system. Legal documents mentioned above.

Survey Method

The author designed a questionnaire related to intellectual property propaganda and education activities in education at several vocational education establishments in Ho Chi Minh City. In particular, we focus on the following issues: Assessing the importance; position, role; content, methods, and conditions for intellectual property propaganda activities in education; and identifying objective and subjective causes affecting intellectual property propaganda activities in education; from there, propose solutions to improve the quality of intellectual property propaganda activities in education.

Scale convention: To facilitate the evaluation and analysis of data reasonably and scientifically, the information collected from the status survey questionnaire is conventionally based on the average value on the 5-point Likert scale with distance value level = (Maximum – Minimum)/n = (5-1)/5 = 0.8, so the average values in the scale are conventional according to the Table 1 below:

Table 1: Conventions for processing survey information

Medium score	1.00 ≤ \bar{X} ≤ 1.80	1.81 ≤ \bar{X} ≤ 2.60	2.61 ≤ \bar{X} ≤ 3.40	3.41 ≤ \bar{X} ≤ 4.20	4.21 ≤ \bar{X} ≤ 5.0
Conventional points	1	2	3	4	5
Critical level	Not important	Less important	Rather important	Important	Very important
Level of implementation	Not done	Little done	Sometimes	Often	Very often
Result	Less (Poor)	Weak	Medium	Rather	Good

$$\bar{X} = \frac{\sum_{i=1}^k X_i K_i}{n}$$

Processing survey data: Use the formula to calculate the average score:

\bar{X} : Medium score. Xi: Score at level i. Ki: Number of participants rated at Xi level. n: Number of people participating in the assessment

RESEARCH RESULTS

Current Status of Awareness of the Importance of Intellectual Property Propaganda Activities in Education

To evaluate the importance of intellectual property propaganda activities in the vocational education system, the author surveyed 300 people (including 250 students; 30 lecturers, staff, and 20 managers) at 07 institutions. Vocational education department in Ho Chi Minh, according to convention: (1) Not important. (2) Less important. (3) Quite important. (4) Important. (5) Very important. The results are shown in table 2.

Table 2: Current status of awareness about the importance of intellectual property propaganda activities in the vocational education system

Evaluating	Frequency (people)	Ratio (%)	Valid ratio (%)	Cumulative ratio (%)
Not important	21	7.00	7.00	7.00
Less important	49	16.33	16.33	16.33
Rather important	88	29.33	29.33	29.33
Important	89	29.67	29.67	29.67
Very important	53	17.67	17.67	17.67
Total	300	100.00	100.00	100.00

(Source: Author’s survey results)

The survey results in Table 2 show that: The assessment level focuses on the “Important” level, reaching 29.67% (with 89/300 respondents); next is the level of “Very important” reaching 17.67% (with 53/300 respondents), “Rather important” reaching 29.33% (with 88/300 respondents). However, there are still 16.33% (with 49/300 respondents) answered “Less important” and 7.00% (with 21/300 respondents) answered “Not important”.

The above survey results show that intellectual property propaganda activities in the vocational education system implemented by managers, lecturers, students, and pupils at vocational education establishments in Ho Chi Minh City are cared for and appreciated. However, there are still a large number of people who do not care, pay little attention and take this activity lightly, even very lightly when rating it as “Not important”.

Current Status and Role of Intellectual Property Propaganda Activities in the Vocational Education System

To evaluate the position and role of intellectual property propaganda activities in the vocational education system, the author surveyed 300 people (including 250 students; 30 teachers, staff, and 20 managers) at 07 vocational education

establishments in Ho Chi Minh City, according to the convention implementation level: (1). Less (Poor); (2). Weak; (3). Medium; (4). Rather; (5). Good, combined with the evaluation regulations in Table 1. Results are shown in Table 3.

