



## Career Orientation for High School Students in the Digital Era in Contemporary Vietnam

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### ABSTRACT

In the context of the digital era, characterized by the rapid development of digital technologies, artificial intelligence, big data, and the Internet of Things, the labor market in Vietnam is undergoing profound transformations in both occupational structures and skill requirements. This situation presents new challenges and opportunities for high school students, who represent the future workforce of the nation. The study focuses on analyzing the characteristics of the digital era and its impacts on the labor market, as well as on career orientation for high school students in Vietnam. It also highlights the current limitations in awareness and methods of career guidance. On this basis, the paper proposes solutions to enhance the effectiveness of career orientation in Vietnamese high schools today. The findings contribute scientific evidence to the innovation of career education, aiming to prepare young human resources to be adaptive, creative, and effectively integrated into the global digital economy.

## INTRODUCTION

In the context of the Fourth Industrial Revolution unfolding vigorously on a global scale, human society is gradually transitioning into a new era—the digital era. Breakthroughs in digital technologies, artificial intelligence, big data, and the Internet of Things are not only profoundly reshaping socio-economic structures but also posing new requirements for education and human resource development. Labor in the digital age demands that individuals possess not only foundational knowledge but also digital thinking competence, technological adaptability, and lifelong learning capabilities.

For high school students, who are in a formative stage of personality development and career orientation, the impact of the digital era brings both opportunities and challenges. Traditional occupational fields such as education, healthcare, and engineering are undergoing rapid transformations due to automation and digitalization, while numerous new professions related to digital technologies have emerged—many of which did not exist before. However, in Vietnam, career orientation for high school students still faces several limitations: the content of career guidance has not kept pace with the evolving occupational trends of the digital era; approaches remain largely formalistic; and students often lack practical information, self-awareness skills, and career planning capabilities in a labor market that is increasingly competitive and constantly changing.

Therefore, investigating career orientation for high school students in the digital era is an urgent requirement. This endeavor carries not only educational significance but also strategic importance for developing a high-quality workforce to serve the country's sustainable development. This paper focuses on analyzing the context of the digital era and the current state of career orientation for high school students in Vietnam, thereby proposing orientations and solutions to enhance its effectiveness in line with the requirements of digital transformation in education and human development.

## RESEARCH METHODOLOGY

This study is grounded in the methodological framework of dialectical materialism and historical materialism of Marxism-Leninism, as well as the viewpoints of the Communist Party of Vietnam on career-oriented education for students in the digital era. In addition, the research employs specific methods such as document analysis-synthesis and comparative-contrastive approaches. Based on an examination of policy documents issued by the Communist Party of Vietnam, the State, and the Ministry of Education and Training, the author analyzes the context of the digital era and its impacts on career education. At the same time, the paper draws on academic studies, reports, and information from authoritative press sources to compare and clarify the current situation of career orientation for high school students in Vietnam. This approach enables the systematization of theoretical foundations, the identification of existing limitations, and the formulation of feasible solutions aimed at improving the effectiveness of career orientation in the context of digital transformation.

## RESEARCH CONTENT

### Overview of the digital era and its impacts on the labor market in Vietnam

First, an overview of the digital era. The term *digital age* has been widely adopted by most international organizations and many countries around the world. It refers to a new stage in the development of human history, in which breakthroughs in science and technology—particularly in information and communication technologies—have fundamentally transformed modes of production, social organization, and human life. This is an era in which digital systems, artificial intelligence, big data, and global connectivity networks serve as the operational foundation of society, thereby creating a new form of development: the *digital society*. In this society, knowledge, information, and technology become the primary resources.

Some key features of the digital era can be summarized as follows: (1) **Automation**. This refers to the application of technology to replace human labor across many domains of social life. Through automated control systems, industrial robots, and intelligent management software, production processes and service delivery are increasingly efficient, precise, and less dependent on manual labor. Automation is not only an expression of technological advancement but also reflects the shift in production relations toward dematerialization. (2) **Artificial Intelligence (AI)**. AI is the outcome of simulating human cognitive processes through machines. It is capable of learning, reasoning, and adapting, and is being widely applied in fields such as healthcare, education, finance, and public services. From a socio-philosophical perspective, the rise of AI raises important questions regarding the nature of labor, the role of human beings in the production process, and the accompanying social-ethical implications. (3) **Internet of Things (IoT)**. IoT represents a concretized form of a fully connected world, in which physical devices can transmit and exchange data over the Internet without constant human intervention. IoT contributes to creating smart living environments and optimizing everyday activities, but at the same time it poses challenges related to privacy, data security, and the growing dependence of humans on technology. (4) **Big Data**. This refers to the ability to collect, process, and analyze massive volumes of data in real time, far beyond the capacity of traditional tools. Big Data not only supports decision-making in governance, business, and policymaking, but also reflects a structural shift in social knowledge—from individual experience to quantitative data and algorithmic modeling. (4) **Digital Transformation**. This is the process of integrating digital technologies into all aspects of social life, from business production to state governance and social interaction. Digital transformation is not merely a change in tools but also in mindsets, organizational models, and social relations within a technological logic-driven environment. From a philosophical perspective, digital transformation embodies the dialectical interaction between technology and human beings, between matter and consciousness, under new conditions of human civilization (Politburo, 2019).

