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INTEGRATING THE TECHNIQUES OF DIAGRAMMING AND GROUP DISCUSSION IN THE INSTRUCTION OF MARXIST-LENINIST PHILOSOPHY

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ABSTRACT

Marxist-Leninist philosophy constitutes one of the triadic pillars within the broader framework of Marxism-Leninism, evolving concomitantly with advancements in scientific thought and the practical dynamics of the revolutionary movement of the working class. It holds the status of a mandatory subject within the curricula of higher education institutions overseen by the Ministry of Education and Training in Vietnam. This discipline imparts a scientific worldview and applies a materialist-dialectical approach to enhance cognition and pedagogy, thereby facilitating practical improvement. Hence, the instructional approach must be adaptable to ensure that lectures are comprehensible and aligned with the stated objectives. Employing a blend of teaching methodologies assists educators in effectively conveying information, facilitating a logical and cohesive understanding of the subject matter for learners. Drawing insights from research on diagramming and group discussion methods, this article formulates requisites and procedures for amalgamating diagramming with group discussion. Concurrently, it underscores certain considerations when integrating these two approaches in the pedagogy of Marxist-Leninist philosophy.

Keywords: Diagramming Method, Group Discussion Method, Teaching Method, Teaching Marxist-leninist Philosophy.

1. INTRODUCTION

Since its establishment, our Party has consistently embraced Marxism-Leninism as the guiding principle for all activities, unwavering in its commitment to achieving a socialist society. As President Ho Chi Minh noted, fostering individuals who embrace Marxism-Leninism is key to realizing socialism. Therefore, courses on Marxism-Leninism are essential and integral parts of the educational programs in all our universities and colleges today. In recent years, even though these courses are mandatory, the way they are taught has often lacked enthusiasm and engagement, especially in the fields of political theory and Marxist-Leninist philosophy. This has led to a diminished appreciation of their significance among students. Amidst this backdrop, leveraging positive teaching methods to unleash the creative and proactive potential of learners becomes more crucial than ever. While the diagramming and group discussion methods are not novel, their effective and adaptable integration offers distinct advantages in the teaching of Marxist-Leninist philosophy in our current university and college settings.

2. DOCUMENT OVERVIEW

** On Diagramming Methods*

Diagram theory, a subject of substantial interest among scientists worldwide, has found diverse applications across scientific domains, including mathematics, chemistry, transportation,

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information technology, and electronics. Its roots trace back to 1736, when Swiss mathematician Leonhard Euler (1707-1783) addressed the "Seven Bridges of Königsberg" problem. Flourishing amid subsequent mathematical advancements, the study and application of diagram theory have evolved, showcasing robust development and extending influence, notably into electronic engineering. Bruce Robertson's 1988 publication, "How to Draw Charts and Diagrams," released by North Light Books, asserts that diagrams offer a more creative and engaging means of information transmission compared to verbal communication. Robertson provides guidance on diagram design, information processing, and effective encoding practices. Theoretical research has progressively integrated diagram theory across diverse scientific disciplines. In 1989, the Hanoi Science and Technology Publisher introduced "110 Practical Diagrams Using Thyristors and Triacs" by Raymond M. Marston, unveiling 110 diagram types applied in electronic engineering with precise utilization elucidation. Marston's research establishes a theoretical foundation for exploring diagrammatic forms' integration into history pedagogy at secondary educational levels (Raymond M. Marston (1989), 110 Practical Diagrams Using Thyristors and Triacs, Hanoi Science and Technology Publisher). A subsequent significant contribution emerged in 2009 when the Ho Chi Minh City General Publishing House released "Organisez vos Idées avec le Mind Mapping" by authors Jean-Luc Deladrièric, Frédéric Le Bihan, Pierre Mongin, Denis Rebaud, translated by Tran Chanh Nguyen. This publication concisely delineates mind maps' essence, origin, applications, advantages, and limitations. Furthermore, it expounds on techniques for organizing, structuring, and classifying ideas, serving as an invaluable academic guide for leveraging mind maps in systematic idea organization, logical content structuring, and effective teaching and learning activities (Jean-Luc Deladrièric, Frédéric Le Bihan, Pierre Mongin, Denis Rebaud (2009), Organisez vos Idées avec le Mind Mapping, Tran Chanh Nguyen translation, Ho Chi Minh City General Publishing House). The diagramming method was pioneered and widely popularized by British author Tony Buzan. His seminal work, 'The Mind Map Book' (2018), offers a comprehensive exploration of mind mapping, encompassing its principles, guidelines for initiation, and the manifold benefits it bestows upon its practitioners.