Table 3: Current status of position and role of intellectual property propaganda activities in the vocational education system

Oder	Content	Level					\bar{X}	Rating
		1	2	3	4	5		
1	Help students, teachers, and administrators at vocational education institutions properly perceive the importance of intellectual property as well as its impact on individuals and organizations.	18	47	88	92	55	3.40	1
2	Help students, teachers, and administrators at vocational education institutions master the law on intellectual property rights	22	49	87	94	48	3.32	2
3	Help students, teachers, and administrators at vocational education institutions clearly understand the rights of organizations and individuals to the works they create or own.	27	51	91	90	41	3.22	3
4	Help students, teachers, and administrators at vocational education institutions understand the current situation of intellectual property infringement in Vietnam.	26	49	89	92	44	3.26	4
5	Help students, teachers, and administrators at vocational education institutions find the causes of intellectual property infringement in Vietnam.	26	47	88	90	49	3.30	5
Total average		23.80	48.60	88.60	91.00	47.40	3.30	5
Ratio (%)		7.93	16.20	29.53	30.53	15.80	x	x

(Source: Author’s survey results)

The survey results in Table 3 show that: With an average total $\bar{X} = 3.30$, it is in the range of $2.61 \leq \bar{X} \leq 3.40$, equivalent to the “Medium” rating. Examining each survey content shows that there is no survey content within the range of $3.41 \leq \bar{X} \leq 4.20$ (the “Rather” level) and the range of $4.21 \leq \bar{X} \leq 5.0$ (the “Good” level). Thus, all content is also in the “Medium” level, no content is in the “Poor”, “Weak”, “Rather” and “Good” levels.

However, looking specifically at each level of assessment, in all 05 survey contents, some people rate “Poor” and “Weak” on the position and role of intellectual property propaganda activities in the system. Job education. Specifically, the “Poor” rating is 23.80 (accounting for 7.93%), the “Weak” level is 48.06 (accounting for 16.20%), and the “Medium” level is 88.60 (accounting for 29.53%). The highest concentration rating is “Rather” with a total average of 91.06 (accounting for 30.53%); rated “Good” with an average of 47.40 (accounting for 15.80%). However, overall, the “Weak”, “Poor” and “Medium” ratings exceed 50%, larger than the “Rather” and “Good” ratings.

Assessing the current status of the position and role of intellectual property propaganda activities in the vocational education system, according to manager 1: “Currently, determining the position and role of propaganda activities Intellectual property in the vocational education system is often overlooked. In fact, due to a lack of understanding of intellectual property law, as well as the fields of intellectual property, its work, and its impact on individuals and organizations. Therefore, disregard for this activity still exists, and the phenomenon of intellectual property violations still occurs. In particular, the content “Helps students, teachers, and administrators at vocational education institutions properly perceive the importance of intellectual property as well as its impact on individuals, the organization” is very important but not highly appreciated.

Sharing the same opinion, according to teacher 1: “It may be due to incorrect awareness of the importance of intellectual property propaganda activities in the vocational education system and personally haven’t seen much related to intellectual property, so during my work, I also found it unnecessary. If the school launches it, you can participate”. These assessments, combined with survey results, show that there is a need for the role of intellectual property propaganda activities in the vocational education system.

Current Status of Intellectual Property Propaganda Content in Vocational Education Institutions

To evaluate the content of intellectual property propaganda activities in the vocational education system, the author surveyed 300 people (including 250 students; 30 teachers, staff, and 20 managers) in 07 vocational education

establishments in Ho Chi Minh City, according to the convention implementation level: (1). Less; (2). Weak; (3). Medium; (4). Rather; (5). Good, combined with the evaluation regulations in Table 1. Results are shown in Table 4.

Table 4: Current status of content of intellectual property propaganda activities in the vocational education system

Oder	Content	Level					\bar{X}	Rating
		1	2	3	4	5		
1	Propagating intellectual property laws of Vietnam and the world.	19	42	92	93	54	3.40	1
2	Propaganda about the current status of intellectual property activities in Vietnam and the world.	22	48	94	90	46	3.30	2
3	Announcing intellectual property violations in Vietnam and the world, and the level of punishment.	26	53	93	88	40	3.21	3
4	Developing more and better technologies to serve people.	26	52	92	89	41	3.22	
5	Propagate intellectual property activities in the vocational education system.	25	47	92	92	44	3.28	4
5	The role of intellectual property in social promotion.	27	47	92	88	46	3.26	5
6	Encourage creativity in vocational education; Develop self-awareness of rights and responsibilities related to using digital resources.	25	45	90	93	47	3.31	7
7	Information and support for students, pupils, and teachers about the intellectual property registration process, as well as how to protect their rights when participating in research projects.	19	42	92	93	54	3.40	6
Total average		24.29	47.71	92.14	90.43	45.43	3.28	7
Ratio (%)		8.10	15.90	30.71	30.14	15.14	x	x

(Source: Author's survey results)

The survey results in Table 4 show that: With an average total $\bar{X} = 3.30$, it is in the range of $2.61 \leq \bar{X} \leq 3.40$, equivalent to the "Medium" rating. Examining each survey content shows that there is no survey content within the range of $3.41 \leq \bar{X} \leq 4.20$ (the "Rather" level) and the range of $4.21 \leq \bar{X} \leq 5.0$ (the "Good" level). Thus, all content is also in the "Medium" level, no content is in the levels of "Poor", "Weak", "Rather" and "Good".