Thus, the digital era is not merely the result of scientific and technological progress but also represents a fundamental transformation in the structure of society, modes of production, and human cognition. Distinctive features such as

automation, artificial intelligence, the Internet of Things, big data, and digital transformation have been bringing about profound changes in the way humans exist, work, and interact socially. Consequently, the digital era raises novel issues that must be understood and interpreted both theoretically and practically, especially concerning the relationship between technology and humanity, between technical development and humanistic, ethical, and social progress values. Approaching the digital era cannot be confined solely to technical-technological aspects but must be examined in relation to the laws of social development and the creative agency of human beings. In the context of globalization and international integration, correctly perceiving and appropriately responding to the characteristics of the digital era is an urgent requirement to ensure sustainable development. This requires a harmonious integration of modern scientific-technological knowledge with ethical, cultural, and spiritual values of humankind, in which social philosophy plays an important role in orienting human cognition and action in the face of epochal transformations.

*Secondly, the impact on the labor market.* The rapid development of science and technology in the digital era is generating profound changes in the structure and functioning of the global labor market, including that of Vietnam. The application of digital technologies, artificial intelligence, automation, and digital platforms in production and business activities has transformed the organization of labor, division of tasks, and performance assessment. These changes are not merely technical but also carry deep social implications, as they raise questions concerning the role of human beings within the new production system.

*First,* many traditional occupations are gradually being replaced or restructured. Repetitive tasks dependent on manual operations and requiring little creative thinking – such as data entry, inventory, and assembly line labor – are being substituted by automated systems and intelligent software. This trend reflects the shift of human roles from “direct laborers” to “designers, supervisors, and system operators,” while posing significant challenges of structural unemployment for workers who have not been retrained toward digital competencies.

*Second,* the emergence and development of new professions is an inevitable trend under digital conditions. Fields such as artificial intelligence (AI), data science, financial technology (FinTech), digital business, cybersecurity, blockchain, AI chip technology, robotics, and autonomous vehicles are creating substantial demand for human resources, opening up attractive career opportunities, particularly for young people capable of rapid technological adaptation. This is not only a change in occupational structure but also a fundamental transformation in the logic of modern productive forces development.

*Third,* digital skills have become essential requirements for workers in the 21st century. No longer confined to specialized technical domains, digital skills today encompass proficiency in office tools, work management software, remote collaboration platforms (such as Microsoft Teams and Zoom), and data analysis

and processing tools like Excel, Google Analytics, and SPSS. These competencies enable workers to flexibly adapt to rapidly changing work environments while enhancing decision-making and problem-solving abilities in the context of globalization.

Therefore, the labor market in the digital era is now operating under new rules, where knowledge, skills, and lifelong learning capacity have become decisive factors in determining individual positions. The pressing issue for education in general, and vocational education in particular, is how to equip learners—especially secondary school students—with the foundational competencies necessary to proactively adapt, develop, and affirm themselves in a world increasingly driven by digital technology.

*Third, the challenges for secondary school students.* In the context of the digital era, which is imposing new demands on the competencies and professional mindset of workers, secondary school students—as the reserve force for the future labor market—are facing considerable challenges. These challenges stem not only from the rapid development of technology but also from limitations in awareness, educational environments, and social prejudices.

*First,* students lack sufficient understanding of the modern labor market and emerging professions. While the occupational structure is changing rapidly with the rise of fields such as data science, artificial intelligence, financial technology, e-commerce, digital marketing, software development, and microchip design, the majority of secondary school students still tend to choose traditional careers such as doctors, engineers, teachers, or government officials—professions long considered stable and “safe.” The lack of information, practical experience, and updated knowledge about new career trends restricts students’ ability to accurately assess the potential, development opportunities, and requirements of professions within the digital technology sector.

