

THE RADICAL AND COMPREHENSIVE INNOVATION OF EDUCATION AND TRAINING FOLLOWED THE 13TH VIETNAMESE COMMUNIST PARTY CONGRESS' GOALS UNDER THE LIGHT OF HO CHI MINH IDEOLOGY

¹Dr. Hoang Thi Ngoc Minh, ²Ma. Hoang Thu Nga

^{1,2}Hanoi University of Natural Resources and Environment

Abstract: Inheriting and developing Ho Chi Minh's ideology on education, the 13th Party Congress has affirmed the consistency of the Vietnamese Communist Party's point of view that education and training, science, and technology are the top priorities in the policy of the nation to develop rapidly and sustainably in the coming decades. In particular, the Communist Party continues to prioritize implementing the policy of fundamental and comprehensive innovation of education and training during the 13th Party Congress's term when the quality of human resources becomes an important key deciding the country's level of development. As a factor creating a competitive advantage in the process of international cooperation and integration, Vietnamese education needs to deal with its internal problems, both in terms of content, methods, and human resources.

Keywords: Innovation; education and training; the 13th Vietnamese Communist Party Congress; Ho Chi Minh Ideology.

1. HO CHI MINH'S THOUGHT ON EDUCATION

In a letter to students on the new school year 1945, Ho Chi Minh affirmed: "whether Vietnam would become prosperous and the Vietnamese nation would stand proudly as equals to major powers of the five continents, are much predicated upon your studies"¹. He pointed out one of the urgent tasks that must be done at that time was to improve the people's knowledge because no country can successfully build a new social system and defend the Fatherland when lacking culture, people's intellectual, morality, and spiritual inferiority. He also stated: Uneducated people cause a weak nation.

When having a conversation with teachers of secondary and high schools in the North of Vietnam in 1958, Ho Chi Minh said: "For the sake of ten years, we must plant trees, for the sake of 100 years, we should educate people. We must create good citizens, good officers for our country... It is a heavy responsibility but very glorious". Ho Chi Minh criticized the old colonial education that fooled the people, and manipulate Vietnamese youth to forget their homeland, their race, their status, and separate themselves from the revolution for freedom and national independence. Therefore, after the August Revolution in 1945, he advocated building a new education, training children to be typical citizens to serve the Fatherland and the people, creating a wealthy and strong country. To achieve that goal, Ho Chi Minh launched a movement against illiteracy, making everyone "know how to read and write in the national language". Ho Chi Minh requested to quickly

¹ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.4, tr.35

amend the curriculum and textbooks to suit the cause of the resistance war and national construction. It is necessary to make the teaching and training always associated with the reality of the country and the life of the people. It must take out all the residual influence of colonial education such as studying for a degree, teaching in an indoctrinated way. He also advocates building a comprehensive education, paying attention to the following aspects: revolutionary ethics, socialist enlightenment, culture, science-technology, labor, and production. It is also important to pay attention to the physical training of students to maintain health as he believes that nothing could be done successfully without good health.

Ho Chi Minh's point of view on cultural and professional education

According to Ho Chi Minh, people in the new era must have virtue and talent. He also emphasized that people who have virtue without talent would get difficulties in their work; talented people without virtue would become useless. Moreover, ignorance itself is one of the basic causes that constrain development: "Ignorant is foolish, foolish is dastardly"². Therefore, to become a talented person with wisdom and knowledge, one must not only improve his morality but also need to study hard. He said: "Based on good political education and ideological leadership, it must strive to improve the quality of culture and expertise to practically solve the problems posed by our country's revolution and in a short period of time, reaching the pinnacle of science and technique"³.

Vietnam was a semi-feudal colony with a backward agricultural economy, thus, building socialism was a complicated, long, and arduous revolution. To build socialism, our people must promote all resources to increase production capacity to make our economy grow and develop, and constantly improve the people's material and spiritual life. Ho Chi Minh said: "If you want to increase your production capacity, you must improve technology first. If you want to use technology well, you must be educated"⁴.