However, looking specifically at each level of assessment, in all 07 survey contents, some people rate "Poor" and "Weak" on the content of intellectual property propaganda activities in the vocational education system. Karma. Specifically, the "Poor" rating is 24.29 (accounting for 8.10%), the "Weak" level is 47.71 (accounting for 15.90%), the "Medium" level is 92.14 (accounting for 30.71%), this is also the rating with a high percentage. "Rather" rating with an average total of 90.43 (accounting for 30.14%); rated "Good" with an average of 45.43 (accounting for 15.14%).

According to manager 4 and teacher 2: The reason the content of intellectual property propaganda activities in the vocational education system is underestimated is that in recent times, at vocational education institutions, Industry has not paid attention to propaganda content, only focusing mainly on disseminating intellectual property law, but this content only stops at the level of introducing the law without going on to analyze the current situation. and there is a comparison between Vietnam's law and some laws of other countries.

Current Status of Intellectual Property Propaganda Methods in the Vocational Education System

To evaluate the method of intellectual property propaganda in the vocational education system, the author surveyed 300 people (including 250 students; 30 teachers, staff and 20 managers) at 07 vocational education establishments in Ho Chi Minh City, according to the convention implementation level: (1). Less; (2). Weak; (3). Medium; (4). Rather; (5). Good, combined with the evaluation regulations in Table 1. Results are shown in Table 5.

Table 5: Current status of intellectual property propaganda methods in the vocational education system

Oder	Content	Level					\bar{X}	Rating
		1	2	3	4	5		
1	Organize thematic talks and disseminate the law.	20	44	93	93	50	3.36	1
2	Organize competitions to learn about intellectual property rights in the School.	23	48	94	89	46	3.29	2
3	Organize conferences and seminars on intellectual property rights.	27	54	93	86	40	3.19	3

Oder	Content	Level					\bar{X}	Rating
		1	2	3	4	5		
4	Organize for students, teachers, and managers to visit production facilities that apply intellectual property in production and business.	26	52	97	92	33	3.18	4
5	Launching a response movement: “World Intellectual Property Day”.	27	50	92	88	43	3.23	5
Total average		24.60	49.60	93.80	89.60	42.40	3.25	5
Ratio (%)		8.20	16.53	31.27	29.87	14.13	x	x

(Source: Author’s survey results)

The survey results in Table 5 show that: With an average total $\bar{X} = 3.30$, it is in the range of $2.61 \leq \bar{X} \leq 3.40$, equivalent to the “Medium” rating. Examining each survey content shows that there is no survey content within the range of $3.41 \leq \bar{X} \leq 4.20$ (the “Rather” level) and the range of $4.21 \leq \bar{X} \leq 5.0$ (the “Good” level). Thus, all content is also in the “Medium” level, no content is in the levels of “Poor”, “Weak”, “Rather” and “Good”.

Looking specifically at each level of assessment, in all 05 survey contents, the number of people rating “Poor” and “Weak” on the method of intellectual property propaganda activities in the vocational education system is quite high. Specifically, the “Least” rating is 24.60 (accounting for 8.20%), the “Weak” level is 49.60 (accounting for 16.53%), the “Medium” level is 93.80 (accounting for 31.27%), this is also the rating with a high percentage. best. “Rather” rating is 89.60 (accounting for 29.87%); rated “Good” with an average of 42.40 (accounting for 14.13%).

Factors Affecting Intellectual Property Propaganda Activities in the Vocational Education System

Objective Factors:

The objective factors we consider in this article include 1. “State policies and management mechanisms”; 2. “Facilities serving intellectual property propaganda activities in the vocational education system”; 3. “Socialization resources serving intellectual property propaganda in the vocational education system”; 4. “Ability to invite professional reporters”. With a survey of 300 people (including 250 students, 30 teachers, staff, and 20 managers). As for the level of influence, the convention is as follows: (1) No influence; (2) little effect; (3) Quite influential; (4) Influence; (5) Very influential. The results are shown in Table 6.