*Second,* family and societal prejudices continue to act as barriers to career orientation. Many students are influenced by parental expectations and traditional community notions of “good jobs versus bad jobs,” or “stable versus unstable occupations.” As a result, their career choices often do not stem from personal interests, abilities, or societal development trends, but rather from imposed expectations. New, creative, and high-potential professions in the digital era—such as programmers, data specialists, game developers, or digital marketing professionals—are often undervalued or misunderstood. This limits students’ capacity for exploration and growth and slows the process of transforming social perceptions of career values under new conditions.

*Third,* students are not yet adequately equipped with digital skills, which have become essential requirements in today’s world. While skills such as basic programming, the use of specialized software, operating artificial intelligence tools, data analysis and processing, and online communication are increasingly foundational across most occupational domains, the current curricula in many

high school remain slow to adapt. Teaching still leans heavily on theoretical knowledge transmission, with insufficient practical training and limited integration of digital content. At the same time, infrastructure and technological equipment in many educational institutions remain outdated, failing to meet the requirements of digital skill development. These factors make it difficult for students to adapt to modern working environments and widen the gap between the skills acquired in school and those demanded by the labor market.

It can be affirmed that career orientation in the digital era is not merely a matter of technical or educational management but a profound humanistic and social requirement. It relates to fostering the active role of individuals, ensuring fairness in access to career opportunities, and creating conditions for each person to comprehensively develop their capacities and qualities within a society rapidly advancing toward digitalization.

### **Career orientation for secondary school students in the digital era in Vietnam today**

Within the general education system in Vietnam – which includes primary, lower secondary, and upper secondary levels – secondary education plays a crucial role in equipping students with foundational knowledge, basic skills, and initial career orientation before they proceed to advanced study or enter the labor market. In recent years, the scale of schools and student enrollment in Vietnam has experienced certain fluctuations, reflecting both demographic shifts in the school-age population and the increasing attention and investment from the state and society in education.

**Table statistics on the scale of schools and students in general education in Vietnam, academic years 2022–2023 and 2023–2024**

| <b>No</b> | <b>Indicator</b> | <b>2022-2023</b> | <b>2023-2024</b> |
|-----------|------------------|------------------|------------------|
| <i>I</i>  | <i>Schools</i>   | 26.054           | 25.855           |
| 1         | Primary          | 12.344           | 12.147           |
|           | Public           | 12.198           | 12.010           |
|           | Non-public       | 146              | 137              |
| 2         | Basic Education  | 2.095            | 2.169            |
|           | Public           | 2.036            | 2.104            |
|           | Non-public       | 59               | 65               |
| 3         | Lower Secondary  | 8.666            | 8.566            |
|           | Public           | 8.645            | 8.540            |
|           | Non-public       | 21               | 26               |
| 4         | Secondary        | 577              | 600              |
|           | Public           | 352              | 354              |
|           | Non-public       | 225              | 246              |
| 5         | Upper Secondary  | 2.372            | 2.373            |
|           | Public           | 2.103            | 2.108            |
|           | Non-public       | 269              | 265              |
| <i>II</i> | <i>Students</i>  | 18.127.432       | 18.378.523       |

|   |                            |           |           |
|---|----------------------------|-----------|-----------|
| 1 | Primary                    | 9.192.690 | 8.876.320 |
|   | Public                     | 9.025.786 | 8.721.555 |
|   | Non-public                 | 166.904   | 154.765   |
| 2 | Lower Secondary            | 6.054.255 | 6.513.021 |
|   | Public                     | 5.958.839 | 6.411.228 |
|   | Non-public                 | 95.416    | 101.793   |
| 3 | Upper Secondary            | 2.880.487 | 2.989.182 |
|   | Công lập/ Public           | 2.579.447 | 2.652.021 |
|   | Ngoài công lập/ Non-public | 301.040   | 336.981   |

(Source: Ministry of Education and Training of Vietnam, 2024)

In the digital era, with the strong development of the Fourth Industrial Revolution and the knowledge economy, career orientation for secondary school students in Vietnam has become an urgent requirement. Statistical data on the number of schools, classes, and students over the years show that the scale of secondary education continues to expand, leading to an increasing demand for career guidance. Proper career orientation not only helps students maximize their personal potential and choose occupations aligned with their talents and passions but also contributes to the supply of high-quality human resources, meeting the demands of the labor market in the context of digitalization. This is an important task of the education sector in preparing the young generation with the capacity to adapt flexibly, think creatively, and integrate effectively into the rapid development of modern society, specifically:

