

APPLYING PRESIDENT HO CHI MINH'S VIEWS ON EDUCATION TO IMPROVE THE PRACTICALITY OF TEACHING POLITICAL THEORY SUBJECTS IN THE CURRENT VIETNAMESE HIGHER EDUCATION SYSTEM AND COLLEGES

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Abstract: In Ho Chi Minh's ideological heritage, promoting the role of education in the development of human resources has an important position, showing his special interest in people and "the cause of human cultivation". This is considered as a guideline and one of the scientific bases for Vietnam to plan an education strategy to innovate and comprehensively improve education and training in the current period. "Learning with practice", "linking theory with practice" is some of the basic principles to improve the quality and effectiveness of specific functions and educational processes. However, at present, the teaching of political theory subjects in the Vietnamese higher education system and colleges is still considered to be "tâm chường trích cú" (memorize and quote from scriptures) and not close to reality creates the necessary attraction for learners. Therefore, applying President Ho Chi Minh's point of view on education to improve the practicality in teaching political theory subjects has practical significance in the current Vietnamese education context.

Keywords: President Ho Chi Minh, education, political theory subjects, national education system, improving practicality, Vietnam today

1. INTRODUCTION

Ho Chi Minh Thought is a system of views and ideas in Uncle Ho's revolutionary career summarized and systematized by the Communist Party of Vietnam. This ideological system includes views on basic issues of the Vietnamese revolution, from the people's democratic national revolution to the socialist revolution; applying and developing Marxism-Leninism in the specific conditions of Vietnam.

Ho Chi Minh's thought on Vietnam's revolutionary path includes creative arguments related to many fields, including education. The thought on education expressed by President Ho Chi Minh is not an independent way but linked and integrated with the great ideas of national liberation, human development, socialism construction, etc. This is a feature of fundamental significance when analyzing his educational thought.

University and college education is a constituent part of the national education system and political theory subjects are fundamental and compulsory subjects in the training curricula of Vietnamese education. Teaching and learning political theory subjects is the process by which educators (lecturers) influence educational objects (students) through scientific transmission, interpretation, and analysis of the contents of the subjects. political theory, making learners grasp basic, core, and important knowledge, on that basis, building a scientific basis for perception and belief; at the same time through which constantly accumulate new skills and upgrade old skills in solving practical problems.

Applying some of President Ho Chi Minh's views on education in order to improve the practicality of teaching political theory subjects in the current new program not only contributes to innovating teaching methods but also has significant implications. means of training and improving the quality of human resources.

2. RESEARCH RESULTS AND DISCUSSION

2.1. President Ho Chi Minh's view on education

First, the role of education must ensure the realization of the country's development goals:

According to Ho Chi Minh, "an ignorant nation is a weak nation" [1, p. 16], because the fundamental cause of weakness, error, and poverty is ignorance. Therefore, education plays an important role and always goes hand in hand with his life of revolutionary activities.

There have been many mentions in the Eastern and Western educational philosophies about the role and purpose of education, but in President Ho Chi Minh, with an integrated way of thinking, the role and purpose of education are indicated. clearly must originate from practical needs, serve practical purposes and have specific practical meanings. This is the creative point of his thought. In Ho Chi Minh's thought, people are the subject of history, the center of the revolution, so the role of education must be for the people and towards the comprehensive development of the Vietnamese people - the socialist people. It is a new education, training "useful citizens for Vietnam, an education that fully develops existing capacities" [1, p.40]; and at the same time directing the purpose of the teaching and learning process into specific, detailed, and clear contents. That is: "Learning to work, to be a person, to be an officer. Learning to serve the union, class and people, the Fatherland and humanity" [2, p. 684]. President Ho Chi Minh emphasized that learning to be a teacher, engineer, or worker "needs to realize that we are studying to serve the Fatherland and the people" [4, p. 25]. Therefore, teaching and learning must come from the practical needs of life. He advised: "Teaching and learning must be according to the needs of the people and the State. Teachers teach well, students study well, providing enough staff for agriculture, industry, economic and cultural branches" [3, p.138]. Thus, the education that Ho Chi Minh built is certainly not an education based on degrees, but education to create new people, serve the Fatherland and glorify the country.

Thus, President Ho Chi Minh's point of view of building a practical and modern education, which derives from practical needs and promotes the human factor, has high theoretical and practical significance in the context of modern education. continue to promote the implementation of Resolution 29-NQ/TW, dated November 4, 2013 "on a fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in economic conditions socialist-oriented market economy and international integration".