Recognizing the importance of education very early, Ho Chi Minh identified culture as a fundamental front of society, one of the goals and tasks of training people and building new society. Therefore, training socialist people must be carried out based on the ideological foundation of a new socialist culture and attach importance to traditional cultural education and cultural exchange. Ho Chi Minh said that traditional cultural education is necessary so that people in the new era do not lose the roots and foundation of their spiritual life. In the context of cultural education, Ho Chi Minh on the one hand emphasized the value of the nation's traditional education along with the selective absorption of the cultural quintessence of mankind, on the other hand, asked for renovating and eliminating outdated habits and customs.

According to Ho Chi Minh, to increase the level of knowledge, everyone must first be universally educated. Ho Chi Minh called on everyone to take part in the anti-illiteracy movement, which was the first step to raise the level of education. The improvement of the people's knowledge helped to accelerate economic recovery and democratic development. The revolution was successful. Our people's desire to study, which had been suppressed in 80 years under French colonial rule, was realized. Under the leadership of Ho Chi Minh, after only a short period of time, the Vietnamese education system has quickly brought our nation with 95% of the people were illiterate to a nation where everyone can get their educations.

With the purpose of training people for the new era, Ho Chi Minh always paid his attention to upgrade the level of professional knowledge for people as the works required more complicated and more professional skills. "If we want to use modern machines, workers must know how to operate them like engineers."⁵. Therefore, it is necessary to learn to master techniques, take full advantage of the machine's capacity, and improve machinery and equipment to ensure good quality of products. One of the contents of cultural and technical education mentioned by him is fostering young people, as well as teachers and learners to upgrade their knowledge of natural sciences, social sciences, and engineering to help them participate well in the cause of national construction. Comprehensive education must be appropriated to the different ages and needs to combine between theory and practice, between intellectual and manual works. He said: "If you only know the theory but don't know how to practice, it's half-knowledge"⁶.

² Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.10, tr.125

³ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.15, tr.507

⁴ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.12, tr.361

⁵ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.10, tr.388

⁶ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.11, tr.400

Ho Chi Minh's ideas on Physical Education

In the history of education, the ideology of physical education is always an expression of the humanity and progress of education as it is not only limited to physical training but also contributed to the improvement of the human race, and the harmonious and balanced development of human qualities and abilities, which also determines other educational tasks' outcomes.

Ho Chi Minh believed that human is both natural and social entity, in the unity between natural and social factors. According to him, physical health is a very important aspect of each person and of the whole community. Therefore, president Ho Chi Minh paid great attention to physical training. He stated: "Preserving democracy, building the country, setting a new life, etc... all requires good health of people"⁷. Ho Chi Minh also affirmed that health is the most valuable asset of each person. Right after the country gained independence, he called: "Doing exercises and improving health are duties of every patriot. It's neither expensive nor difficult."⁸

President Ho Chi Minh advocated bringing physical education into schools very early. In 1946, he requested the Ministry of Education to have Physical Training Department in order to encourage people to do more exercise, to stay healthy, and to improve their health. And on January 31, 1946, President Ho Chi Minh signed Decree No. 14, establishing the Central Physical Training Department under the Ministry of Youth, the predecessor of later so called Vietnam Sports Administration. The newly born department took responsibility to work tightly with the Ministry of Health and the Ministry of Education to come up with the methods and practice of training activities nationwide to enhance the national health.

Ho Chi Minh himself is a exemplar of self-training in physical activity. During the revolution against the French colonialists, whether he was in the mountainous areas of Viet Bac or returning to Hanoi, he always kept his daily exercise routine, leaving an exemplary model for physical education. In any circumstance, he always got appropriate exercises to do every day to maintain his health that giving him creativity, and the ability to work persistently.

Ho Chi Minh's point of view on aesthetic education

According to Ho Chi Minh, as a human being, everyone has the desire to reach "truth, goodness, and beauty". He said that aesthetic education is to help people distinguish between what is beautiful and what is not. The word "beauty" means good and "goodness" is benevolence, glorious."⁹ There is nothing more beautiful and glorious in society than serving the interests of the people. Thus, aesthetic education should not be limited to gifted education or art education. In Ho Chi Minh's ideology, he emphasized fostering and improving the aesthetic value. The ideal appearance of a human should be built up from the harmony between his mind and body, his noble lifestyle, his responsibility, and his attitude towards people.