In Vietnam, the diagramming method has undergone rigorous examination and practical application, primarily within the realm of Marxist-Leninist philosophy instruction. Tran Thu Hiền's 2019 publication, 'Applying a Synergistic Approach: Mind Mapping Techniques and Collaborative Pedagogy at the College of Pedagogy in Ba Ria - Vung Tau,' meticulously elucidates the amalgamation of mind mapping and group-based instructional strategies. This fusion optimizes classroom time for active student participation, effectively mitigating the necessity for extensive note-taking during lectures. Such an approach not only alleviates students' stress and fatigue but also ignites their enthusiasm for the learning process. Furthermore, Tran Thi Thom's 2019 research, 'Tradition and Modernity in Philosophy Instruction: An Examination of Teaching Methodologies,' underscores the imperative of integrating diverse teaching methodologies to yield optimal educational outcomes.

In the domain of educational research concerning diagramming methods, particularly in the teaching of Marxist-Leninist philosophy and political theory, several noteworthy studies have yielded significant insights. Nguyen Thi Thuong's work in 2015, titled *'Application of Active Teaching Methods in Marxist-Leninist Philosophy Instruction,' underscores the contemporary shift towards learner-centered pedagogical paradigms. Her research highlights the central role of students, emphasizing cognitive engagement, critical thinking, and knowledge acquisition over rote memorization and passive absorption of existing information'* (Nguyen Thi Thuong, 2015, p.

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153). Similarly, Trinh Thi Kim Thoa's 2020 study, *'Enhancing the Quality of Marxist-Leninist Philosophy Instruction for Modern Students Through Mind Mapping,'* underscores the pedagogical significance of mind maps. She asserts that mind maps facilitate a systematic, concise, and comprehensible approach to familiarizing students with the philosophical tenets of Marx and Lenin (Trinh Thi Kim Thoa, 2020, p. 17). Additionally, Pham Thi Doat's 2021 research, 'Effective Approaches to Teaching and Learning Political Theory Courses in Higher Education: A Practical Examination,' introduces various pedagogical methods, including the utilization of diagramming techniques and their application in classroom management.

** On the Integration of Diagramming and Group Discussion Methods*

Research on mind maps in teaching, both in general and specifically in teaching Marxist-Leninist philosophy, has provided insights into the steps of creating mind maps and their roles for learners. Through these studies, scholars and teaching methods have recognized the significant role of visual methods in the teaching process. Using diagrams as a visual tool holds significance across various aspects: knowledge, skills, attitudes, contributing to the development of competencies and citizenship qualities.

This forms the basis for our continued research, aiming to clarify that diagrams are not only visual aids but also active teaching methods to enhance the quality of teaching Marxist-Leninist philosophy in universities and colleges today.

3. DOCUMENT AND RESEARCHING METHOD

3.1. Document

The article draws upon references, including books and journal articles, pertaining to the research theme. These sources specifically delve into the methodologies of diagramming and collaborative approaches employed in the instruction of Marxist-Leninist philosophy.

To attain the specified goals, the study conducts a comprehensive review of relevant literature and analyzes documents directly pertaining to the research topic. The materials utilized encompass books, scientific articles, and reference works. The author employs methods rooted in dialectical materialism and historical materialism, along with techniques for analysis, synthesis, generalization, and interpretation within the study.

3.2. Researching method

In this research, we employ a comprehensive methodology, including:

-*Analysis and Synthesis Method:* We rigorously examine psychological and educational theories to understand the theoretical foundations of using knowledge mapping in Marxist-Leninist philosophy pedagogy.

- *Curriculum Examination Method:* A detailed review of the Marxist-Leninist Philosophy curriculum (Tailored for non-political theory majors, Ministry of Education and Training (2021)) forms the basis for designing knowledge maps and structuring historical lessons.