Second, a comprehensive and practical education:

In order to promote the practicality and return to serve the practical needs of education, President Ho Chi Minh gave a view on comprehensive and practical educational content that ensures the contents "ethics, intelligence, health, aesthetic sense" [3, p. 74]. The above four contents of education were summarized by President Ho Chi Minh in two words "talent" and "virtue" or both "hồng" (virtue) and "chuyên" (talent), that is, both qualified and capable. If one of the above two is missing, it is not "human in the true sense of the word". He affirmed: "Teaching as well as learning must focus on both talent and virtue" [4, 331] to aim at building a new human - a socialist human: love the Fatherland, love the people, love science, love morality. Therefore, from the point of view of building a comprehensive education to practical education to make people have enough virtues and talents to serve the Fatherland and the people. Obviously, the comprehensive and practical education that Ho Chi Minh built is a learner-centered education, evoking independent thinking and working, forming an ideal "independent person" live high and beautiful "cutting along the Truong Son to save the country - but the heart awakens the future". It is completely different from the education "indifferent to society, away from the working life and struggle of the people" [3, p. 80] pragmatic pursuit of qualifications, money - rights, and cramming with an emphasis [5].

Third, learning goes hand in hand, theory must be related to the practice:

To achieve the goals and content of education, educational methods play an important role. The right educational method makes learners have a positive and self-disciplined attitude to learning and training so that the acquisition of educational content is effective. The method applied by President Ho Chi Minh is learning to go hand in hand, theory must be related to practice. According to him, "learning must think, learning must relate to reality, must have experiment and practice. Learning with the practice must be combined" [4, p. 333]. That is a positive educational method, attaching importance to self-study and self-study with a combination of discussion and orientation, avoiding rote learning because "only memorized, so that the night will shine on the world, that theory will also be the same is futile, etc. Therefore, we must try to learn, and at the same time, we must practice" [2, p. 472]. Therefore, in President Ho Chi Minh's concept, he always emphasized practicality because, according to him, "if you want to become a complete intellectual, you must put that knowledge into practice" [2, p. 472]. Therefore, he has made a separate requirement for the university level - the level of "training experts": "It is necessary to

combine scientific theory with practice, try to study the theory and advanced science of the university. friend countries, combined with the reality of our country, to practically help the construction of the country” [3, p. 81]. At the same time, in terms of educators, many times, the Reminder must have clear and understandable teaching methods, avoid clichés and make students think and think freely. , study every time and everywhere. To do so, educators must skillfully combine the method of “learning with practice” in the training process. That is “theory must be put into practice. Practice must aim at theory, etc. The theory is for practical application” [2, p. 472]

In summary, although in the category of high philosophy, with a fusion and dialectical thinking style very Ho Chi Minh, he gave highly practical and generalist views on education. general abstract, concrete, wise but not discrete, metaphysical. Therefore, applying President Ho Chi Minh’s views on education to improve the practicality in teaching political theory subjects is not important but also urgent in the current national context.

2.2. Applying President Ho Chi Minh’s views on education to improve the practicality of teaching political theory subjects

First, implementing the principle of “learning goes hand in hand with practice, the theory associated with practice in teaching political theory subjects in universities and colleges:

Teaching political theory subjects so that learners can find the connection from theory to practice, summarizing experiences, and applying them to solve specific problems is one of the requirements that is both difficult and challenging. practical for evangelists. The teaching content of these subjects is not only the general principles and laws of development of the world and human society (considered the basic knowledge framework) but also the practical application through the settlement of historical issues of the Party and the State of Vietnam into Vietnamese practice. It is a system of views and ideas generalized from practical experiences, from the objective world, reflecting the essential and regular relationships of things and phenomena in the present world real.

With the role of “connecting”, “breathing” the evangelist in helping learners realize the practical significance of subjects that seem to be purely theoretical, the lecturers cannot exaggerate. absolute theoretical knowledge. On the contrary, such knowledge needs to be reflected, interpreted, and approached from the perspective of vivid objective reality that is always moving and changing. Because Marxist theory is the theory of breaking the bond to come to the real thing, which exists in vibrant reality, and promotes the building of action people, people who dare to step beyond the limits of social reality, dare to break through to improve a better society [6, 9].

Even in the content of teaching political theory subjects, there is the ultimate unity of “learning with practice”, linking theory with practice. It is the application of the principles of Marxism-Leninism and Ho Chi Minh’s thought to the practical situation of Vietnam. Therefore, the transmission of highly theoretical and practical knowledge needs to be reflected, interpreted, and approached from many angles of dynamic and ever-changing objective reality. Teaching political theory subjects cannot stop at principles, theories or facts, lines, policies, book knowledge, etc., but it is important to know how to apply and compare them that knowledge with complex developments, know how to summarize the reality to draw lessons from experience [10, 11]. Without the ability to apply theory to practice, the lecturer’s lecture will lose its meaning and become unconvincing. It will make the knowledge and skills received after the learning process become superficial; the thinking ability, the creative ability of learners in practice is limited [12].

In order to improve the practicality in teaching and learning political theory subjects, ensuring the basic unity of “learning with practice” according to Ho Chi Minh’s point of view, lecturers need: (1). Adhere to the principle of unity between theory and practice in theoretical perception. Because we want to have the right perception, create the ability to improve objective reality only when we combine theory with practice and from practice to strengthen and perfect perception. (2). Focusing on fostering life ideals, revolutionary ethics, and love for the Fatherland; necessary skills to successfully deal with natural and social relationships; have in-depth knowledge to put into practice; raise their sense of responsibility before family and community [5, 7]. (3). Focusing on problem-solving competence, focusing on professional competence mainly aims to provide learners with the means to move from the field of study to the field of practice.

