



## APPLYING HO CHI MINH'S THOUGHT ON EDUCATION IN THE RENOVATION PERIOD IN VIETNAM TODAY

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### Abstract:

Vietnam is experiencing 40 years of national renovation and more than 10 years of implementing Resolution 29 of the Party Central Committee on fundamental and comprehensive innovation of education and training (Resolution 29). Higher education has made remarkable progress in terms of scale, types of schools, and diversified training forms. The education sector is constantly developing in both quantity and quality. However, besides great achievements, Vietnam's current education system still faces many difficulties and challenges. Higher education lags behind other countries in the region and the world; development is not commensurate with requirements and tasks, and has not met the learning needs of the people. With the ongoing difficulties, Vietnam should innovate education. Especially in the current context of integration, Vietnam should deeply and comprehensively study Ho Chi Minh's thought on education to serve as the basis, ideological foundation, and methodology for outlining a strategy for educational development in the future. In this spirit, the article studies the issue of applying Ho Chi Minh's Thought on Education in the current period of innovation to apply to Vietnam's education.

**Keywords:** Ho Chi Minh's thought on Education, application, university, socialism, politics, resolution

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## 1. Introduction

Education and training are the top national policies, playing a key role in the cause of national development, nurturing human resources, and being the decisive factor for the success or failure of renovation, industrialization, modernization, and international integration (Cam-Lien & Long, 2021). Realizing the importance, the Communist Party of Vietnam and the State of Vietnam constantly innovate thinking, perfecting educational institutions and policies to improve the quality and effectiveness of the entire system. In that process, Ho Chi Minh's thought on education continues to be affirmed as the ideological foundation, the compass for orientations and solutions for fundamental and comprehensive innovation of education and training in Vietnam today.

Ho Chi Minh's thought on education is the crystallization of the national tradition of studiousness, the spirit of Eastern humanism, and the progressive values of world education, especially the educational perspective of Marxism-Leninism (Hao, 2023). He not only discussed in depth the role, goals, content, and methods of education but also gave specific instructions on the role of teachers and the relationship between school, family, and society in the process of educating people. In particular, the ideas of "*education to serve the people, for people, comprehensive development of morality - intelligence - body - beauty*", "*learning goes hand in hand with practice*", "*education is the cause of all people*" still have value in the current context (Tri *et al.*, 2022).

However, the application of Ho Chi Minh's thoughts to educational and training practices still has many limitations: the situation of teaching and learning is heavy on exams, light on moral education; the pedagogical environment is not truly democratic and humane; the exemplary role of teachers is not yet equal; the policy mechanism has not encouraged lifelong learning, learning for the comprehensive development of people (Uoc, 2022). In that context, identifying, analyzing, and correctly and creatively applying Ho Chi Minh's ideology on education is an urgent requirement to orient the cause of educational innovation to develop in the right direction, effectively and sustainably (Ninh, 2023).

Based on the above theoretical and practical requirements, the article focuses on clarifying the core contents of Ho Chi Minh's ideology on education, analyzing the current status of applying that ideology in Vietnamese education, thereby proposing several solutions to effectively promote his ideology in the cause of educational innovation - training in our country.

## 2. Research methods

The article uses qualitative research methods as the main method, combining analysis-synthesis, historical-logical methods, and comparison-contrast methods to clarify the content of Ho Chi Minh's ideology on education and its applicability in the context of current educational innovation in Vietnam.

Specifically, the analysis - synthesis method is used to exploit, classify and generalize the contents of Ho Chi Minh's ideology from official sources such as Ho Chi Minh Complete Works, Party documents, specialized reports on education - training, along with domestic and foreign academic studies on revolutionary education and his ideological role in building Vietnam's education.

The historical-logical method helps the author approach Ho Chi Minh's ideology in a dialectical relationship with the historical-social context of the Vietnamese nation, while clarifying the inheritance, development, and eternal value of that ideology in modern education.

In addition, the article also uses the comparison-contrast method to analyze the differences between Ho Chi Minh's educational ideology and current application practices, pointing out the appropriate points, the points that have not been effectively exploited, as well as explaining the objective and subjective causes of the problem.

Secondary data is collected from scientific documents, official reports of the Government, the Ministry of Education and Training, and articles published in reputable scientific journals, ensuring objectivity and updating. The above methodology is flexibly applied to ensure comprehensiveness and depth for the research process.

### **3. Overview of Ho Chi Minh's ideology on education**

Ho Chi Minh's ideology on education and training originated from the quintessence of Eastern and Western culture. It was formed from Vietnamese culture with his intelligence, independent and creative thinking ability. The system of the above elements operated and developed in the political, economic and social conditions of the era, it was shown in the consistency and systematicity in his ideology on education and training through each historical period.