- *Theoretical Research Method:* Delving into Party and state principles on education through an extensive review of relevant literature, articles, theses, and dissertations.

- *Survey and Investigation Method:* Employing surveys, interviews, and dialogues with experts, educators, and students to inform the application of knowledge mapping in pedagogy, especially in history instruction at the secondary education level.

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- *Pedagogical Experimentation Method:* Conducting practical experiments in classrooms and assessments for university-level students to validate proposed pedagogical measures and evaluate the effectiveness of knowledge mapping in teaching Marxist-Leninist philosophy.

Pedagogical experiment

In addition to the experimental method, the author also employs research methods grounded in Marxist-Leninist philosophy.

The author utilizes diagrams in the experiment conducted with:

- Participants: Students of the K48 class, majoring in Marxist-Leninist Philosophy, at Hanoi Pedagogical University 2, first semester of the academic year 2022-2023, class CT111.1; during the experiment, teaching is carried out using diagrams in combination with group discussion.
- Total number: 103 students
- Experiment topic: The doctrine of economic and social morphology.
- Document: The Marxist-Leninist Philosophy textbook by the Ministry of Education and Training (2021), *Marxist-Leninist Philosophy (for non-specialized university students in political theory)*. National Political Truth Publishing House.

4. RESULTS AND DISCUSSION

4.1. The Diagramming Method and Group Discussion Method in Teaching the Marxist-Leninist Philosophy Course

4.1.1 The Diagramming Method in teaching

** Definition of Diagram:*

A diagram is a conventionally established, succinct drawing used to describe a certain characteristic of an object or a particular process" (Institute of Linguistics (2004), General Vietnamese Dictionary, Phuong Dong Publishing House, Ho Chi Minh City; p. 796). Hoang Phe, in his Vietnamese Dictionary, writes: "Diagrams are conventional drawings with a summarizing nature designed to depict a certain characteristic of an object or a specific process" (Hoang Phe (2004), Vietnamese Dictionary, Education Publishing House, Hanoi; p. 562). Tony Buzan's book "The Mind Map Book" provides a definition: "A diagram is a model type – a compilation of related information stored in memory..." (Tony Buzan (2015), The Mind Map Book, General Publishing House, Ho Chi Minh City; p. 61). From these diverse perspectives, it can be observed that, despite differing definitions, there is a common affirmation: a diagram is understood as a visual tool conventionally used in the teaching process. A diagram is a system of keywords and images combined with symbols to reflect objects in the process of perception.

In terms of theory and cognition, there are various perspectives on the method of diagrams, diagramming methods, and the method of knowledge mapping. According to Nguyen Phuc Chinh, "The diagram method is understood as an organizational method that cultivates the creation of learning diagrams within students' cognitive processes" (Nguyen Phuc Chinh (2005), Graph Method in Teaching Students, Education Publishing House, Hanoi, p. 17). Author Phan Minh Tien suggests that the diagram method is one of the visual teaching methods – an active teaching approach (Phan Minh Tien (2007), Using Diagrams in Teaching Geography in Secondary Schools, University Pedagogy Publishing House, Hanoi, p. 36). In the article "Application of Diagramming Method in Teaching the Application of Internal Combustion Engines" by authors Nguyen Trong Khanh and Nguyen Thi Thanh Huyen, they conclude: "The diagramming method is understood as a way to transform complex diagrams into simple ones, facilitating the research, presentation, or

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understanding of the depicted object in a convenient and easy manner" (Nguyen Trong Khanh and Nguyen Thi Thanh Huyen (2012), Application of the Diagramming Method in Teaching the Application of Internal Combustion Engines, Scientific Journal, Issue 9, pp. 104-110).

Through our examination of literature, we assert that diagramming in teaching is a method of systematically organizing knowledge using visual images, symbols, and vivid drawings in an intuitive, highly organized, and memorable manner. In this teaching method, both the instructor and the learners utilize diagramming to convey and grasp the necessary knowledge. Diagramming knowledge aids in arranging thoughts visually and logically through images, colors, and non-linear lines, making it easier for learners to remember and retain information systematically.