Second, strengthen the practical research of lecturers in order to improve the quality of teaching and learning political theory subjects to meet the requirements and requirements of the new situation:

In order to effectively apply President Ho Chi Minh’s views on education, improve the effectiveness of teaching in association with theory and practice, the lecturers have the role of a guide, fuel, and practical research. leading role

in the educational process. Currently, from the point of view of modern education, lecturers perform three tasks at the same time, that is, the task of the expert, the task of the facilitator, and the task of the organization [5, 6, 8]. Therefore, teachers make an important contribution to the quality and effectiveness of the subject. Therefore, the lecturer is the first point and starting point for the process of teaching theory associated with the practice.

Reality is man's creative activity affecting the objective world in order to improve it to serve his own interests. Due to the rich practical activities, each country, each locality, and the region has its own characteristics. Organizing for lecturers to conduct practical research is a method to create conditions for lecturers to penetrate into practice, thereby, on the one hand, helping lecturers to understand more deeply the theoretical issues they teach; on the other hand, take the practice to reflect, and at the same time exploit and absorb the experiences and problems arising from reality.

For learners, the actual research needs to be done seriously, bringing real results, avoiding formalism. To do so, before doing actual research, learners need to: Have a specific guideline outline, actively plan practical research in different forms (by topic, learning content, or choose a typical example of each study). problems to study), different sizes (by group, by class); organize the harvest, check the results of practical awareness.

Currently, the actual research of lecturers is still applied in training and practical penetration in order to improve the lecturer's qualifications in political theory subjects. However, recently, under the influence of objective and subjective factors, the practical penetration of political theory subjects in some schools and training institutions has been cut or made realistic. That situation has reversed the teaching requirements associated with practice and contributed to improving the quality of lecturers. The application of Ho Chi Minh's point of view in order to improve the practicality in teaching political theory subjects is not only in the direction of "learners go hand in hand with practice" but also for teachers who need to "go for practice" by increasing strengthen practical research and practical research in a quality and effective manner.

Third, promote the teaching method according to the situation towards improving the ability of learners to apply and handle situations in practice:

A case-based teaching method is a form of active teaching method - a learner-centered method that calls for learners to think, reason, think, question, and present, argue, even argue. The essence of this method is to turn the way the teachers organize their teaching activities into the self-study process of the students, making the activities of both teachers and students active by lecturing by giving full presentations. The set of subject content is that the lecturer has done a part of the student's work. This is the application of President Ho Chi Minh's point of view on building a comprehensive and practical education.

The teaching method according to the situation, to achieve high efficiency, needs to focus on the implementation of the seminar. Based on the Seminar, lecturers not only practice the principle of linking theory with practice appropriately, but also improve and foster learners' ability to apply and handle situations in practice. However, instructing the implementation of a Seminar is a relatively difficult method compared to theoretical lectures in class, especially when it comes to guiding exciting, dynamic, and ongoing practical issues. It requires lecturers to be well prepared, professional, and pedagogical in order to attract and orient students to handle the situations posed. There are many different methods of conducting viewing towards promoting positive effects for practice linking theory with practice such as: Workshop method, cluster discussion method, questioning method, etc.

3. CONCLUSUON

Dissemination of political theory subjects is a way to convey oriented information content - the views, guidelines, policies, and laws of the State. Those are relatively dry, principled knowledge. Therefore, in order to create excitement for students in the subject and achieve the set educational goals, it is necessary to synchronously implement other and diverse educational principles and methods. Only then, teaching political theory subjects in the direction of linking theory with practice will give optimal results.

In the current trend of international economic integration and digital transformation, the world has entered an intellectual civilization, digital technology creates a knowledge economy and an information society, improving the practicality of subjects. is a practical teaching-learning method to ensure the four purposes of education initiated by UNESCO (learning to know, learning to do, learning to live together, learning to assert oneself). For subjects with many orientations such as political theory subjects in the national education system in Vietnam, the attachment and enhancement of practicality not only makes the subject a lively and creative frame of reference, but also helps

teachers as well as learners update new skills and upgrade old skills in the teaching - learning process, which is evaluated as weak and lacking in the products of the university. Vietnam's education.

The application of President Ho Chi Minh's point of view on education to improve practicality is one of the solutions to innovating and improving educational methods, making lectures more attractive and inspiring, with more learners. In particular, in the process of strengthening the implementation of fundamental and comprehensive innovation when "people are the center of the development strategy and at the same time the subject of development" [7, p. 71] and the goal of university and college education is "to train learners to develop comprehensively in virtue, intelligence, body, beauty, knowledge, skills, professional responsibility, etc., capable of self-study, creative, adapting to the working environment, having the spirit of starting a business, having a sense of serving the people" [13] that application becomes even more necessary and urgent. The educational process that enhances practicality will contribute to the formation of people with personality, life skills, the ability to acquire, create knowledge, and the ability to perceive and apply social reform.

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