Aesthetic education has two functions: forming the aesthetic orientation of the personality and developing creative potentials. Forming a personality in the spirit of authentic aesthetic values will inevitably develop all the mental abilities which are necessary for various creative fields. As an outstanding educator, Ho Chi Minh was early aware of this idea and tried to bring it to reality. Ho Chi Minh was especially interested in aesthetic education for the young generations who are the future owners of the country. Rooted in the concept "Youth is the spring of life", Ho Chi Minh always directed the youth towards beauty. As stated by him, spring creates the beauty of youth, including miraculous vitality, ambitions, and dreams. Youth is not only beautiful but also contains a lot of strong creative potential "like newly blooming flowers, like new sprouts". The task of education is to "keep the children's cheerfulness, vivaciousness, activeness, youthfulness", but more than that, it must fully develop the inherent abilities of them.

Building the right aesthetic orientation and improving aesthetic knowledge for Vietnamese people are all aimed to direct people's perception and actions to truth, beauty, and goodness as well as resolutely fighting against immoral acts, counterculture, and all other activities that could oppose the interests of the people. In the progress of reaching this goal, the right orientation will be formed which is suitable for the development of society. Education must go deeply into the national psychology to nurture great sentiments such as patriotism, the love for the people, for the value of truth, beauty,

⁷ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.4, tr.241

⁸ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.4, tr.241

⁹ Hồ Chí Minh (2011), *Toàn tập*. Nxb Chính trị quốc gia, Hà Nội, t.10, tr.453

and goodness; anti dishonesty, falsehood, etc. Those feelings are the source leading to noble ideology. Therefore, aesthetic education is an important and necessary aspect in creating ideal people.

Thus, the content of cultural, physical, and aesthetic education in Ho Chi Minh's ideology is very fundamental and comprehensive. These are also the main activities of the socialist schools in the process of training and coaching people to achieve quintessential values of the nation and humanity. Renovating education to build a scientific and suitable content that combines theory, practice, and general knowledge for reality. This is a vision that reflects one of the goals of Vietnamese education in the new era.

2. CURRENT STATUS OF EDUCATION AND TRAINING IN VIETNAM

The fundamental and comprehensive reform of education and training is the renewal of major, core, and urgent issues such as viewpoints, objectives, contents, methods, mechanisms, and policies. This reform also requires innovation in the leadership of the Party, the management of the State, the whole education system as schools, institutions, and the participation of each family, community, society, and every individual learner. This needs to be launched at all levels.

The Platform for National Construction in the Transitional Period to Socialism (supplemented and developed in 2011) affirms: "Education and training have the mission of raising people's intellectual standards, developing human resources, making an important contribution to the development of the country, and flourishing the culture for the people in Vietnam. Developing education and training along with science and technology development is the leading national policy; Investment in education and training is an investment for development. To fundamentally and comprehensively renovate education and training based on the need of the society; improve the quality according to the requirements of standardization, modernization, socialization, democratization, and international integration, effectively serving the cause of national construction and defense. Promoting an educated society, creating opportunities and conditions for all citizens to have lifelong learning"¹⁰.

Issues related to education and training were fully mentioned during the 11th Party Congress: "Fundamentally and comprehensively reforming education towards standardization and modernization, socialization; renovating programs, contents, and methods of teaching and learning; renovating the educational management-mechanism, developing the resources of teachers and administrators. Focusing on improving the quality of education and training, raising awareness of moral education, lifestyle, creative capacity, practical skills"¹¹.

The development and improvement of the quality of education and training are concretized by the policy of developing high-quality human resources, especially leaders and managers for all industries and professions such as economy, culture, science, technology, etc. Resolution No. 29-NQ/TW, dated 4-11-2013, of the 8th Plenum of the 11th Central Committee on "Fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration", has stated 7 main points to achieve the goal: "Educating Vietnamese people to develop comprehensively and bring out the best potential and creative ability of each individual; enhancing their loves with families, the country, and other compatriots; live well and work productively. Building an open education with high quality in learning, teaching, and managing; having a reasonable educational structure and method, associated with building an educated society; guaranteeing quality improvement; ensuring standardization, modernization, democratization, socialization, and international integration of the education and training system; upholding the socialist orientation and national identity"¹².

