



HO CHI MINH'S THOUGHT ON EDUCATION AND HISTORICAL SIGNIFICANCE FOR EDUCATION MANAGEMENT IN VIETNAM TODAY

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Abstract:

Ho Chi Minh is not only a National Liberation Hero, a great man of culture, but also a teacher who used to be teacher Nguyen Tat Thanh at Duc Thanh School (1910), and Mr. Vuong in the cadres training class in Guangzhou (1925-1927), a literacy teacher for cadres in Pac Bo (1941), and later, he also directly taught illiteracy eradication classes, popular education classes. Ho Chi Minh's thought on education originated from that and forever became a precious heritage of the nation. In the scope of this article, the author focuses on analyzing the comprehensively educational ideology for the entire population, the educational method is learning with practice, theory associated with practice, taking learners as the center towards developing learners' competencies; thus, grasping the significance for the current educational management.

Keywords: Ho Chi Minh City, education, the entire population, comprehensive, theory, practice, capacity development

1. Contents of Ho Chi Minh's thought on education

Although the time for working as a teacher is not much, Ho Chi Minh has left behind a treasure of thoughts to guide the next generation. Devoting his whole life to independence, freedom of the nation, the happiness of the people, Uncle has paid great attention and affection to the young generation - who hold the destiny of the nation, decide the future of the country. Therefore, his educational ideology contains many extremely profound values Through the research, we noticed some prominent issues as follows:

Firstly, the object of education is the entire population

Ho Chi Minh soon affirmed that *"an ignorant nation is a weak nation"* [2, 8], pointed out that *"the enemy of ignorance"* is just as dangerous as foreign invaders and other types of

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enemies. Therefore, overcoming many difficulties and challenges, in the midst of the threat of domestic enemies and foreign invaders, the nation's destiny was *"hang by a single hair"*, Uncle advocated to eliminate illiteracy for the entire people to *"destroy the enemy of ignorance"* in many different ways such as: called on all people to participate in popular education; decided to establish the General Department of Popular Education and signed many education-related decrees to implement a new *"all-people, comprehensive and practical"* education for the sustainable development of the country.

Ho Chi Minh always strives to build a new educational system towards *"everyone can be educated"*, *"reform old intellectuals"* and *"train new intellectuals"* in parallel with the system expansion of schools and classes in accordance with specific conditions; the program's contents include culture, politics, science - technology, revolutionary ethics; at the same time, Uncle determined that education was not only an urgent task of re-educating the entire population *"we must make our country become a brave, patriotic, labor-loving country; a country is worthy of an independent Vietnam."* [4, 337], in order to deserve freedom and independence, to help independence and freedom, but also to teach the people's children to become good citizens, good workers, good soldiers, good officials of the country - the people who succeeded the great revolutionary cause of the Party and our people. Therefore, the entire population needs to be educated. This has become his ideal, his lifelong dream; that is everyone having enough food to eat, clothes to wear, and everyone is educated.

Secondly, the goal of education is comprehensive towards serving the Fatherland and the people

According to President Ho Chi Minh, *"to build socialism, first of all, there must be socialist people"*. Therefore, the goal of education is to produce comprehensive people who are *"both talented and virtuous"*. This is a key thought of President Ho Chi Minh on education. The products of education are the people who *"learn to work, to be human, to work as a cadre."* *"Learn to serve the Union, the class and the people, the Fatherland and humanity"* [4, 208]. To get that comprehensive education, it is required to follow the principles of learning everywhere, everytime, learning all life; learning in school, at home and in society. Ho Chi Minh said: *"Education in schools, it is just one part, and it also needs education outside the society and in the family to help better education in schools. Although education in the school is good, the results are not complete if there is a lack of education in the family and in society"* [6, 495]. He wrote: *"Learning is a lifelong thing to continue...No one can tell themselves that they have already known all everything, today's world is renewed, our people are getting better and better. Therefore, we must continue to study in order to catch up with the people"* [7, 591]. It can be affirmed that Ho Chi Minh gave birth to a new education, an education to *"rebuild the fortune left by our ancestors, so that we can keep up with countries around the world"* [2, 337].

According to Ho Chi Minh, the new educational system must be an education aimed at developing a comprehensive person; Therefore, education must include: *physical education* (to make the body healthy, at the same time, it needs to keep the own

hygiene and general hygiene), *intellectual education* (review what we have learned, learn new knowledge), *aesthetic education* (to distinguish the good and evil), *moral education* (love the country, love the people, love work, love science, love public goods). Combining all three above contents can train people with enough talent and virtue, to “*train them into useful citizens of Vietnam, an education that fully develops their available competencies*” [4, 40]. Thus, in Ho Chi Minh's viewpoint, education not only completely develops the available capacities of learners; but also, is the way to make us become good students, good children, and citizens who are brave, exemplary, useful for society in the future. Thanks to education, it is possible to create many generations of Vietnamese people who are rich in patriotism, have pure morality, are ready to strive to sacrifice for the independence and freedom of the Fatherland, for the happiness of the people; but also always associated with the country's goals, because it must educate them “*Always raise the spirit of love for the Fatherland, love socialism, increase the revolutionary sentiment towards the workers and farmers, be absolutely loyal to the revolutionary cause, completely believes in the leadership of the Party, is ready to accept any task assigned by the Party and people*”.