During the resistance war, Ho Chi Minh launched the "popular education" movement to teach people basic and necessary knowledge such as: Common knowledge of hygiene, so that people will be less sick; Common knowledge of science, to reduce superstitions; Four calculations, to do business in an orderly manner; History and geography of our country to raise patriotism; Citizen morality to become a proper citizen (Ho Chi Minh, 2011b). The North was liberated, peace was restored (in 1954), facing the new revolutionary task, Ho Chi Minh advocated continuing to eradicate illiteracy and develop the cultural supplementary education movement to improve the cultural, political, scientific and technical level of the people, because to build socialism, one must be educated. It is necessary to study culture, politics, and technology. It is necessary to study Marxist-Leninist theory combined with daily struggle and work. Without studying, one cannot become a communist (Tri & Hoa, 2022). He also pointed out the tasks of all levels of education, which can now be considered the basis for the innovation of the country's education and training career, which still has many shortcomings after many "renovations". He pointed out that universities need to combine scientific theory with practice, strive to study advanced theories and science of other countries, combined

with the practice of our country, to practically contribute to the cause of national construction.

According to Ho Chi Minh, revolution is the cause of the masses, so it is necessary to gather, organize, and mobilize people to participate. But first of all, we must enlighten and educate people to establish and improve their intellectual level, from which they can participate and participate actively and effectively in the revolutionary process, because after all, as V.I. Lenin pointed out, an illiterate person is a person outside of politics. Universal education is an education not reserved for a few people, a class, or a class, but for all people.

Immediately after Vietnam gained independence, Ho Chi Minh urgently called for the urgent task at this time was to improve the intellectual level of all Vietnamese people, so that all Vietnamese people could have new knowledge to participate in the work of building the country. Ignorance is the fundamental cause of weakness and mistakes. An ignorant nation is a weak nation (Ho Chi Minh, 2011a). And to liberate our people from slavery and poverty, to make everyone happy, educated, and gradually improve their education and knowledge to build a new social system, he advocated the abolition of slave education and the building of a completely Vietnamese education.

In his Letter to students on the first school opening day of the Democratic Republic of Vietnam, he also pointed out the mission of the new education system: an education that will train you to become useful citizens for Vietnam, an education that fully develops your inherent abilities. Whether Vietnam becomes beautiful or not, whether the Vietnamese people can step up to the stage of glory to stand shoulder to shoulder with the great powers of the five continents or not, depends largely on your studies (Welch, 2007). To do that, some issues need to be clarified in his ideology: revolutionary education must ensure that people can study culture, politics, and science and technology; the three factors above must be closely combined. Ho Chi Minh stated, *"If we do not study culture, do not have a cultural level, we cannot study technology, and if we do not study technology, we cannot keep up with the economic needs of the country; but we must pay attention to studying politics because if we only study culture and technology without politics, it is like walking with our eyes closed"* (Ho Chi Minh, 2011c).

In studying politics, should pay attention to studying Marxist-Leninist theory because it is the most revolutionary doctrine, it has the meaning of guiding us to complete the revolutionary cause. And according to Ho Chi Minh, studying Marxism-Leninism also helps us live more humanely and meaningfully (Hien, 2021).

In addition, building a revolutionary education according to Ho Chi Minh's viewpoint is also to help people develop comprehensively: physical education, intellectual education, aesthetic education, and moral education. According to Ho Chi Minh; Physical education is to make the body healthy, strong, knowing how to maintain public hygiene and personal hygiene; Intellectual education is to review what has been learned, learn new things; Aesthetic education is to know how to distinguish between beauty and ugliness; Moral education is to love the Fatherland, love the people, love labor, love science, love public property. In addition, education needs to have unity

between theory and practice, learning goes hand in hand with practice (Tram & Ngoc Huy, 2021).

Based on the Marxist-Leninist philosophical principle of the dialectical unity between theory and practice, in many articles, Ho Chi Minh always reminded that teaching and learning must always be closely linked with practice. He pointed out: theory must be put into practice. Practice must follow theory. Learning and practice must go hand in hand, closely linked together; Learning without practice, without applying it to real life, is like a box full of meaningless books. On the contrary, practice without learning is not fluent, sometimes failure or ineffective work, low low-quality work. Ho Chi Minh criticized learning in vain, learning by rote; learning without practice, only knowing theory but not practice is also half an intellectual (Ho Chi Minh, 2011d).

Ho Chi Minh pointed out that when studying theory, children must also combine it with practice and all other fields must: Combine theory with practice, combine study with work. From the analysis of educational ideology, Ho Chi Minh systematically summarized extremely valuable viewpoints, valuable in terms of methodology for orienting the development of the country's education in the current context (Xuan, 2025).