In the realm of education, multiple forms of diagramming methods exist for instructional purposes. Each diagram type possesses unique merits, including:

Multibranch Mind Map: This mind mapping approach initiates from a central event, generating branches both to the left and right of the central point.

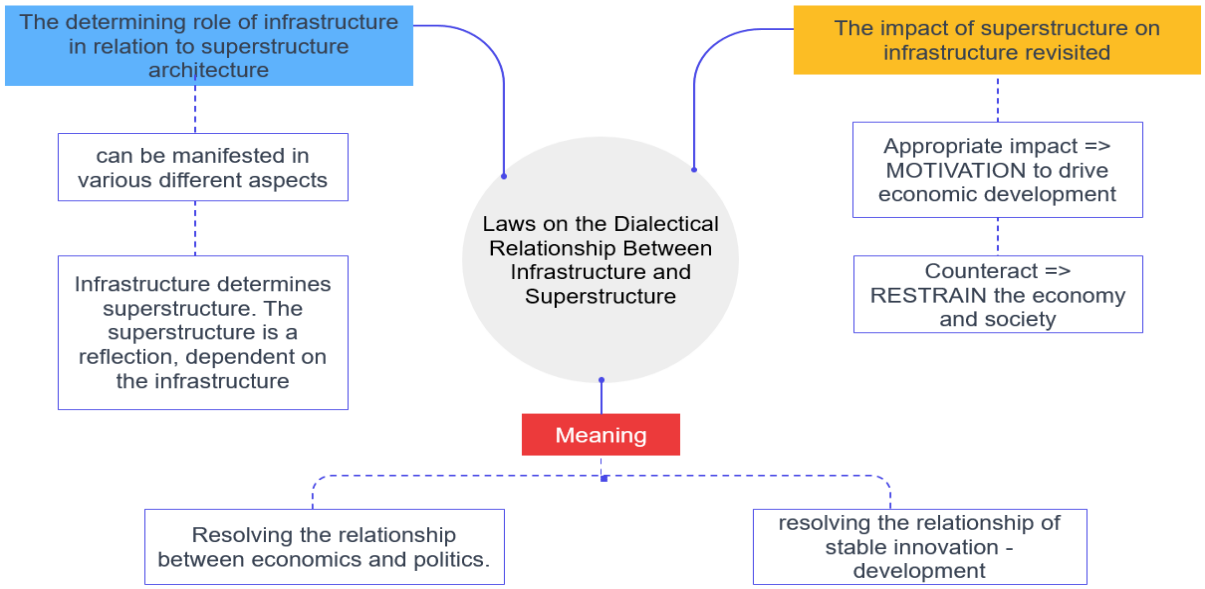

Diagram 1. Multibranch Mind Map

Tree Structure Mind Map: This method commences with a central theme, branching out from a main branch into primary branches. These primary branches, in turn, spawn secondary branches, creating further hierarchical levels to represent distinct facets of the main theme. Distinguishing colors are applied to delineate branches in this type of diagram.

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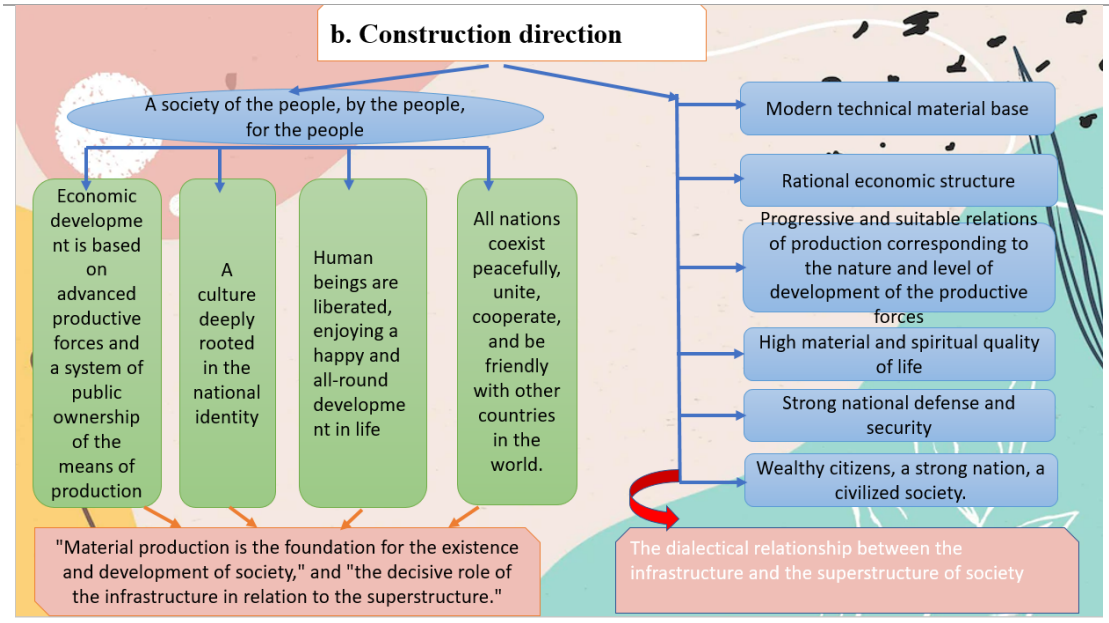

