



Promoting the role of Ho Chi Minh's educational philosophy in the current renovation of education and training in Vietnam

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Abstract

Innovating education and training are an urgent requirement for all times due to the continuous changes and developments of scientific and technological revolutions worldwide. To innovate education and training, it is first necessary to renew thinking based on the foundational theories and internal practices of the education system, from which to propose new policies and measures for innovation. In Vietnam, President Ho Chi Minh's thoughts on education always encompass traditional philosophical elements and hold immense significance in the reform of education and training, especially during the current period of comprehensive national renewal and extensive international integration. The article will provide an overview of Ho Chi Minh's educational philosophy regarding education and training, thereby proposing some solutions to promote the role of Ho Chi Minh's educational philosophy in the current reform of education and training in Vietnam.

Keywords: Education, training, educational philosophy, Ho Chi Minh, innovation

Introduction

According to many researchers, both in Vietnam and around the world, every historical period in the field of education has its own educational philosophies. Although many decades have passed, President Ho Chi Minh left Vietnam with profoundly deep educational philosophies that bear the hallmark of national culture, encompassing both traditional and modern elements. In 1996, UNESCO proposed three components for the "Philosophy of Education for the 21st Century", the first of which is "Education must be regarded as the primary solution to address the socio-economic issues of a nation as well as of each individual", or the slogan "Lifelong Learning" that UNESCO put forth in 1996 regarding the Philosophy of Education for the 21st Century. Meanwhile, as early as the late 1940s and mid-1950s of the 20th century, President Ho Chi Minh had already mentioned this philosophy: "For ten years of benefit, plant trees; for a hundred years of benefit, cultivate people" ^[5], or the idea of lifelong learning: "Learning is something that must continue throughout one's life. Throughout life, theory must be closely linked with practical work. No one can consider themselves to know enough, to know everything" ^[4]. Thus, it can be seen that President Ho Chi Minh's educational philosophy is very profound, transcending all eras, and needs to be thoroughly and effectively applied to enhance the quality of educational and training reforms in the country.

In all fields, President Ho Chi Minh often spoke simply yet profoundly, but within those words were deep and practical philosophies. When discussing education, one of the prominent and consistent thoughts, while also always wishing to "make the people educated", "everyone should have the opportunity to be educated". According to Ho Chi Minh: "An ignorant nation is a weak nation". The shortest path to escaping the state of weakness and underdevelopment can only be through education, which must aim for: all for the people, by the people, and of the people. This is the humanistic philosophy with the core idea: the mission of education must serve the people, for the progress and development of the people, carried out by the

people. Ho Chi Minh emphasized, through education: "Everyone can develop their full potential". From this core philosophy, the purpose, content, methods of education, and the requirements for the qualities and competencies of the education workforce will be determined ^[1].

Methodology

This study adopts a qualitative, descriptive, and analytical approach based on documentary research and legal analysis. The primary sources include the complete works of Ho Chi Minh and the documents of the Communist Party of Vietnam. Secondary sources, including academic articles, evaluations, and expert commentary, are also used as a basis for context analysis and interpretive frameworks. The research is structured in an analytical sequence, presenting theoretical issues, and then, based on research documents and practical situations, proposing solutions to promote the role of Ho Chi Minh's educational philosophy in the current educational and training reform in Vietnam.

Results and Discussions

1. The fundamental issues of President Ho Chi Minh's educational philosophy regarding education and training

In the course of the research, the author has observed that the fundamental issues in Ho Chi Minh's educational philosophy are manifested as follows:

First, Ho Chi Minh's thoughts on the role of education in social progress

Education paves the way for a social revolution. The best field to prepare for a social revolution in terms of politics, ideology, and organization - that is, to dismantle the current social structure and establish a new one - is education. The attack on education has stirred the lower classes, including students, among whom are the young, intelligent, and open-minded. It is education that prepares the workforce for the revolution. Political education mainly trains cadres for the revolution.

Education is the driving force of socio-economic progress. Education plays a decisive role in raising the intellectual level of the populace and forming national strength. When it comes to preparing human resources to meet the demands of socio-economic development, education is the key factor. There is a dialectical, mutually dependent relationship between socio-economic progress and education. The foundation of sustainable development is education. Ho Chi Minh not only emphasized the important role of education in socio-economic development but also recognized the position of education as the most important national strategy. In all social policies, education must always be given top priority.