Thirdly, the educational method is to learn with practice, theory is associated with practice, taking the learner as the center towards the development of learners' competencies

Ho Chi Minh has inherited and creatively applied the active teaching methods of domestic and foreign educators. Ho Chi Minh said that active teaching methods must have a close agreement between theory and practice. This is a fundamental viewpoint to form active teaching methods. With the viewpoint of “*learning with practice*”, it will help learners develop comprehensively. He advised: “*Students should not learn by rote... Learning must think. Learning must relate to reality, have experiment and practice. Learning must combine with practice*” [9, 331]. To do that, the teacher must be an instructor for learners to be aware of their learning; learning must combine with practice. Only when a learner associates his/her learning with a positive motive, will the learning become easier.

Ho Chi Minh said that teachers need to have the teaching methods that are suitable for the subjects. Ho Chi Minh said, “*For anything, we must consider clearly and make it match with the cultural level, living habits, enlightenment level, struggle experience, desire, will, the practical situation of the masses*” [3, 248]. To do this, it requires the teacher to understand the personality characteristics of each student, in order to come up with suitable methods. Besides, Ho Chi Minh always attaches great importance to being learner-centered. “*The university needs to combine scientific theory with practice, make an effort to learn the theory and advanced science of other countries, combine with our country's practice, to practically help the construction of the country. High schools need to ensure students with practical general knowledge, that is appropriate to the needs and the future of building the country, leaving unnecessary parts for real life. Primary schools need to educate the children to love the Fatherland, love the people, love labor, love science, and respect the public goods. The way of teaching must be gentle and cheerful, and do not force children into the framework of adults. It must pay special attention to maintaining the health of the children*” [6, 81]. In order to have a suitable teaching

method for each object, the organization of the class must also have the appropriateness. *"If there are too many learners, teaching and learning will gain little results because of the difference in the level of reasoning, so absorption of knowledge is not uniform. The actual working level of learners is also different, so the program is not close"* [4, 52].

Besides, Ho Chi Minh emphasized that teachers must have methods of instructing learners for the spirit of self-study, self-research and lifelong-learning. Inheriting Lenin's viewpoint: *"Learn, learn more, learn forever"*, Ho Chi Minh reminded each person that learning is infinite, the more you learn, the more you know. Therefore, *"the research-learning method is a thing that must continue for a lifetime. Life must be associated with theory with practical work. No one can tell yourself that I know enough, I know it all. Today's world has been renewed, our people are more and more progressing, so we must continue to learn and work to progress"* [6, 215].

2. The significance of Ho Chi Minh's thought on education for educational management in Vietnam today

Ho Chi Minh's thought on education contains many profound human values, expressing the vision of a great leader for the entire life of the country and for the people. He has gone very far to another world, but the very valuable advice he left is still of current significance for the educational management today.

Firstly, the educational management must quickly overcome the negative in the education sector

Currently, with the impact of the negative side of the market economy and the pursuit of foreign cultures, there have been many negative phenomena in the education sector that undermine the trust and the respect of society with the teacher profession such as: the teacher attaches great importance to the imparting of knowledge rather than the personality education for learners; a part of teachers do not have enough professional ethics, affecting the tradition of *"being deferential to the teacher and having respect for morals"* of the nation; *violence in school is happening more and more with increasing severity; cheating exams; bribes for high scores and schools entrance...* Besides, in teaching, the principle of *"learning combined with practice"*, *"theory is associated with practice"* has not been grasped thoroughly; therefore, the learning results are not highly effective, leading to the inability to apply the learned knowledge. Those negativities, if not overcome in time, will seriously affect school culture. Therefore, learning and following Ho Chi Minh's thought on education, education management must regularly check the assessment of training, cultivating ethical qualities as well as fostering knowledge of the teacher; at the same time, it is necessary to tighten the performance management of educational institutions, as well as offer appropriate educational programs for learners, implement a comprehensive educational innovation to avoid bribes for high scores and schools entrance, racing according to achievement. If the educational managers fulfill their tasks well, the subjects

participating in the educational process will achieve positive results; since then, it will bring high efficiency to the education of the country.