Inheriting and developing the resolution of the 11th Congress on education and training reform in the new situation, the 12th Party Congress stated: "Continuing to strongly and synchronously renew the fundamental elements of education that pay more attention to develop the qualities and capabilities of learners"¹³; educating Vietnamese to develop comprehensively and bring out the best potential and creativity of each individual person.

¹⁰ Văn kiện Đại hội đại biểu toàn quốc lần thứ XI (2011), Nxb. Chính trị quốc gia Sự thật, Hà Nội, tr. 77

¹¹ Văn kiện Đại hội đại biểu toàn quốc lần thứ XI (2011), Nxb. Chính trị quốc gia Sự thật, Hà Nội, tr. 41

¹² Văn kiện Hội nghị lần thứ 8 Ban Chấp hành Trung ương khóa XI (2011), Văn phòng Trung ương Đảng, Hà Nội, tr. 121 - 122

¹³ Văn kiện Hội nghị lần thứ 8 Ban Chấp hành Trung ương khóa XII (2016), Văn phòng Trung ương Đảng, Hà Nội, tr. 115

The document of the 13th Congress also affirmed: "On radical and comprehensive renovation of education and training to meet requirements of modernization and industrialization in the socialist-oriented market economy and international integration."¹⁴

The policy of fundamental and comprehensive renovation of education and training in our country has always been focused on by the Party, especially in recent years, which has been actively implemented and currently has shown its effectiveness. Moreover, the network of education and training institutions continues to expand in size. Education and training in poor areas, as well as ethnic minority areas, are given more attention. New programs and textbooks have been issued and have been being actively implemented; teaching and learning methods have been changed step by step. Preschool education has met standards for 5-year-old children; general education has made positive progress and has been recognized by the world.

Examining and evaluating activities are more practical and effective. Management and administration of universities have been renovated, the quality of higher education has been gradually improved. Vocational training has brought many changes. Training and fostering teachers and educational administrators are focused on both quantity and quality. Investment in education and educational socialization-sector are increased. Financial mechanisms and policies for education and training have been gradually renewed. The autonomy-mechanism and the public service provision-mechanism in education and training have been institutionalized and achieved initial results. International cooperation in education and training continues to expand. High-quality human resources increase in both quantity and quality.

However, on another hand, the renewal of educational and training activities is still slow and has not met the requirements set; several innovative tasks and solutions are still lack in systematization and stability. The quality and effectiveness of education and training are not high. The education and training system has not been synchronized and connected between levels, the modes of education and training are still focused too much on theory but little on practice. Training is still deficient in connection with scientific research, business activities, and the needs of the labor market. Not paying enough attention to developing learners' qualities and skills. Moral education is still overlooked. Training high-quality human resources has not yet met the requirements of economic and social development. Teachers and educational administrators, in some aspects, are still inadequate in terms of quality, quantity, and working policies. State management and school management are still limited. The risk of re-illiteracy tends to increase in mountainous areas and ethnic minority areas.

3. SUGGESTED SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF THE FUNDAMENTAL AND COMPREHENSIVE REFORM OF EDUCATION AND TRAINING FOLLOWED 13TH PARTY CONGRESS'S VISION AND UNDER THE LIGHT OF HO CHI MINH'S IDEOLOGY

Currently, the whole education sector continues to perform the dual-task which are actively implementing solutions to prevent and control the complicated COVID-19 epidemic and overcoming difficulty to complete the tasks of the school year, ensuring the quality of education and training. To effectively implement the fundamental and comprehensive renovation of education and training in the spirit of the 13th Party Congress, the author would like to propose some solutions as follows:

- Actively develop and implement a flexible school year plan in line with the COVID-19 situation in each region. Moreover, solutions to prevent and control the Covid-19 epidemic need to be prepared in advance, in coordinating with the Ministry of Health as the pandemic might wind up more complicated and not be ended soon. Organizing the opening ceremony of the new school year flexibly as offline or online, depending on each region's epidemic situation; ensuring safety, practicality, showing the value of sharing and encouraging students, teachers, as well as staff to overcome difficulties and still complete teaching and learning tasks. Paying attention to the training for teachers with necessary skills to conduct online classes; building a shared online teaching and learning platform, a standardized lecture system, and shared e-learning material resources to create an interactive environment, increase the adaptability and experience for learners, and enhance their self-study abilities.