Table 6: Objective factors affecting intellectual property propaganda activities in the vocational education system

Oder	Content	Influence level					\bar{X}
		1	2	3	4	5	
1	State policies and management mechanisms.	13	41	80	102	64	3.54
2	Facilities and equipment serving intellectual property propaganda activities in the vocational education system.	15	44	83	112	46	3.43
3	Socialization resources serve as intellectual property propaganda in the vocational education system.	14	41	88	109	48	3.45
4	Ability to invite reputable reporters.	17	49	90	111	33	3.31
Total average		14.75	14.75	35.00	68.20	86.80	3.55

(Source: Author’s survey results)

The results of Table 6 show: With $\bar{X} = 3.44$ is in the range of $3.41 \leq \bar{X} \leq 4.20$, which means it is rated at the “Influence” level. However, just like “objective factors”, there are still some people who evaluate it as having no or little influence. This shows that some people do not pay much attention to the subjective (most important) factors affecting intellectual property propaganda activities in the vocational education system.

Subjective Factors

There are five subjective factors that we included in the survey and analysis, specifically: 1. “The role and functions of the Board of Directors of vocational education institutions in intellectual property propaganda activities in the vocational education system”; 2. “Managers’ awareness of the necessity of intellectual property propaganda activities in the vocational education system”; 3. “Competency level of teachers and administrators in intellectual property propaganda activities in the vocational education system”; 4. “Awareness of teachers and staff in vocational education institutions about the position and role of intellectual property propaganda activities in the vocational education system”; 5. “Awareness of students in vocational education institutions about intellectual property propaganda activities in the vocational education system”. With a survey of 300 people (including 250 students, 30 teachers, staff, and 20 managers). For the level of impact,

the convention is as follows: (1) No influence; (2) little effect; (3) Quite influential; (4) Influence; (5) Very influential (Results shown in Table 7).

Table 7: Subjective factors affecting intellectual property propaganda activities in the vocational education system

Oder	Content	Influence level					\bar{X}
		1	2	3	4	5	
1	The role and function of the school leadership in intellectual property propaganda activities in the vocational education system.	9	37	77	102	75	3.66
2	Managers' awareness of the necessity of intellectual property propaganda activities in the vocational education system.	9	39	82	111	58	3.56
3	Competency level of teachers and staff in intellectual property propaganda activities in the vocational education system.	11	41	88	110	50	3.49
4	Awareness of teachers and staff on intellectual property propaganda activities in the vocational education system.	15	45	89	112	39	3.38
5	Awareness of students and pupils in intellectual property propaganda activities in the vocational education system.	13	44	88	109	46	3.44
Total average		11.40	41.20	84.80	108.80	53.60	3.50

(Source: Author's survey results)

The results of Table 7 show that: With $\bar{X} = 3.50$, it is in the range of $3.41 \leq \bar{X} \leq 4$, which means it is evaluated at the "Influence" level. However, just like "objective factors", there are still some people who evaluate it as having no or little influence. This shows that some people do not pay much attention to the subjective (most important) factors affecting intellectual property propaganda activities in the vocational education system.

Causes of Weaknesses

Objective Reasons:

The attention of all levels, branches, the Ministry of Labor, War Invalids and Social Affairs, the policy of the People's Committee of Ho Chi Minh City in leadership, leadership organization in grassroots propaganda activities intellectual property in the vocational education system; facilities and equipment conditions and financial resources for intellectual property propaganda activities in the vocational education system; policy mechanisms for management staff, teachers, and staff at vocational education institutions; the content and program of intellectual property propaganda activities in the vocational education system and the synchronous coordination between educational forces inside and outside the school are objective reasons affecting propaganda activities. intellectual property in the vocational education system in Ho Chi Minh City.

In addition, according to the manager 4: Inviting reporters with professional qualifications and the ability to persuade listeners is very difficult, partly due to the financial resources of vocational education institutions for their activities. This is still limited, partly because I don't know which contact to contact to invite this team. This also partly affects intellectual property propaganda activities in the vocational education system

Subjective Causes:

In addition to objective causes, subjective causes focus on the awareness of management staff in vocational education institutions about the position, role, and importance of intellectual property propaganda activities in the vocational education system; the qualifications, capacity, and management experience of this force are lacking and weak. At the same time, subjective reasons are also reflected in the level of skills, pedagogical capacity, love of the profession of teachers and staff of vocational education institutions, and the ability of staff to participate. managers, teachers, and staff in intellectual property propaganda activities in the vocational education system.