*First, the role of career orientation in the digital era.* According to a survey conducted by the Ministry of Education and Training, 65.4% of first-year university students do not fully understand the purposes and significance of their chosen field of study; 50.8% are unaware of potential job opportunities and recruitment prospects after graduation; 75.6% express dissatisfaction with their chosen profession, realizing during their studies that it is not suitable; and 32.4% want to retake the university entrance exam the following year (Dan Tri, 2022). These figures highlight the growing urgency of career orientation for secondary school students. Career orientation is both a pedagogical and social process of strategic significance, aimed at helping individuals—particularly secondary school students—develop accurate self-awareness, understand the characteristics of various occupations, and make career choices aligned with their abilities, interests, and societal development trends. In the digital era, when job structures are changing rapidly under the influence of technology, the role of career orientation becomes essential not only for individuals but also for the sustainable development of the nation, specifically: (1) career orientation helps students recognize and develop their personal potential. Proper orientation enables students to conduct self-assessment, form career aspirations, and set ambitions based on an understanding of their abilities, personality, interests, and personal values. This serves as the foundation for establishing realistic career goals, selecting appropriate fields of study and learning environments, and developing personal growth pathways while still in school. Self-awareness of personal value and developmental direction is a crucial condition for cultivating

autonomy, creativity, and responsibility in professional actions—qualities essential in the new era. (2) career orientation helps students adapt to the constant transformation of the occupational world. As new professions continuously emerge and many traditional jobs are gradually disappearing or being restructured, equipping students with flexible thinking and adaptive capacity is vital. Career orientation must go beyond the provision of occupational information to help students build lifelong learning abilities, enabling them to continuously update knowledge, skills, and ways of thinking to respond effectively to the rapid changes in technology, the labor market, and the working environment. (3) career orientation plays an important role in preparing students with digital skills. In an age where digital technologies and artificial intelligence underpin most occupational domains, digital competencies—ranging from basic to advanced—have become indispensable requirements for workers. Through the process of career orientation, students gain awareness of the importance of technological proficiency and are encouraged to acquire and refine skills such as programming, data analysis, digital tool usage, information management, and online communication. These competencies form the foundation not only for accurate career selection but also for effective participation in the future digital workforce.

Therefore, career orientation in the context of the digital era is not merely individualized counseling but a comprehensive educational and social activity, contributing to the development of a labor force characterized by creativity, adaptability, and the capacity to meet the requirements of the knowledge economy and national digital transformation. Enhancing the quality of career orientation in high school should be considered a strategic task, closely linked with comprehensive educational reform and the sustainable development of human resources for the future.

***Second, the essential skills in the digital era.*** In the context of a labor market constantly evolving under the impact of digital technologies, equipping students with appropriate skills has become an indispensable requirement for secondary school students—the future actors of the knowledge economy. Skill development in the digital era is not merely a technical demand but also a reflection of human adaptation to a new historical trajectory—where learning capacity, flexible thinking, and innovation serve as central factors of the labor process. The fundamental skills that students need to be oriented toward and trained in include:

**(1) Digital skills.** Digital competence is a foundational capacity across almost all contemporary professional domains. These include: *Basic technology use*: Students need guidance in mastering office software such as Microsoft Office and Google Workspace; becoming familiar with online working platforms; and using everyday digital applications such as financial apps, e-commerce platforms, ride-hailing services, and digital learning and information tools. Proficiency in these tools not only supports academic activities but also establishes a basis for future professional effectiveness. *Programming and data*

*analysis*: Basic programming skills (e.g., Python, Java) are not limited to students pursuing technology-related fields but also foster logical reasoning and problem-solving ability. At the same time, competence in using data-processing and analytical tools such as Excel, Google Sheets, and statistical software (SPSS, etc.) is increasingly important across domains such as business, finance, media, and education. *Cybersecurity and personal data protection*: In the digital environment, knowledge of information security is mandatory. Students should be equipped with basic cybersecurity awareness, including setting strong passwords, recognizing online scams, using antivirus software and secure browsers, and developing awareness of privacy protection and personal data management on social media.