Secondly, it is necessary to promote the role of the teacher in educational management

Emphasizing the role of education, Ho Chi Minh admonished: *"For the sake of ten years, we must plant trees. For the sake of a hundred years, we must plant people"* [2, 222]; because Uncle saw *"The talented and moral people are the core of the nation"*. Uncle wrote: *"...Whether the Vietnamese country will become beautiful and whether the Vietnamese nation will be glorious and well-matched with the super powers in the five continents, mostly depends on your learning."* [1, 32]. This proves that Ho Chi Minh highly appreciates the role of education in the prosperity of the country. Education is a powerful driving force for development, leading the country to prosperity, democracy, civilization and can be well-matched with the super powers around the world. Those who directly perform that glorious mission are the teachers. Therefore, the profession of teacher is the most noble profession of all professions. Continuing the long tradition of our nation *"No one can accomplish great things without teachers"*, *"One word is also a teacher, half a word is also a teacher"* (meaning showing gratitude to the teachers)... He affirms *"What is more glorious than the job of training later generations who actively contribute to building socialism and communism? Good teachers - teachers who deserve to be teachers - are the most glorious ones. Good teachers are unknown heroes...If there is no teacher to teach children, then how is the building of socialism? Therefore, the teacher is a very important and glorious profession"* [7, 31].

His advice has become the pride and the constant striving target of teachers' generations in general and educational administrators in particular. The education management sector must always be aware that educational development is the responsibility of the entire Party, the entire people and of the entire political system; in which the contingent of teachers and educational administrators are the core force performing the above mission, playing a decisive role in ensuring the quality of education. Therefore, they have to work hard to practice and cultivate to be more worthy of that glorious job. Thanks to the tireless efforts of many generations of teachers and educational administrators, many generations of students have been successfully trained, including many prestigious political activists and scientists, famous writers and poets, whose names forever bring fame to their home country. Currently, the team of educational managers always uphold their position and role in that glorious career of educating people. Facing the rapid social changes, they constantly improve their expertise and skills to meet the demands of a new historical period. Grasping thoroughly Ho Chi Minh's thoughts, each staff of the education management sector always strives to truly become good managers, good teachers to train and lead many student generations.

Thirdly, building an educational system that completely develops the available competencies of learners

On the opening day of school in the Democratic Republic of Vietnam, Ho Chi Minh wrote: *"From this moment on, children begin to receive a completely Vietnamese education..., an education that completely develops their available capacities."* This proves that people have soon paid attention to issues such as developing learners' competencies, promoting students' activeness and self-reliance. This is something that each officer in the education management industry must always be engraved in the process of preparing for a fundamental and comprehensive renovation of our education. Indeed, in order that education becomes a decisive factor and a driving force for the country's development, it is required *"To educate Vietnamese people to develop comprehensively and promote the potential of each individual in a best way; love your family, love your country, wholeheartedly serve the people and the country; have basic knowledge and skills, creative ability to master themselves, live well and work effectively"*. Only when learners can develop their available capacities, can they confidently become worthy owners of the country's future. At that time, the education sector can achieve the philosophy that UNESCO proposed *"Learn to know"; "Learn to do"; "Learn to live together" and "Learn to be human"*.

In order to build an educational system that can fully develop learners' competencies, a breakthrough change is needed in the direction of moving from the traditional approach - the content approach only focuses on providing knowledge of teachers but does not pay much attention to requirements of applying learned knowledge to solving practical problems; thus posing to new approaches - the capacity approach will form qualities and competencies through the applying of synthesizing knowledge, skills, attitudes, behaviors. All of these approaches must put learners at the center in order to help learners actively occupy knowledge under the guidance of teachers, helping learners form the capacities to respond flexibly and effectively to new requirements.

Fourthly, close coordination between the school with family and society

Ho Chi Minh's thought on learning anywhere, anytime, and lifelong learning; learning in school, at home and in society has always been a topical message for the education management staff to implement in proposing a new educational program. This becomes very practical because the educating, fostering and training of competencies and qualities to ensure comprehensive development is a regular and continuous process in many different environments for a long time with complex relationships. Therefore, education always requires a close combination between home, school and society; in which, the family is the place where learners receive the first education, the school is the place for direct training and fostering; and the society is the place to practice and test the knowledge that they have been perceived. But in fact, the living and learning environment, in addition to the positive impacts, always have potential negative factors that can harm the young generation when youth is very hyperactive, easy to imitate, little living experiment. Especially, when there is no consistent, proper coordination between the family, school and the society, it will cause the irreparable bad consequences.

Therefore, in order to comprehensively educate Vietnamese people to meet the requirements of the new era, education management is necessary to implement the combination between family, school and society; especially, the object of education is high-school students who are in complex psycho-physiological development stage. Because through the combination with family, school and society, it can be known clearly learners' circumstances, strengths and weaknesses to provide appropriate and effective educational methods with specific orientations.

3. Conclusion

Although Ho Chi Minh passed away for more than half a century, the thoughts he left are invaluable heritage for us in this age; because of the significance and the applying of his thoughts still plays an important role in education in particular and in the development of the country in general. The achievements and shortcomings of the education sector in recent years have been the result of the efforts of educational management. Studying all of Ho Chi Minh's thoughts on education, we have the right to believe that, by studying, following and correctly applying his advices, the education sector of the country will overcome all difficulties, soon overcome the limitations and train to create the physically, intellectually, morally and patriotically comprehensive people to meet the requirements of the cause of building and defending the socialism in Vietnam in the context of the current international integration.

Conflict of Interest

The author declares no conflicts of interest.

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