

## PRESIDENT HO CHI MINH'S IDEOLOGY ON EDUCATION

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### ABSTRACT

President Ho Chi Minh's ideology on Vietnam's revolutionary path includes creative arguments related to many fields, including the field of education. The ideology of education expressed by President Ho Chi Minh is not separate and independent, but is linked and interwoven with great ideas of national liberation, human development, and building socialism... This is a fundamentally meaningful feature of the article when analyzing his educational ideology. This is even more valuable when applying this ideology to the work of innovating teaching methods at the Vietnam Women's Academy today.

**Keywords:** Education, innovation, Ho Chi Minh's ideology, teaching methods, Vietnam Women's Academy.

### 1. INTRODUCTION

Ho Chi Minh's ideology is a system of vast, profound and rich scientific arguments in many areas of social life. That ideological content not only has profound theoretical and practical significance for the Vietnamese revolutionary cause but also has practical significance in the cause of training human resources for the industrialization and modernization of the country, serving the current innovation and integration process. Therefore, for education to truly become one of the three "breakthrough" stages of national construction, we must comprehensively and systematically study Ho Chi Minh's ideology on education and creatively apply that ideology to the reform process in our country in general, and educational innovation in particular.

Ho Chi Minh's ideology on education includes many contents, from the perspectives of comprehensive education, education is the cause of the entire people, education is the foundation of socio-economic development... Through his concise, practical, and vivid writings as well as the process of his practical revolutionary activities, with diverse, rich and suitable educational methods for each subject, the educational content has contributed to the formation of many generations of comprehensive Vietnamese people who are "prosperous" virtuous, talented, knowledgeable, healthy, cultured, scientific and technical, serving the Vietnamese revolutionary industry. Thus, studying Ho Chi Minh's ideology on education is even more important in terms of both educational content and educational methods, especially now that the Vietnam Women's Academy is implementing innovative teaching methods.

### 2. CONTENT

The time President Ho Chi Minh taught at Duc Thanh School, Phan Thiet (from August 1910 to February 1911) is considered a milestone marking the formation of Ho Chi Minh's ideology on education. Teacher Nguyen Tat Thanh not only taught students cultural knowledge but also instilled in the students' minds about their origins, arousing national pride, patriotism, love of

compatriots and the concerns of people who lose their country through every lesson. He taught students how to be human, how to live, and how to behave with people.

Teacher Thanh is not only a teacher but also a trusted friend who cared about his students' lives, helped and encouraged them both physically and mentally. When students made mistakes, he gently advised them. With a sincere and open heart, teacher Thanh has connected his students in love and mutual support. He always advised his dear students: "The word is the eye. People without literacy are considered blind" (1). He confided to the students: "I think we learn the word to know what is good and right in the world and following me, first of all we learn to know and do things that benefit the country and the people" (2).

Teacher Thanh is a person with new and progressive teaching methods. He cared about the education and comprehensive development of his students. Not only confining students to the classroom, on holidays, he has chosen a new learning method of taking students to visit and study outdoors, helping students have real-life experiences and understand more clearly than what has been learned. It is also a way to get closer to the lives of the people here.

Although the years of teaching at Duc Thanh school were not long, Mr. Thanh had many new experiences, trained himself, accumulated more knowledge and life skills to prepare for his journey to find a way to save the country. On June 5, 1911, from Nha Rong Harbor, young man Nguyen Tat Thanh boarded a ship to leave his homeland, starting a journey to find a way to save his country that lasted 30 years. The process from patriotic teacher Nguyen Tat Thanh to communist Nguyen Ai Quoc - President Ho Chi Minh is the process of developing Ho Chi Minh's ideology on Vietnam's revolutionary path, including creative arguments related to many fields, including the field of education, specifically:

***First, the role of education***

The role of education clearly pointed out by President Ho Chi Minh is to comprehensively develop the Vietnamese people, an education for the people, for the people and towards building a new people - socialist people. In a letter to students on the first day of school opening in the Democratic Republic of Vietnam, President Ho Chi Minh affirmed that the new education system will "train them to be useful citizens for Vietnam, an education that fully develops children's existing abilities" (3). President Ho Chi Minh deeply condemned the education system under French colonial rule with the policy of making people ignorant and easy to rule. He emphasized: "We must make every effort to clean up the influence of the colonialists' enslaving education, such as indifferent attitude towards society, distance from the working life and struggle of the people; study to get a degree, teach in an indoctrination style" (4).

The new education system must carry out teaching and learning in the direction of serving the country and the people. This role was expressed by President Ho Chi Minh as "Learning to work, to be a human being, to be an officer. Learning to serve groups, classes and people, the country and humanity" (5). Since then, President Ho Chi Minh attached great importance to teaching and learning that must come from the needs of real life. At the National General Education Congress (March 23, 1956), he encouraged teachers: "Teaching and learning must follow the needs of the people and the State. Teachers teach well, students learn well... That is the glorious task of teachers" (6). In a letter to Vietnamese international students studying in Moscow (July 19, 1955), he advised: "When you study engineering and learn Russian, you need to realize that you are studying mainly to serve the country and the people" (7). Later, President Ho Chi Minh repeatedly pointed out that the role of education is to comprehensively develop people to help life and serve the country and people.