Diagram 2. Tree-Structured Mind Map

Using imagines in diagramming: In the process of constructing mind maps, the inclusion of pertinent images associated with the content proves advantageous. This practice engages the learner's visual senses, fostering creativity and imagination. This visual strategy is particularly effective in enhancing long-term memory retention.

** The Procedure for Using Diagrams in Education*

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Step 1: Creating a Mind Map

Learners generate a mind map individually or in groups, focusing on topics related to the lesson.

- *Identify the central keyword:* This is the name of a topic or a piece of knowledge from the lesson that needs to be explored (chosen from keywords or central images).
- Draw Level 1 branches, also known as sub-level 1 branches: These branches represent the key points that develop from the central keyword or the main topic of the lesson, as found in the textbook.
- *Draw Level 2 branches from Level 1 branches*: Level 3 branches from Level 2 branches are further developments of Level 1 branches. Utilize keywords, symbols, or drawings to create sub-branches. All branches of one idea should be colored differently for easy differentiation. Incorporate illustrative images into the mind map for added vividness and clarity.

Step 2: Presenting and Discussing the Mind Map (Created in Step 1)

Invite a representative from the student group to present the mind map. Since the mind map primarily uses images, abbreviations, and symbols, with main ideas not yet written in sentences, when the group representative presents, learners are required to provide a complete explanation and interpretation of the mind map that their group has created. This activity not only helps students grasp the knowledge but also enhances their presentation skills in front of an audience. It assists students in overcoming common weaknesses such as lack of confidence and hesitancy.

Step 3: Discussion, Revision, and Finalization of the Mind Map

-Organize students into groups or individuals within the class to provide feedback, engage in discussions, and offer comments on the mind map that was drawn and presented in steps 1 and 2. This process aims to supplement, amend, and refine the mind map in terms of the lesson's content. The lecturer guides students in identifying exemplary diagrams within various groups, subsequently aiding the entire class in the refinement of mind maps to more effectively encapsulate the assigned lesson content.

-The lecturer serves as an advisor and judge, assisting students in perfecting the mind map and guiding them towards the lesson's core concepts.

Advantages of the Diagramming Method in Teaching Marxist-Leninist Philosophy

In the Vietnamese national education system, the study of Marxist-Leninist Philosophy is obligatory for all college and university students. This theoretical discipline demands abstract thinking, generalization, and the practical application of theories. Conventional teaching methods, such as lecturing and note-taking, may not be the most effective for this subject. Moreover, Marxist-Leninist Philosophy imparts a distinct worldview and methodology, encapsulated in the Ministry of Education and Training's definition: "Philosophy is a special form of social consciousness, manifested in the most general theoretical views on the world, on humanity, and on the thinking of humans in that world" (Ministry of Education and Training, 2021, p. 22). The incorporation of diagramming methods, when combined with other pedagogical approaches, holds the potential to enhance instructional outcomes. Recognizing that no single method is universally applicable, the integration of diagramming methods, especially in tandem with techniques like group discussions, facilitates a more comprehensive and engaging understanding of the subject matter. This multifaceted approach not only cultivates systematic and logical thinking but also sparks interest, enabling students to solidify their grasp of Marxist-Leninist Philosophy theories and apply them adeptly in real-world contexts.