Education is an important component of the ideological and cultural revolution. The ideological and cultural revolution is fundamentally a revolution of people. Education is the main way to change a person's perception and ideology, thereby reshaping their thinking. Education also prepares the necessary personnel and organizations for the ideological-cultural revolution. Education plays a key role in changing lifestyles and bringing new cultural values. "Education and culture are important fronts in the construction of socialism in the North and the struggle for national reunification." Education and culture are important fronts in the process of building socialism in the North and fighting for national reunification" [7], according to Hồ Chí Minh. Through that, Ho Chi Minh affirmed the important role of education in the ideological and cultural revolution, while also pointing out the arduous nature of the struggle in the field of education. It is a struggle between the new and the old, between progress and backwardness, between revolutionary thought and counter-revolutionary thought. Education not only has the mission of raising the intellectual level of the people and nurturing correct thoughts and feelings but also plays a key role in cultivating good qualities, a civilized lifestyle, a healthy style, and encouraging people to strive for Truth - Goodness - Beauty to continuously improve themselves.

Second, Ho Chi Minh's thoughts on the role of education in human development

Human development is an objective that cannot be separated from the goals of economic, political, cultural, and social development. When discussing the role of education in social development, Ho Chi Minh implicitly pointed out the role of education in human development. Ho Chi Minh affirmed that education is a key factor in shaping an individual's personality. A person's identity is largely shaped by their education. Ho Chi Minh declared, "Good or bad, it is not a matter of a person's nature, mainly due to a person's education".

Ho Chi Minh's thoughts on the role of education in the formation and development of personality are also completely in line with modern educational theory. When affirming that education plays a leading role in the formation and development of personality, Ho Chi Minh did not absolutize education but wanted to emphasize that besides education, there are other influencing factors such as innate and hereditary factors; individual practical experience; natural and social environments. Each factor has its own role and position in the process of forming and developing personality.

Ho Chi Minh emphasized the role of education in the formation and development of personality but did not

absolutize education because the formation of human personality is always placed in a close relationship between education and other factors. Education can penetrate and influence all the factors constituting the process of personality formation and development, guiding the development of those factors according to predetermined purposes.

Thirdly, the concept of comprehensive human development proposed by Ho Chi Minh

Ho Chi Minh used the terms "comprehensive human development" and "comprehensive education" when discussing comprehensive human development. Education for comprehensive human development is an educational process that must align with the pace of social development and aim towards the goal of human improvement. Regarding the issue of human education, Ho Chi Minh emphasized that the socialist revolution must aim at the goal of educating for the comprehensive development of people. He stated: "To have socialism, we must have socialist people"^[2]. The revolution takes people as its goal and primary motivation. The content of comprehensive education is necessary to train individuals for the comprehensive development of socialism. Although the goal of education is to develop a comprehensive human being, Ho Chi Minh required that the content of education must focus on all aspects. This is the dialectical method in Ho Chi Minh's educational thought. Education must focus on both virtue and talent. In education, virtue must be taken as the foundation.

Fourth, Ho Chi Minh's thought on the unity between theory and practice, study and application, school and society

Ho Chi Minh's thought on the unity between theory and practice, study and practice, school and society is an invaluable legacy in both theory and practice for the education system of Vietnam and the world. The saying according to the principle "practice leads to knowledge, knowledge leads to theory, theory leads to practice" was generalized by Ho Chi Minh himself. We draw practical experiences from revolutionary struggles, then generalize, organize, and elevate those experiences into theory. Therefore, the result of practical activities is theory. Theory and practice have a dialectical relationship, unified, conflicting, always changing and complementing each other, ensuring that practice and theory progress in parallel. According to "Renewing the Working Method" of Ho Chi Minh, "First, we must understand what theory is" so that theory and practice can be connected. In response, Ho Chi Minh said: "Theory is taking historical events, experiences, struggles, examining them thoroughly, comparing them clearly, drawing conclusions, and then proving those conclusions in practice." That is true theory"^[9]. "Due to poor reasoning, they do not know how to consider everything wisely, make the right judgments, and handle matters intelligently. Not clearly understanding the conditions and circumstances, thinking and acting on a whim, often leads to failure. Ho Chi Minh emphasized: "The unity of theory and practice is the fundamental principle of Marxism-Leninism". Practice without guidance is blind practice. "Theory not related to practice is empty theory"^[6].