Programming and planning of vocational education institutions are still formal and repeated every year without investment and novelty. In addition, the leadership of vocational education institutions has not fully promoted its responsibilities in signing and approving annual operating plans. The leadership of vocational education institutions pays little or no attention to detailed planning in advance but mainly plans for short-term implementation without proper investment and attention. According to manager 5: Poor planning is the first and most important reason why future activities do not achieve the desired results.

Professional training for managers, teachers, and staff is still formal, so the effectiveness is not high. Due to teaching activities and work requirements, some teachers attend professional development classes on weekends, leaving

no time to invest in other activities. Therefore, participation in professional training classes as well as investment in learning about intellectual property program content is limited.

Financial resources used to serve intellectual property propaganda activities in the vocational education system are limited and do not meet the activities well; Dedicating funds to reward individuals and groups that effectively participate in intellectual property propaganda activities in the vocational education system only has the meaning of encouragement and morale. In addition, the leadership of some vocational education institutions lacks interest in motivating teachers to come up with solutions as well as initiatives or contributions to the school.

Recommend Some Solutions

Organize to Raise Awareness for Managers, Teachers, Staff, and Students about the Necessity of Activities

The goal of intellectual property propaganda activities in the vocational education system is to make officials, teachers, students and pupils in vocational education establishments clearly understand the views of the Party and the State of Vietnam, the education sector on intellectual property propaganda activities in the vocational education system to help teachers, staff, and students understand and master intellectual property laws and violations, has and is aware of the seriousness of intellectual property violations

Propagate and widely educate the provisions of the law on intellectual property laws in schools to raise awareness, awareness, and correct attitudes towards the intellectual values of humanity. Contribute to minimizing violations and illegal use of other people's intellectual value; at the same time, understand your rights and obligations regarding the intellectual value of yourself and others.

Raising awareness for officials, teachers, students, and students in vocational education institutions about the role of intellectual property propaganda activities in the vocational education system for the comprehensive education process at school; create positive values in the school and spread to the whole society

Equip knowledge and organizational skills for managers and teachers when organizing intellectual property propaganda activities in the vocational education system.

Arousing a sense of responsibility among teachers and active participation in activities of pupils and students in vocational education institutions.

Form the right habits, attitudes, and behaviors when using the knowledge of others. Because, only when students form good, correct, and standard habits, attitudes, and behaviors can they take correct actions in the process of using human knowledge.

Strengthen Innovation in Planning Intellectual Property Propaganda Activities in the Vocational Education System

The main content of the solution is to focus on building a plan for intellectual property propaganda activities in the vocational education system. The activities offered must be close, practical, and suitable for pupils and students at vocational education institutions; Plans need to have age classification according to regulations; and suitable to the conditions (equipment, teaching staff, guests, financial resources) of each vocational education institution.

Assess physical facilities such as Classrooms, equipment, teaching aids, practice space, visual aids, and documents serving intellectual property propaganda activities. Overall assessment of the school's necessary factors to implement resource mobilization plans, economical and effective resource use plans, etc.

Assign responsibilities and stipulate time to implement the plan for functional departments, teachers, and staff in the school as well as those assigned to organize intellectual property propaganda activities. Develop a plan to invite a professional reporting team, and arrange specific time and financial resources for guests.

Strengthen planning management; Implement propaganda content, programs, and methods. Especially consider novelty and creativity in the process of intellectual property propaganda activities. Forming professional skills and ethics in management staff, teachers, staff, and students.

Directing and supervising intellectual property propaganda activities in the vocational education system must be substantive and must be evaluated through. Conduct year-end summaries and reports on the level of completion of teachers and related individuals compared to the plan.

Directing the Development of Intellectual Property Education Programs for Pupils and Students in Departments and Faculties

The results of research on the current situation show that the content and form of intellectual property propaganda in vocational education institutions are still poor and monotonous. Therefore, one of the important solutions is to build an intellectual property education program for students in faculties and departments so that every day, every lesson, students are reminded to mark the behavior and habit of responding correctly to the knowledge of others, arousing one's creativity. Therefore, integrating intellectual property education into the teaching process is very important and necessary.

