

THE FORMATION AND DEVELOPMENT OF HO CHI MINH'S THOUGHT ON DEMOCRACY IN EDUCATION AND TRAINING FROM 1945 TO 1969.

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ABSTRACT

The article is the result of studies on the movement of learning and following Ho Chi Minh's thought, style, and morality that has undergone a long history and acquired many achievements in all aspects of social life. In particular, the author focuses on President Ho Chi Minh's viewpoint on democracy in education and training. Through the generalization of his viewpoint on democracy in the issue mentioned above in each historical period, it is obvious that from the early days of the Vietnamese revolution, he paid great attention to education - training, especially the people's right to learn. As a result, his thoughts have inspired and become an important motivation for the development of education in Vietnam today.

Keyword: Ho Chi Minh, democracy, education and training, policy, Vietnamese youth.

1. INTRODUCTION

In Ho Chi Minh's thought, education - training plays a key role that covers the whole of his revolutionary career. Ho Chi Minh's thought on education was formed and developed by inheriting and creatively applying the traditional values of studiousness, the quintessence of education, and the theory of Marxism - Leninism to specific conditions in Vietnam. This thought was successfully demonstrated in practice by a creative revolutionary, talented organizer, brilliant thinker with a great personality - Ho Chi Minh, thereby making him reach a new height - A great educator. It is undeniable that the success and great achievements of the education of Vietnam today come from the merits of President Ho Chi Minh through opening a new democratic education. Ho Chi Minh's thought on democracy in education in Vietnam was formed and developed in his career of finding a way to save the country and fighting for the revolution. In this article, the stage analyzed is the third stage, from 1945 to 1969.

2. THE PERIOD OF 1945 - 1969: PRESIDENT HO CHI MINH ENLIGHTENED AND DIRECTED THE CONSTRUCTION AND DEVELOPMENT OF NEW DEMOCRATIC EDUCATION IN VIETNAM

With the Declaration of Independence (September 2nd, 1945), President Ho Chi Minh declared the birth of the Democratic Republic of Vietnam, at the same time enlightened a new democratic education in Vietnam, completely abolished the obscurantism applied by the French empire to Vietnam and Indochina before.

The new democratic education enlightened by President Ho Chi Minh is revolutionary education, reflected through the fact that it was an education of the people, by the people, and for the people. As a new education, in the Call to Fight against Illiteracy (October 1945), He wrote: "Every Vietnamese must understand their rights, obligations, and equip new knowledge to contribute to the construction of the country, and first of all, they must know how to read and write the Vietnamese alphabet" (Ho Chi Minh Full collection, 2011). When the country achieved independence and self-governance, all citizens must learn to be qualified to develop the country and start a

new life. According to his directive, the Ministry of Education made a statement that clarifies the purpose, method and organization of new education:

- Purpose of the new education: Respect dignity, train willpower, and develop everyone's talents to serve the community and contribute to the common evolution of humans.
- Method of the new democratic education: Remove the style of cramming education but focus on the practice, pay great attention to vocational education, with great emphasis on the scientific spirit, thereby helping students develop their scientific way of thinking, critical thinking, analytical and synthesis skills, creative ability and practical mind.
- Organization: The new education is a single and common education to all people.
- In short, it is an education with:
 - Democratization for development purpose
 - Nationalization and democratization of training organization
 - Humanization of training content
 - Scientification of training methods
 - Socialization of training management.

The most fundamental and critical issue that he always concerns about and guides is the issues involved with humans in order to make humans become better through educational organization and self-education with the goals for humans set first. The new education that He aimed for is an education to develop comprehensively the available abilities of Vietnamese students, thereby promoting both their talents and virtues, in respect of the human virtues and personalities.

For effective education of humans, He pointed out the mechanism for organizing and implementing relationships in the school, namely: There must be democracy in school. A democratic school will promote students eagerness to learn, thereby understanding all problems of learning, which is not only the goal of learning but also an important goal of school management and education management affair. Enthusiasm and thorough understanding is a sign of democratic life in education, which is completely different from the obscurantism applied by the French colonialists to our nation before.

3. CONCLUSIONS

Through three stages of research, The formation and development of Ho Chi Minh's thought on democracy in education and training. We have the conclusions.

In the context of international economic integration and globalization today, education plays a significant role in developing new people who have intellects, scientific beliefs, life skills, job skills, and know-how to improve nature, society, master society, and themselves. Pupils, students, and citizens under the socialist regime have been inheriting an advanced education.

The concern the young generation, It can always maintain initiative and positivity in the learning today. Understand the importance of improving knowledge to contribute to developing a qualified workforce and the country's development. With great theoretical and practical values, Ho Chi Minh's thought on democracy in education will be the lighthouse that illuminates the Party and people in the cause of building and developing Vietnamese education in the future period.

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5. REFERENCES

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