The use of the diagramming method offers several advantages for learners in the context of teaching Marxist-Leninist philosophy. These advantages include: Using diagrams in teaching

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Marxist-Leninist philosophy offers several benefits for learners: Comprehensive Understanding: Diagrams help learners grasp knowledge comprehensively. They see the logical connections within a lesson and how it relates to what they've already learned. Boosts Creativity and Critical Thinking: Diagrams encourage creative and scientific thinking. They prompt students to think critically and actively engage in learning. Clear and Concise: Diagrams present complex ideas in a clear and concise way, making it easier for students to understand. Improved Memory: Diagrams make it easier for students to remember key points from the lesson.

Overall, combining diagramming with other teaching methods can be highly effective in teaching and learning, especially in subjects like Marxist-Leninist philosophy, which require a deep understanding and practical application of complex concepts rooted in dialectical and historical materialism.

In the case of Marxist-Leninist philosophy, understanding the content and its practical application is particularly crucial. This subject encompasses a comprehensive worldview and methodology rooted in dialectical materialism and historical materialism.

4.1.2. Group disscussion method in teaching

**Definition:* According to Nguyễn Đình Thọ, *"Group discussion is a widely used qualitative research data collection technique. It involves discussions among research subjects under the guidance of the researcher, who is often referred to as the program controller"* (Nguyễn Đình Thọ, 2011, p. 78). Teachers typically divide the class into small groups of 4-6 students, which is considered an optimal group size. The grouping methods may vary depending on the lesson's purpose and topic, with instructors assigning topics to each group.

***The Group Discussion Process:*

Step 1: Lecturer's Introduction

-The lecturer provides an overview to the class regarding the content of the learning objective for the topic.

- Groups are formed and specific timeframes for group work are defined, along with role assignments if necessary.

- Guidance on effective group collaboration techniques is provided when needed.

Step 2: Group Work

- Planning: Groups strategize and plan their approach.

- Task Assignment: Tasks within each group are delegated to individual members.

- Idea Exchange and Discussion: Groups engage in idea exchange and collaborative discussions.

- **Selection of Group Representative**: Each group selects a representative to present their discussion outcomes.

Step 3: Classroom Discussion and Recap

- The lecturer invites each group to present their discussion results to the entire class.

- Other groups actively participate by listening, observing, posing questions, offering comments, seeking clarification, and providing additional insights.

- The lecturer evaluates the discussions, draws conclusions, and outlines the agenda for the subsequent session and the next group's activities.

Advantages of Group Discussion Method

The group discussion method enhances students' abilities in collaboration, communication, and critical thinking. It encourages proactive exploration and knowledge acquisition, promoting scientific learning and discouraging passivity and one-sided learning.

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In the realm of teaching philosophy, each instructional method comes with its own advantages and disadvantages. Therefore, when teaching philosophy, it is essential to integrate various positive teaching methods. This approach ensures that educators can effectively convey knowledge content, facilitating students in comprehending and adeptly applying theoretical concepts to practical situations.

4.2. The requirements and procedures for combining the diagramming method with the group discussion method in teaching the course "Marxist-Leninist Philosophy

4.2.1. The requirements for combining the diagramming and group discussion method

The lecturer divides the groups and assigns tasks to them with the requirement that they demonstrate their knowledge using the diagramming method. The diagramming method helps learners organize knowledge systematically, grasp the core content, perceive the connections between units of knowledge in the lesson, and foster creativity. Combining the group discussion method helps harness the learners' latent capabilities. Through discussions, exchanges, proposing problem-solving approaches, and finding the best solutions to the issues raised, it empowers students to be confident, enthusiastic, and adept at communication and teamwork within the group. The combination of these two methods enables students to be proactive and creative in absorbing the subject's knowledge.

When employing the diagramming method in conjunction with group discussions, students shift from the conventional passive learning mode of listening and note-taking to actively participating in the exploration of lesson content. This synergistic approach not only facilitates a more accessible acquisition of Marxist-Leninist Philosophy but also enhances the learning experience, mitigating feelings of fatigue and tension.