Organize and develop lesson plans that integrate intellectual property education for students, direct teachers to prepare lessons, teach classes, according to the proposed integrated plan, and actively use them. Many flexible methods such as situation-building methods, conversation methods, group work, discussion, games, legal quizzes, etc.

Organize sample teaching hours that integrate intellectual property education; Select teachers with skills in organizing educational activities on intellectual property who have attended training programs at higher levels, organize sample teaching hours at the school level, and then evaluate and learn from experience. Adding ideas, creating a starting point for teachers to approach intellectual property educational activities. Then, deploy training exercises at the school level, provide feedback, evaluate, rank, and nominate teachers to participate in training exercises at all levels. This will form habits in specialized departments and faculties.

The principal directs specialized departments and teachers to meet discuss and develop appropriate integrated lessons. Direct core teachers to support teachers in integrating lessons that include intellectual property education into lessons. After each semester or school year, the steering committee organizes and evaluates the contents that have been integrated into the subjects, and the proposals and recommendations of professional groups, thereby drawing experience and supplementing them. Supplement and adjust to develop next year's plan.

Direct teachers to teach and integrate traffic safety knowledge across subjects: Integrated teaching is an educational perspective that has become an innovative trend in determining teaching content and programs. Building courses at universities. Through practical testing, it has been proven that implementing an integrated perspective in educational and teaching activities will help develop the ability to solve complex problems for both teachers and learners. Helps make learning meaningful for students. The content of intellectual property education is properly integrated and integrated into subjects and educational activities to ensure that intellectual property education is continuous, and diverse and prevents students from, students are overloaded and bored.

Diversify forms and methods of propagating intellectual property in vocational education institutions:

Currently, the dissemination of intellectual property in vocational education institutions is mainly through thematic talks or thematic reports of reporters invited by vocational education institutions, it takes about 2-3 hours. These talks only provide basic information, with little talk about the current status of intellectual property activities, intellectual property violations in Vietnam and the world, the level of sanctions, etc.

For intellectual property propaganda activities in vocational education institutions to be effective, it is necessary to diversify propaganda forms and methods, specifically:

Turn intellectual property propaganda activities into regular educational activities in schools through integrated education in necessary subjects; Here it can be integrated into political theory subjects.

Regularly organize intellectual property competitions among pupils and students. The organization of competitions must be done regularly and continuously. For winning teams and individuals, there needs to be a mechanism. Incentive measures in kind, or extra points for subjects or points to evaluate training results.

Diverse guest lineup. Guests with good presentation skills and solid knowledge can easily attract listeners; and create motivation and excitement.

Vocational education institutions can combine with other vocational education institutions to organize scientific talks and seminars on intellectual property.

The organization responds to "World Intellectual Property Day" in many practical forms

Strengthen physical facilities, equipment, financial resources, teachers, and staff to serve intellectual property propaganda activities in the vocational education system:

Direct regular inspection and assessment of quantity, quality, and needs for facilities, equipment, and financial resources; From there, develop a plan for additional procurement and repair of facilities, equipment, and financial resources for intellectual property propaganda activities in the vocational education system.

Regularly use facilities and equipment effectively and safely. Encourage teachers to increase the application of modern, advanced teaching aids and information technology in the process of organizing educational activities on intellectual property in the integrated teaching process and specialized reporting sessions. , seminars, and conferences of the School.

Have a plan to use the allocated financial resources reasonably and scientifically, avoiding loss, waste, and violation of State regulations on the use of financial resources.

There is a plan to train teachers in integrated teaching or specialized teaching; Send a team to participate in training courses on intellectual property.

CONCLUSION

Intellectual property plays an increasingly important role in socio-economic activities. The added value that intellectual property brings to individuals, organizations, businesses, and society is increasingly high. In the coming time, with the strong development of science and technology and the process of deep international integration, the issue of intellectual property management will increasingly receive special attention. That requires training and propaganda on intellectual property to continue to develop in-depth, improve the quality of traditional training forms, and at the same time, promote the application of new forms following the needs of society and the trend of scientific and technological development.

With its important role, intellectual property propaganda activities need to be innovated in both content and form and need to receive more attention from vocational education institutions. With the initial steps of the lockdown, raising awareness among managers, teachers, staff, students, and pupils at vocational education institutions is a task that can be done immediately. Hopefully, with the attention of authorities, ministries, departments, branches, and vocational education institutions, this activity will achieve good results soon.

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