(2) *Soft skills*. In addition to technical competence, students need to cultivate personal and social capacities for effective participation in the digital workplace, including: *Creative thinking and problem-solving*: A core capacity enabling students not only to reproduce knowledge but also to generate innovative solutions in complex, interdisciplinary situations. *Communication*: In the modern professional world, the ability to convey ideas clearly and effectively—both orally and in writing—is essential for cooperation and advancement. *Teamwork*: The ability to collaborate in culturally and professionally diverse groups, especially through online platforms, is indispensable. Students should also learn how to plan, share roles and responsibilities, and develop the capacity for scientific coordination of tasks. *Time management and positive work habits*: The ability to organize tasks rationally, manage time efficiently, and maintain personal discipline constitutes an important quality, especially in flexible learning and working environments.

(3) *Lifelong learning*. The digital era situates individuals within a continuous flow of knowledge and innovation. Students should be nurtured with the spirit of lifelong learning—through online courses, open learning platforms, and practical experiences—to adapt to the rapid changes in technology and occupational requirements. Self-study, independent research, and critical thinking become essential capacities that prevent individuals from being left behind in an ever-changing society.

(4) *Foreign language proficiency and international integration*. In the context of deep globalization, the ability to use English and other foreign languages is a key condition enabling students to access new knowledge, participate in the international labor market, and enhance personal competitiveness. The Party and the State's orientation toward making English the second national language further emphasizes the strategic importance of equipping students with foreign language competence from the secondary level, as a requirement for international integration and the development of high-quality human resources to serve national digital transformation.

Therefore, skills in the digital era are not merely a collection of technical operations but a manifestation of the comprehensive development of individual

personality—from thinking and action to social responsibility. Orienting and cultivating these skills from the secondary school level is an essential task of modern education, contributing to the preparation of students with the ability to adapt proactively and creatively to the profound transformations of the digital age.

### **Career orientation for secondary school students in response to the demands of the digital era in Vietnam today**

In the context of comprehensive digital transformation and the rapid development of the Fourth Industrial Revolution, the labor market is undergoing profound changes in both occupational structures and the requirements placed on workers. Traditional professions are gradually being digitized, while a wide range of new occupations continue to emerge, requiring young workers to possess flexible adaptability and the capacity to master technology. Therefore, career orientation aligned with digital technology trends is not only an urgent practical demand but also a long-term educational strategy to enhance the quality of human resources in the new era.

*(a) Shifting the career focus toward high-tech industries.* High-tech industries currently play a central role in the development of the digital economy and have become highly attractive to both students and global employers. These include: **Data Science:** Utilizing big data for analysis, forecasting, and strategic decision-making, widely applied in marketing, healthcare, finance, and social research; **Artificial Intelligence (AI):** The foundation of intelligent automation, implemented in applications such as chatbots, autonomous vehicles, and smart manufacturing. Many countries, including Vietnam, are making substantial investments in this field, with the participation of major corporations such as NVIDIA, FPT, and VinGroup; **Software Technology:** Focusing on the development of mobile applications, enterprise software, and automated control systems, playing a key role in all sectors of production and daily life; **Cybersecurity:** Protecting information systems and data against cyber threats, with increasing demand for skilled professionals in the digital age; **Blockchain:** A secure distributed technology applied in digital finance, supply chains, healthcare, and education, especially recognized as the foundation for smart contracts and cryptocurrencies; **Smart Robotics:** Integrating AI and mechatronics to create autonomous robotic systems, widely applied in manufacturing, healthcare, education, and logistics.

*(b) Integrating technology into traditional sectors.* Alongside high-tech industries, the integration of technology into traditional fields is opening up numerous innovative and practical career opportunities, such as: **Digital Medicine:** Developing intelligent healthcare services, including telemedicine, electronic health records, and AI-assisted medical imaging analysis; **Digital Marketing and E-commerce:** Enhancing market access via digital platforms, using consumer behavior data to build effective marketing strategies; **Financial Technology (Fintech):** Applying modern technologies to advance digital banking, e-wallets, and online investment platforms, thereby increasing financial

convenience and security; *E-learning*: Innovating teaching and learning processes through digital platforms, with personalized learning pathways tailored to individual capabilities and needs; *Smart Agriculture*: Employing sensors, drones, AI, and data systems to monitor and optimize agricultural value chains; *Renewable Energy*: Advancing technologies in wind, solar, and biomass power generation, coupled with smart energy storage solutions; *Digital Design and Arts*: Combining artistic creativity with virtual reality, graphic design, and interactive digital environments.

