

THE FORMATION AND DEVELOPMENT OF HO CHI MINH'S THOUGHT ON DEMOCRACY IN EDUCATION AND TRAINING

Part 2: The formation and development of Ho Chi Minh's thought during the period from 1930 to 1945

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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. In this article, the author focuses on activities from 1930 to 1945.

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 second stage, from 1930 to 1945.

2. THE PERIOD OF 1930 - 1945: HO CHI MINH'S THOUGHT ON EDUCATION WAS COMPLETED AND INITIALLY APPLIED IN PRACTICE

After its establishment, the Communist Party of Vietnam (later renamed the Indochinese Communist Party) applied Ho Chi Minh's theoretical views on education into the practice of revolutionary leadership, especially in the field of culture - society. The action plan of the Party (1932) showed the equal right for children of the laborers to enjoy education that "All children of laborers have right to study and be taught by mother language until the age of 16 with the tuition fees bear by vocational institutions and polytechnics of the state and its owners" (Communist

Party of Vietnam, 1999). During the period of the Indochinese Democratic Front, the Party promoted the spreading of education, the fight against illiteracy, and raised up the slogan of “School for everyone”... All of them were aimed at fighting against the French colonialist's obscurantism.

The Party was tasked to supplement and develop Ho Chi Minh's thought on education in the context that Ho Chi Minh encountered many difficulties in his revolutionary career after chairing the Founding Conference of the Party. At the International Lenin School, Ho Chi Minh encouraged the Comintern on the need to raise the political and cultural capacity of revolutionary cadres through various forms of education. The course of learning and research during this time enriched his awareness of Marxist-Leninist's theoretical views, various contents and methods of Fundamental Science and Education Science, thereby making his educational thoughts more profound.

Not long after returning home in January 1941, Ho Chi Minh chaired the eighth Party Central Committee Conference (May 1941), passing the Resolution in order to emphasize that, in addition to the active fight against enslavement of French colonialists and Japanese fascists in culture and education, it was required to build a culture and education for an independent, free, civilized, and progressive society. The “Viet Minh Program” drafted and chaired by Ho Chi Minh states that: “Education and culture...

1. Abolish slave education, build a nation of education, compulsory education to primary school, each nation has its right to use their mother tongue in their education.
2. Construct specialized institutions for training, politics, military and engineering to train talented generations.
3. Encourage and facilitate intellectuals to develop their talents.
4. Encourage and help the national education to promote lineage stronger” (Communist Party of Vietnam, 2000).

This thought on the education of Ho Chi Minh has become the guideline and policy in the educational activities of the Party. In 1943, that thought was developed and clearly stated in the Outline of Vietnamese culture with the motto “Nation - Science - Population”.

3. CONCLUSIONS

Ho Chi Minh's thought on education in the period of 1930 - 1945 was developed and confirmed, which was reflected through a fact that he supplemented and perfected his thoughts, focused on fighting against colonial education and demanded the right to education for the people. The Party's educational guidelines, the Viet Minh Front's policies, and the practice of our people's struggle to eradicate ignorance, especially by the people of the Viet Bac ethnic group, are the most vivid confirmation for the development of Ho Chi Minh's democratic thought in education. In the next study, the author will study the third phase in the formation and development of Ho Chi Minh's thought on democracy in education and training from 1945 to 1969.

4. ACKNOWLEDGEMENT

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