The way to combine theory with practice in the field of education was clearly specified by Ho Chi Minh. In 1947, when the resistance was in its early stages, facing many difficulties, Ho Chi Minh said: "The education program must be fundamentally renewed..." the teaching methods must be fundamentally renewed to align with the training of talents for the resistance and nation-building Teaching methods must be innovated to suit the training of talents for resistance and nation-building" [11]. Ho Chi Minh demanded that teaching and learning must "ensure practicality", meaning that whatever society needs must be learned, and learning must be immediately applied to labor reality and life reality, considering this as the principle of unity between theory and practice.

Regarding the content, the educational program must align with the training objectives of each specific phase. The content and curriculum of education must focus on all aspects but be practical for learners and meet the demands of society. I am determined to eliminate lengthy, impractical content and policies, as well as useless lessons. Regarding teaching methods, Ho Chi Minh criticized the approach of separating theory from practice in any form, one-sided theory, one-sided practice, where the left hand does not know what the right hand is doing. The practicality of the teaching method is demonstrated through the use of situations in work and daily life to explain scientific issues.

Ho Chi Minh himself was the one who established the revolutionary education system in Vietnam. The unity between practice and study is one of the fundamental elements of education. There are many arguments about the relationship between practice and learning from various perspectives and in different ways in Ho Chi Minh's writings and speeches on education. Regarding the unity between practice and learning, there is a famous saying by Ho Chi Minh: "Learn to practice, learn to go hand in hand with practice, learning without practice is useless, practice without learning is ineffective".

The following sentence in Ho Chi Minh's Thesis: "Practice gives birth to knowledge, knowledge advances to theory, theory leads to practice" [12], clearly affirming that the premise of learning and practice is interconnected. This thesis reflects Ho Chi Minh's thought on the unity between learning and practice, between theory and practice. Ho Chi Minh pointed out how to combine learning with practice at each educational level. For students, "The teaching method and the concept of teaching must be different". Teach students to understand quickly, remember quickly, and connect theory with practice. In practice, in directing educational work, Ho Chi Minh instructed the education sector to open schools that combine study and work, socialist labor schools, evening schools, night schools. In the curriculum, there is always time for students to participate in labor with workers and farmers, or to go for internships and visit production facilities. Ho Chi Minh required students to truly combine learning with practice: "Students should not memorize, should not learn by rote". Learning must involve thinking, learning must be connected to reality, and it must include experiments and practice. Learning and practice must be combined [8].

Regarding universities, Ho Chi Minh pointed out the way to combine theory with practice, criticizing the separation of intellectual labor from manual labor. In the work "Renewing the Work Style," Ho Chi Minh criticized: "Those who finish university are called intellectuals, but they do not know how

to plow fields, do not know how to work, do not know how to fight, and do not know how to do many other things." In short, they know nothing about practical labor. So, the intellect is only half complete. That person's knowledge is bookish knowledge, not complete knowledge. To become a well-rounded intellectual, one must put that knowledge into practice [10].

Ho Chi Minh particularly emphasized that the goals of education and training at educational institutions must be linked to the progress of society and stated clearly: "The purpose of education today is to serve the people, serve the country, and train a new class, a new level of officials" [3]. The requirement for education in schools to adapt to the needs of society is what connects society and the classroom. Ho Chi Minh never forgot to remind us that education must be based on the needs of the people and the state.

2. Some solutions to promote the role of Ho Chi Minh's educational philosophy in the current renovation of education and training in Vietnam

Currently, the fourth industrial revolution is taking place vigorously, impacting all aspects of social life, including education, which is no exception. It affects the approach, organizational structure, content, curriculum, methods, training methods, and the quality of the teaching staff and educational administrators... There is a global race in the world to enhance intellectual potential and create a high-quality workforce to serve socioeconomic development. To innovate education and training today, we need to address the following fundamental issues effectively:

First, continue to research and thoroughly study Ho Chi Minh's thoughts on education. Based on that, gradually form a strategy for educational development to fundamentally and comprehensively innovate education and training in accordance with the unified, synchronized, and scientific concept and philosophy of education. Focus on perfecting the institutional framework and promoting administrative reforms in education and training. Implement the amended Law on Higher Education 2018 and the Law on Education 2019; Implement the Vietnam National Qualifications Framework. Continue to refine the Education Law based on the perspective: education for people, by people, for people, where people benefit from the fruits of education and have the obligation to contribute to the development of education. At the same time, study and specify the content of the Summary of the implementation of Resolution No. 29-NQ/TW on "Fundamental and comprehensive renovation of education and training to meet the requirements of industrialization, modernization in the context of a socialist-oriented market economy, and international integration in educational and training activities in schools nationwide".

Secondly, it is to improve the qualifications of the teaching staff in all aspects, including educational administrators. Remove all current barriers and shortcomings (salary, welfare policies, etc.) so that teachers can work with peace of mind and truly be dedicated and passionate about their profession. Review and reorganize the teaching staff to ensure compliance with regulations on teacher quantity standards and qualifications at all educational levels; prevent the situation of surplus or shortage of teachers in localities. Enhance the ethics of teachers, strengthen the direction and inspection of the implementation of regulations on teacher ethics. Teachers need to meet the prescribed standards, regularly undergo training and

professional development to update and enhance their expertise and skills. Build and effectively implement a set of standards for management staff, while simultaneously evaluating, classifying, utilizing, appointing, and reappointing management staff according to specific position standards.

Third, enhance the allocation of funds for training and education. Focus on reviewing and studying regulations on the structure of state budget expenditures with an emphasis on prioritizing education and training - positioning it as a top national policy; promote the socialization of education, enhance efficiency, and diversify financial resources for the development of education and training. Enhance the attraction of funding sources from organizations and individuals both domestically and internationally to invest in education, including encouraging the establishment of high-quality multi-level private schools.

Fourth, improve the quality of implementing the new general education program and textbooks. Manage innovation and improve the effectiveness of continuing education; enhance moral education, lifestyle, life skills, and physical education for students. Effectively implement career guidance and student distribution orientation in post-secondary schools, directing localities to efficiently deploy the career guidance and student diversification project in general education. Effectively implement the solutions of the project to support students and pupils in starting their own businesses to stimulate the entrepreneurial spirit of students from primary school level.

Fifth, promote the application of information technology in teaching, learning, and educational management. Build and exploit an online database for higher education; Complete the sector database for preschool and general education; integrate existing sector management information systems into the sector database; Develop and implement management software, connecting data with the sector's database software. Building smart academy and smart school systems to embrace the Fourth Industrial Revolution. Sixth, continue to promote the delegation of autonomy to educational institutions. Strengthen decentralization and empower general education institutions to develop and implement school education plans, linked with enhancing the management capacity of the school's administrative staff. Complete the project to reorganize teacher training colleges and establish a number of key teacher training colleges to form a network for teacher training. Review, guide the establishment, consolidation, and supervision, inspection, and evaluation of the activities of the University Council in higher education institutions.

In the process of forming and developing the revolutionary education system in Vietnam, it has shown that the objective necessity requires a philosophical perspective on education to provide guidance. From here, the educational forces need to summarize experiences, draw theoretical and practical foundations to determine the basic educational philosophies. Looking back at the historical process, Ho Chi Minh's ideological legacy on the revolution, including his views on education, serves as a guiding torch and a precious asset for modern Vietnamese education.

Conclusions

Over 30 years of national renewal, educational reform in Vietnam has achieved significant milestones with the principle of considering education and training as the top

national policy in the country's development strategy. Education and training have produced both the quantity and quality of human resources to serve the socio-economic development of the country. However, the education system has many limitations. Educational reform has a very broad scope, with many different approaches, touching on almost all issues related to or concerning educational activities and the education system. Like all processes of innovation, the renewal of educational thinking must be based on principles, theories, principles, or ideologies as a foundation, must align with the cultural traditions of the nation, and meet the demands of social development trends. Therefore, the educational philosophies of President Ho Chi Minh serve as the foundation and guiding principles for a new mindset to reform education and training today. Researching, applying, and developing Ho Chi Minh's educational viewpoints can be considered a decisive step in the process of building a revolutionary, scientific, and progressive Vietnamese educational philosophy.

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