4.2.2. Process of Combining the diagramming method and group discussion method

Step 1: Whole-Class Interaction

- The lecturer introduces the class to the topic of the lesson and instructs them to work in groups, representing their ideas using mind maps.
- Requirements for study tools include a computer (or A0 paper, multi-colored pens, etc.).
- The lecturer specifies the time for group work, divides the class into groups, and assigns roles within each group.
- Introduction to the group work and mind mapping methods is provided (if necessary).

Step 2: Group Work

- Planning
- Groups create a work plan.
- Task Assignment: Specific tasks are assigned to each member within the group.
- Creating a Mind Map to Represent Lesson Content:

+ Identify the core content of the lesson, placing it at the center and making it visually prominent on the mind map. Visual elements and colors stimulate viewers' visual perception.
+ Draw branches for development, which are smaller than the central topic but related to the main theme and connected to it.
+ Add keywords to the mind map to create sub-branches from the development branches (draw smaller lines to further categorize sub-branches), expanding the details. Ensure they are relevant to the main theme and logically interconnected.
+ Assign colors to the branches. Fill in colors and complete the details.
+ Decorate the mind map with illustrative images to convey and facilitate easy information recall.

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- Exchange Ideas and Discuss within the Group
- Each group selects a representative to present the outcomes of their group discussion.

Step 3. Groups engage in discussions in front of the class.

- The lecturer invites a representative from each group to present their work results using the mind map method.
- Other groups listen, observe, ask questions, comment, inquire, and provide additional input to contribute to the discussion.
- The lecturer evaluates, concludes, identifies areas of improvement in the group's mind map, and suggests different ways to develop sub-branches on the map to illustrate flexibility and logical connections. This helps learners recognize the flexibility and logical aspects when exploring knowledge through mind maps.

Step 4. Instructor's Feedback and Evaluation

After the groups present their content on Marxist-Leninist Philosophy through diagramming, the instructor provides feedback, assesses the strengths and weaknesses of each group. Identifying any missing or inappropriate content related to the assigned lesson. The instructor assigns grades to each group and provides guidance for further preparation.

- The agenda for the next session and the next group is set.

Therefore, when teaching the method of diagramming combined with group work, the instructor both guides learners on how to create diagrams and divides them into groups to complete the assigned tasks.

4.2.3. Considerations for Integration of the Diagramming and Group Discussion Methods in Teaching Marxist-Leninist Philosophy

Marxist-Leninist philosophy constitutes the nucleus of the scientific worldview. The correct apprehension of this worldview equips individuals with the capacity to understand life. Hence, when instructing in the field of Marxist-Leninist philosophy, it is imperative to observe certain principled considerations when applying the amalgamation of the diagramming method and the group discussion method, as outlined below:

**Choosing discussion topics:* Lecturers should carefully pick what students will discuss in groups. It's important to select key and fundamental topics. These topics will determine how long students work together. The choices should match the students' abilities, not being too easy or too hard. If the requirements are too easy, students won't feel challenged or motivated to explore new ideas. If they're too hard, students might get discouraged. So, when setting group tasks, it's crucial to pick important topics and make sure they're suitable for the students. This way, students will be motivated to learn and improve their skills by combining diagramming and group work methods.

* *Requirements for learners:* Because the teaching combines two methods, the lecturer will set requirements for the groups in advance before they work in teams. That is, to understand and express knowledge through the diagramming method. The product of the students is an interpretation using diagrams of the assigned knowledge content.

In the teamwork, there are specific requirements that every member in the group must participate and follow the steps of the teamwork method. Group discussions have several benefits: they enhance cognitive abilities and promote higher-level thinking compared to seeking causes through competitive methods ('quoted from Nguyen Thi Xuan Yen, 2016, p. 235'). To avoid situations where only a few individuals actively engage while others rely on them, it's required that all members in the group contribute constructive opinions. Whether they agree or disagree, they must provide reasons and arguments that are scientifically grounded.