#### **4. Applying his thoughts in higher education in the current period of innovation**

To develop education comprehensively, inheriting the thoughts of President Ho Chi Minh, the 13th National Party Congress stated, building a synchronous system and policies to effectively implement the policy of education and training together with science and technology is the top national policy, the key driving force for national development (Tham, 2021). Building Vietnamese people to develop comprehensively, with health, capacity, qualifications, awareness, and high responsibility for themselves, their families, society and the Fatherland and paying more attention to moral education, personality, creativity and core values, especially educating patriotism, national pride, national tradition and history, and social responsibility for all classes of people, especially the young generation, preserving and promoting the cultural identity of the Vietnamese people (Communist Party of Vietnam, 2021). The current period has many changes; Ho Chi Minh's thought should be applied in the education of Vietnam, because it promotes the values of Truth, Goodness, Beauty, and promotes the role of education and training of Vietnamese people, contributing to the training of people with both morality and knowledge. Ready to serve the cause of economic development and protection of national independence.

The Prime Minister issued Decision No. 1705/QĐ-TTg dated December 31, 2024, on the Education Development Strategy to 2030, with a vision to 2045. This Resolution continues to thoroughly grasp the viewpoints and directions of the Party and State on education development in the spirit of Resolution No. 29-NQ/TW dated November 4, 2013, of the 8th Central Conference, Session XI on fundamental and comprehensive innovation of education and training, meeting the requirements of industrialization and modernization. In the context of a socialist-oriented market economy and international

integration, with the spirit of developing education and training as the top national policy, playing a key role in national development. This is demonstrated in current practice, the scale of university training in 2024 will reach more than 2 million students. Statistics show that the rate of training institutions with over 80% of candidates enrolled is 71.38%, an increase compared to 2023 at 63.04%. The rate of candidates enrolled also increased, reaching 80.68% (in 2023, it only reached 78.24%).

In Vietnam, we have had a certain interest and high expectations in the field of education, especially higher education. The rate of graduates with jobs is high; in 2020, it reached nearly 91%. According to reports from universities, it shows that theoretical teaching is combined with practice; there is a combination of theory and practice to provide knowledge and skills for students. Graduates have jobs, meeting the requirements of a vibrant and challenging labor market. In addition, students have ideals, aspirations, and ambitions to contribute to society, the goal of building the country. Students have a patriotic spirit, a strong political stance, all of which, thanks to timely and appropriate attention in education, have fostered a revolutionary spirit for university students (Harman & Bich, 2010).

To achieve these achievements and positive contributions from the teaching staff, data shows that, in just a few years, the number of lecturers increased by nearly 25% compared to 2019, in which the rate of those with a doctoral degree increased by an average of about 1.5% to 2% each year and at present reached over 33%. This data proves that the teaching staff always tries to improve their professional qualifications to serve the cause of "growing people". Inheriting Ho Chi Minh's thoughts on the role of teachers, Teaching is the noblest of noble professions, the most creative of creative professions (Thanh *et al.*, 2025).

Teaching has created creative people. A good example is worth more than a hundred propaganda speeches, "A good teacher—a teacher worthy of being a teacher—is the most glorious person. The task of education is important and glorious because, without teachers, there is no education. Without education, without cadres, there is no talk of economy or culture. This point of view affirms the important role and glory of those working in education; although they do not have a reputation in the press or medals, teachers are still silent heroes, devoted to the cause of education. Dedication is considered the most glorious; It emphasizes that the value of teachers is not only measured by external forms, but also lies in their dedication and silent contributions to society.

## 5. Conclusion

Ho Chi Minh's thought on education is a precious legacy, with profound theoretical and practical values, reflecting his strategic vision and humanistic philosophy for the cause of cultivating people. With core contents such as: determining the goal of education as comprehensive human development; education must be linked to practice, serving the people; the exemplary role of teachers; the coordination between school - family - society;

education is the cause of all people, Ho Chi Minh's thought has been and is the guiding principle for the cause of education and training of our country in the period of renovation.

Practice shows that, in the process of implementing the policy of fundamental and comprehensive education innovation in the spirit of Resolution No. 29-NQ/TW of the Party, many contents of Ho Chi Minh's thought have been applied and have initially brought about positive results. However, there are still many deviations and formalities in the implementation of moral education, building an exemplary pedagogical environment, promoting the role of teachers, and the participation of the whole society in the cause of education.

Therefore, to continue to innovate education in the right direction of socialism and in line with the current context of integration and digital transformation, the application of Ho Chi Minh's thought needs to be carried out comprehensively, synchronously, and creatively. On that basis, the article proposes several key solutions such as: strengthening moral education and lifestyle based on Ho Chi Minh's thought; developing a team of exemplary and dedicated teachers; building a healthy and democratic educational environment; expanding lifelong learning opportunities for all people; and promoting close coordination between family - school - society. The effective application of Ho Chi Minh's thought on education is a solid foundation for building a modern, humane, and sustainable education in the new era.

#### **Authors' Contribution Statement**

All authors contributed equally to the conception and writing of the manuscript.

#### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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