His educational purposes are aimed at the common thing which is the development of all sectors, for the benefit of the people and the country. That purpose comes from his method of thinking about personal and social relationships, parts and whole. The purpose of education that he taught was not just a theory, but it was also his purpose, his whole life aimed at achieving it for the country and the people.

### ***Secondly, the content of education***

President Ho Chi Minh said that education must be comprehensive. In his letter to the students on the opening day of the school (October 24, 1955), he reminded that education includes:

“- Physical education: To make the body healthy, it is necessary to maintain personal and general hygiene at the same time.

- Intellectual education: Review what you have learned and learn new knowledge.

- Aesthetic education: To distinguish what is beautiful and what is not beautiful.

- Ethical education: Love for the country, love for the people, love for labor, love for science, love for public property" (8).

All four above contents of education were summarized by President Ho Chi Minh in the two words "talent" and "ethics". According to President Ho Chi Minh, in education, knowledge is very necessary, but he also pointed out that ethics plays an equally important role. He affirmed: "Liberating the nation, liberating humanity is a great task but without ethics, without foundation... what can we do?" (9). Talking to student officials at Hanoi University of Education (October 21, 1964), he pointed out: "Teaching and learning must focus on both talent and ethics. Ethics is revolutionary morality. That is the root, very important. Without revolutionary ethics, talent is useless" (10).

On the other hand, the content of education according to Ho Chi Minh's ideology needs to be suitable for each age, each level, and each educational level. In a letter to teachers, students, officials and young people dated October 31, 1955, President Ho Chi Minh advised: "For universities, it is necessary to combine scientific theory with practice, and strive to study advanced theory and science from other countries, combined with our country's practice, to practically help the country's construction. High school needs to ensure that students have solid, practical general knowledge, suitable to the needs and future of building the country, eliminating any parts that are not necessary for real life. Primary schools need to educate children to love the Fatherland, love the people, love labor, love science, and respect public goods" (11).

The educational content that he introduced is very dialectical, the result of applying a thinking methodology drawn from the law of quantity - quality, each content level has different levels (quality) appropriate to the psychology of each age group. Besides, he also noted that the educational content taught must follow the principle of "focus on quality, not quantity".

***Thirdly, educational methods***

President Ho Chi Minh attached great importance to educational methods. He emphasized that if you want to have good learning results, you must have the right educational method. The goal is to make learners have a positive and self-disciplined attitude to learning and practice, thus absorbing new educational content quickly and effectively, achieving goals.

Right from his teaching days at Duc Thanh School (Phan Thiet), President Ho Minh paid attention to applying the educational method "When learning, we must think, learning must be related to reality, there must be experiments and practice. Learning and practice must be combined together" (12). According to him, learning must be associated with practice, learning without practicing, not applying it in practice is like a trunk full of books, practicing without learning will not practice smoothly. He said: "A person who finishes college can be called intellectual. But he doesn't know how to plow fields, doesn't know how to work, doesn't know how to fight enemies, and doesn't know how to do many other things. So he only has half the intelligence. His intelligence is a book-learned intellectual, not a complete intellectual. If he wants to become a fully intellectual person, he must apply that knowledge into practice" (13).

He analyzed: "Theory must be put into practice. Practice must follow theory. Reasoning is like a name (or bullet). Practice is like a target to shoot at. Having arrows but not shooting, or shooting haphazardly, is the same as not having arrows. Theory is meant to be applied in practice. Just memorizing it to impress the world is useless. Therefore, we must try to learn, and at the same time, we must practice" (14).

Later, in his articles and talks, he also often emphasized educational methods.

***Fourthly, solutions for educational development***

Along with the role, content, and methods of education, President Ho Chi Minh also paid significant attention to educational development solutions. Therefore, this should be considered an important content in his ideology on education.

In the educational development solutions mentioned by President Ho Chi Minh, the issue of combination between school, family and society has a prominent position. He said: "Education in school is only a part, there is also need for education in society and in the family to help make education in school better. No matter how good education is in school, without education in the family and in society, the results are not perfect" (15); "If the school teaches well but the family teaches the opposite, there will be negative effects on children and the results will not be good" (16). People require schools to have close contact with family and society. Besides, he reminded: "Youth organizations, women, government agencies and Party committees at all levels must really pay more attention to schools and their children's learning" (17 ). He always called on his people to contribute their efforts to building education: "Up to now, our people have wholeheartedly helped the work of education. I hope that from now on, people will try to help the school more" (18).

The above educational development solutions are very specific but also very basic. The characteristics of those solutions are closely linked and consistent with the assessment of the role of education and the service orientation of education in Ho Chi Minh's ideology.

### 3. CONCLUSION

Although born many decades ago, Ho Chi Minh's ideology on education is still very meaningful to the educational development of our country today. We not only find in his thoughts suggestions to solve specific problems about the role and content of education, but we can also learn from him his methodology for solving problems. These methods are very close to what is being talked about today, such as the goal of education is to train Vietnamese people to develop comprehensively, with ethics, knowledge, health, aesthetics, and adhere to the ideal of national independence and socialism; form and foster the personality, qualities and abilities of citizens, meeting the requirements of the cause of building and protecting the country. Educational activities must be carried out according to the principle of learning combined with practice, education combined with productive labor, theory associated with practice, school education combined with family education and social education.

We can completely believe that Ho Chi Minh's ideology on education, which contributed to the victory of the Vietnamese revolution in history, will continue to be effective in the context of the country promoting industrialization, modernization and international integration./.

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