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**Affirmation of the scientific and Party nature of Marxist-Leninist philosophy:* When teaching Marxist-Leninist philosophy, it is crucial to emphasize the content's knowledge and assert the scientific nature of Marxist-Leninist philosophy. This is an intrinsic characteristic within the philosophy of the Party. Philosophy carries the Party's characteristics; it represents the worldview of a specific social class or stratum within society. When teaching Marxist-Leninist philosophy, it must be asserted as the scientific worldview of the progressive working class and the people worldwide. Teaching this subject differs from other subjects due to the aforementioned considerations because *'Philosophy is the most general theoretical system of views on the world and the place of man in that world, it is a science about the most general laws of motion, development of nature, society, and thought'* (MOET, 2021, p. 22). During discussions, there may be various viewpoints presented, including some that are incorrect or unscientific. In such cases, the instructor will provide guidance to students during discussions: *'This principle demands that during the learning process, students must be equipped with genuine scientific knowledge, reflecting the achievements of modern science and technology, which are constantly advancing for humanity. At the same time, it helps students gradually approach the methods of scientific learning, perception, habits, and scientific thinking'* (Ho Huu Tai, 2017, p. 213).

**Ensuring systematic and effective integration:* The division of discussion topics and the reporting of group discussion results are also regulated by the lecturer. This is because groups engage in discussions according to the order specified by the lecturer. These requirements stem from the knowledge system. Consequently, they determine which group reports the discussion results first and which group reports later. The sequence in which groups report their content results reveals the systematic nature of knowledge and the logical connections of knowledge, not only within the topic assigned to a particular group but also its relationship with the content of subsequent groups. In this way, it helps learners recognize the systematic aspect of knowledge.

The effectiveness of using the diagramming method combined with group discussion lies in enabling learners to leverage all the advantages of both the diagramming method and teamwork in their learning process. The combination of these two methods demonstrates efficacy when learners become proactive, enthusiastic in absorbing knowledge, self-aware, confident, capable of planning within the group, presenting in front of an audience, and honing teamwork skills in problem-solving.

It is essential to adhere to these principles when employing the diagramming method in conjunction with the teamwork approach. This aids learners in elevating their comprehension and application in real-world work and life after completing the Marxist-Leninist Philosophy program. For lecturers, the use of this combined method is intended to enhance the effectiveness of knowledge impartation and cultivate a passion for learning among students.

The combination of these two teaching methods is highly practical in education, as it can be implemented in diverse learning environments, even with minimal physical resources commonly found in contemporary classrooms. This approach accommodates the creation of mind maps using traditional tools such as paper, boards, or writing instruments like pencils and chalk. Alternatively, modern technology tools like Mindmap software offer a user-friendly digital platform, facilitating accessibility for both educators and students.

**Challenges in Applying the Diagramming Method Combined with Group Discussion in the Study of Marxist-Leninist Philosophy*

While combining diagramming and group discussions in teaching Marxist-Leninist Philosophy offers notable advantages, it also presents specific challenges. Efficient time

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management is paramount to cover the abstract content adequately within the allocated class duration.

The inherently abstract nature of Marxist-Leninist Philosophy content introduces unique complexities in planning and delivering the material effectively. Encouraging active student participation in debates and collaborative mind map creation requires adept facilitation skills from instructors.

Furthermore, larger class sizes may impede the seamless implementation of these methods, potentially affecting the depth of student engagement.

5. CONCLUSION

The diagramming method in education is a visually oriented approach that encourages effectively stimulates abstract thinking, creativity, and the logic of learners. Combining this method with group work fosters active engagement with knowledge and a passion for learning. This approach facilitates better knowledge absorption while promoting critical and collaborative skills, steering clear of conservative, fallacious, or self-doubting thinking during the learning process. To achieve the best results, both educators and learners must adhere to requirements, procedures, and essential considerations when merging the diagramming and group discussion methods in teaching Marxist-Leninist philosophy. Incorporating these two methods into teaching requires educators to be cognizant of the essential need for amalgamating techniques to attain optimal efficacy in lecture delivery. It is imperative to harness students' capabilities fully, fostering and cultivating qualities such as creativity, active engagement in group activities, expression of personal opinions, and effective collaboration in tasks.

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