¹⁴ Văn kiện Đại hội đại biểu toàn quốc lần thứ XIII (2021), Nxb. Chính trị quốc gia Sự thật, Hà Nội, tr. 128

- Research to complete and stabilize the textbooks and examination system at all levels. To strongly shift from knowledge acquisition to quality and competency development for learners; from studying mainly in the classroom to organizing diverse learning forms, paying attention to online teaching and learning, via the internet, television, social activities, extracurricular activities, scientific research; school education is combined with family and social education. Training people towards morality, discipline, civic sense, and social responsibility. Having life skills, working skills, foreign languages, information technology, digital technology, creative thinking, and being ready to do international integration.
- Focus on training and retraining teachers to meet the requirements of the radical and comprehensive reform of education and training. Review and arrange the human resources to ensure the quantity and qualification at all levels; there should not be a shortage of teachers locally. Improve professional ethics for educators and regularly review the implementation process. Effectively implement the policies for educators and administrators. The program to train the next generation of teachers should include in-depth professional knowledge and highly effective teaching skills. It should eliminate less necessary or ineffective subjects, therefore teachers could spend more time working on specialized subjects and practice teaching activities with new methods. Universities of Education should bring out a renovation to train teachers to meet the requirements of the new program; thus, when the new Education Program is implemented, it will run smoothly in the system.
- Popularize preschool and compulsory primary education. Minimum digital and foreign language training content should be attached with the general education curriculum, focusing on cognitive and behavioral skills for students. Promote career orientation in high school. Reducing the illiteracy rate in poor and remote areas as well as ethnic minority areas.
- Rearrange the school system, develop harmoniously between public and non-public education, between regions and regions, giving priority to poor, ethnic minority areas, border, remote islands, and groups that get special support policies. Diversify training forms, complete policies on the development of private training institutions, implement an autonomous mechanism for higher education in line with the developing trend of the world, transform inefficient public universities into a public-private partnership model.
- Planning and rearranging the system of universities and colleges. There should be mechanisms to support top universities and universities of education to become prestigious training centers in the region and in the world. Renovating and improving the quality of vocational education in an open and flexible direction; ensuring consistency with the policy of fundamental and comprehensive reform of education and training. Reviewing and evaluating the implementation and application of the law provisions on university autonomy, improving the operational efficiency of the University Council; accomplishing the entire leadership apparatus, manage and perfecting the system of internal management documents, promoting democracy, and improving school administration capacity. Effectively implement regulations on enrollment and training activities, set up standards for training programs at all levels for higher education. Boosting scientific research, encouraging publication in prestigious international journals, prioritizing applied research, promoting innovative thinking and startups; developing powerful research groups, associated with the investment in laboratories and graduate programs.
- Implementing the autonomy-mechanism for a number of high schools in urban areas and other places in which their conditions are suitable. Piloting some educational institutions for rent on the principle of ensuring that all students could attend school. Building an open education system, lifelong learning, and an educated society. Conducting training programs based on the needs of the labor market. In addition, we need to look for, foster, and attract talents for socio-economic development. Improving the quality and effectiveness of foreign language teaching and learning activities, especially with English.

4. CONCLUSION

Radical and comprehensive innovation in education and training is especially necessary for the Fourth Industrial Revolution. The 13th National Congress of the Party has set the goal to make Vietnamese education reach an advanced level in the region by 2030. Achieving that target demands an appropriate guiding view, complete mechanisms, policies, and favorable conditions to ensure the successful implementation of the goal under the light of Ho Chi Minh's ideology.

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