(c) *Personalization and lifelong career orientation*. An essential requirement in modern career guidance is the personalization of career pathways and the development of lifelong learning mindsets to adapt flexibly to rapid changes in the labor market. This includes: *Personalized Career Orientation*: Achieved through tools that assess students' interests, abilities, and career values to suggest suitable pathways. Vocational psychology tests and industry trend analyses are widely applied; *Career Development Planning*: Linked to both short-term and long-term goals, identifying essential skills and outlining specific developmental steps aligned with technological innovation trends; *The Role of Career Counselors*: Schools need a team of professional advisors to guide students in self-positioning, goal setting, and resolving challenges in career decision-making.

(d) *Linking theory with practice through career experience*. Allowing students to engage in practical activities strengthens the connection between theory and practice, fostering clear career awareness and enhancing necessary soft skills, such as: *Internship Programs and Career Projects*: Students should be encouraged to participate in STEAM projects, software development, event organization, or corporate internships; *Company and Training Institution Visits*: Providing exposure to real-world work environments, helping students better understand occupational requirements and organizational operations, thereby making more informed career choices.

In the digital era, career orientation is not merely an individual task for students but must be recognized as a comprehensive educational process closely linked to the national human resource development strategy. Raising awareness, equipping digital skills, enhancing career experiences, and personalizing guidance will enable Vietnamese youth to proactively adapt, grow, and integrate effectively into the global digital economy.

### **Solutions to enhance the effectiveness of career orientation in high school in the digital era in Vietnam today**

In the context of the digital era marked by the rapid advancement of technology, high school play a pivotal role in equipping students with foundational knowledge about future careers, adaptability skills to meet labor market changes, and the capacity for personal development planning. To effectively fulfill this role, educational institutions must implement a range of

practical and synchronized solutions tailored to the characteristics of the digital age.

*First, organizing diverse and modern career orientation activities.* Schools should regularly host career guidance seminars with the participation of experts, entrepreneurs, and successful alumni from various fields such as technology, healthcare, finance, education, and the arts. These events provide students with practical insights into job characteristics, required skills, and career development pathways, particularly in emerging sectors such as artificial intelligence, data science, blockchain, digital marketing, and renewable energy. Activities should combine both in-person and online formats (via platforms such as Zoom or Microsoft Teams) and apply interactive methods such as group discussions, on-site career tests, and case-based problem-solving exercises to increase engagement and effectiveness.

*Second, strengthening linkages between schools, enterprises, and vocational training institutions.* Organizing field trips to companies, factories, hospitals, or training institutions allows students to gain a concrete understanding of work environments, professional requirements, and occupational skills. At the same time, events such as “Enterprise Day” or “Career Fair” create opportunities for students to interact directly with employers, thereby deepening their understanding of labor market trends and identifying career opportunities aligned with their abilities.

*Third, applying digital technology in career orientation.* Schools should leverage online career guidance platforms such as MyFuture, CareerBuilder, LinkedIn, and Coursera to support students in exploring occupational characteristics, training pathways, and required skills in the new era. In addition, integrating virtual reality (VR) and augmented reality (AR) technologies into career guidance activities can provide students with immersive simulations of professional tasks, ranging from machinery operation and software design to laboratory practices.

*Fourth, organizing vocational skills training programs aligned with modern social demands.* Schools need to develop training programs in digital skills such as programming, graphic design, data analysis, and digital marketing to prepare students with the essential competencies required in the knowledge economy. At the same time, students should be encouraged to pursue self-learning through short-term courses in soft skills (communication, time management, teamwork) and specialized skills that match their individual career orientation.

These solutions not only improve the effectiveness of career orientation for secondary school students but also contribute to building a young workforce capable of adaptability, creativity, and initiative in the constantly changing digital environment.

## CONCLUSION

In the digital era, career orientation for secondary school students has become an urgent requirement, enabling them to proactively adapt to the rapid transformations of the labor market. Effective orientation not only helps students gain a clear understanding of their interests, competencies, personalities, and career values but also equips them with the necessary skills to adapt and integrate successfully into the digital economy.

For career orientation to be truly effective, close collaboration among schools, families, and society is essential. Schools play the central role in providing knowledge, organizing orientation activities, and equipping students with digital skills. Families serve as emotional anchors, motivating and encouraging students to explore their passions and make suitable career choices. Society – particularly enterprises and communities – should create opportunities for students to gain real-world experiences and access labor market information, thereby shaping a practical vision of their future careers.

Focusing on career orientation not only brings tangible benefits to individuals but also contributes to building a high-quality workforce for the nation. A generation of students who are well-oriented and comprehensively developed will form a solid foundation for Vietnam to advance confidently in the digital era, striving toward sustainable development and affirming its position in the process of international integration.

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