

HO CHI MINH'S EDUCATIONAL PHILOSOPHY AND ITS MEANING IN EDUCATIONAL INNOVATION IN VIETNAM TODAY

[A FILOSOFIA DA EDUCAÇÃO DE HO CHI MINH E SEU SIGNIFICADO PARA A INOVAÇÃO EDUCACIONAL NO VITNÃ NA ATUALIDADE]

*Kien Thi Pham**

University of Economics Ho Chi Minh City, Vietnam

ABSTRACT: Ho Chi Minh was the one who brought independence to the Vietnamese people. But in philosophy, Ho Chi Minh expresses educational philosophy in a holistic way. The article to clarify the contents of Ho Chi Minh's educational philosophy and Ho Chi Minh's educational philosophy is significant in building and developing the country's academic cause. The article uses comprehensive, historically specific methods to systematically clarify Ho Chi Minh's educational philosophy system throughout Ho Chi Minh's entire philosophical thought system. In addition, the article also uses justification, analysis, and synthesis methods to clarify the philosophy of Ho Chi Minh education as a system of complete and profound perspectives on education and training covering issues of role, goals, content, and methods, educational objects. And education is one of the most important means of improving human capacity and qualities to enhance patriotism and character.

KEYWORDS: Comprehensiveness, Development, Educational Philosophy, Ho Chi Minh, Vietnam

RESUMO: Ho Chi Minh foi aquele que promoveu a independência dentre o povo vietnamita. Em contrapartida, na filosofia, ele expressa a filosofia da educação de forma holística. Este artigo busca esclarecer o conteúdo da filosofia educacional de Ho Chi Minh, pautando-se pela ideia de que este conteúdo é significativo na construção e no desenvolvimento da causa acadêmica do Vietnã. O artigo usa métodos abrangentes e historicamente específicos para esclarecer sistematicamente o sistema da filosofia educacional de Ho Chi Minh, abrangendo todo o sistema do seu pensamento filosófico. Além disso, o artigo também usa métodos de justificação, análise e síntese para esclarecer a filosofia da educação Ho Chi Minh como um sistema de perspectivas completas e profundas sobre educação e treinamento, abrangendo questões de papel, objetivos, conteúdo e métodos, bem como objetos educacionais. Para Ho Chi Minh, a educação é um dos meios mais importantes para melhorar a capacidade e as qualidades humanas para aumentar o patriotismo e o caráter da pessoa.

PALAVRAS-CHAVE: Abrangência; Desenvolvimento; Filosofia da educação; Ho Chi Minh; Vietnã

Acknowledgment: This research is funded by University of Economics Ho Chi Minh City, Vietnam

INTRODUCTION

Ho Chi Minh's educational philosophy builds education towards national, modern, humane values, serving the Fatherland and the people. Education is to raise the people's intelligence, the people to know the rights, obligations, and new knowledge to participate in the construction and defense of the Fatherland. Education gives learners a source of capital in the history and culture of the Vietnamese and world people. It will not maintain national independence and cannot actively and effectively build and protect the Fatherland. Therefore, education is the decisive factor in improving education, scientific level, foreign languages, management organization level ...

Ho Chi Minh affirmed that education is the personality level of civilization of a people. Education will help every citizen with new knowledge. The country has a highly cultured country and a happy and happy life. Ho Chi Minh says: that good and evil are not human available; education creates personality and gradually perfects people.

Currently, globalization and the Industrial Revolution 4.0 have become an inevitable development trend. Many new professions were born on that basis, producing machinery, equipment, and materials for social life at a high-tech level, requiring workers to have modern knowledge and knowledge to participate in these fields. Therefore, each country's education is to gear towards information technology in education; Knowledge learners acquire concerning technology and information. Meanwhile, the international labor market is becoming more complex. For Vietnam, workers don't train in modern technologies and employment trends in the production process, which leads to high-quality labor that does not meet the needs of the labor market in the world. Currently, Vietnam has a large labor force of general workers; the professional level is still low, the quality is not high. Therefore, it is necessary to renew education to develop Vietnamese people comprehensively. That is the number one task to develop the country. Because education makes every country grow, education has the task of expanding the people's intelligence, training human resources, fostering talents, being the driving force for development, bringing each country and nation towards civilization and wealth.

Education needs to educate Vietnamese people about high professional qualifications, good qualities, labor discipline, high physical strength, pleasing aesthetics, and deep patriotism. Therefore, Ho Chi Minh's study of educational philosophy is the basis for education to create valuable citizens for Vietnam, an education that develops the total capacity available to learners.

Ho Chi Minh's educational philosophy explains what the head of educational philosophy is worth in the independent thought and the Vietnamese people's autonomy, clarifying the Vietnamese people's freedom in Ho Chi Minh's philosophy. The article uses historical materialism with comprehensive methodology and specific history to define Ho Chi Minh's educational philosophy as a science. In addition, the paper also uses the method of justification, analysis, synthesis to explain Ho Chi Minh's ideas in promoting the role of education. Education must be linked to building the State of the people,

by the people, for Vietnam. Education must create socialist people.

The results of the paper study show that Ho Chi Minh has clarified the position and role of education is to contribute to the education of the human personality and make the prosperity and prosperity of Vietnam. Education is a vital task for having Vietnamese people develop comprehensively. Therefore, teachers have an important place in education. Learners must write proactively, actively, and self-study for life. The goal of education is to build socialism, build a strong Vietnam. Therefore, educational content needs comprehensive education that is ethical, understanding, physical, aesthetic, and cultural. Teaching learners how to think and develop creativity is now an essential principle of modern education. Education is not about teaching knowledge with the heart but about training the ability to believe because it is a unique human capacity, a measure of the "human level."

RESEARCH QUESTION

What is Ho Chi Minh's educational philosophy?

Why is Ho Chi Minh's educational philosophy critical to Vietnamese education?

Why is it necessary to study the Ho Chi Minh educational philosophy to implement Vietnamese education's fundamental and comprehensive renovation today?

LITERATURE REVIEW

IN TERMS OF LOCATION, THE ROLE OF EDUCATION

Ho Chi Minh attaches great importance to the position and role of education. Because according to Ho Chi Minh: if you have education without officials, there is nothing to say about the cultural economy. Education is a "cultivating" career. Education plays a decisive role in the survival and prosperity of each country. Therefore, the state needs to give special priority to education. Education should be considered the top national book. Ho Chi Minh has placed great trust and expectation in the younger generation, educated according to the educational ideology of the new society. He said: "Whether the River of Vietnam has become beautiful or not, whether the Vietnamese people will step up to glory to match the five-continent powers, thanks in large part to the academic careers of students"(Minh, 2000a).

THE GOAL OF EDUCATION

Ho Chi Minh set many goals in the new education, but it all revolved around human issues towards people. Education is the preparation for the state

to build a society for the people. That is the basis for human beings to create abundant and powerful resources for the country's development. But it is also a matter of ensuring human rights, providing human values, towards a society where "the free development of each person is a condition for the free development of all" - human beings are human beings. That's the goal for growth. Therefore, as soon as our country gained independence, Ho Chi Minh paid particular attention to the issue of "eliminating ignorance" to improve the people's intelligence.

The holistic educational view in Ho Chi Minh's educational thought differed from previous feudal and colonial academic research. In a semi-feudal society, education is learning Confucius classics. The purpose of learning is to become an official serving the king. Ho Chi Minh pointed out that the purpose of learning is to improve culture, science, and technology, professional expertise, foreign languages, history, culture, organization, and management... Bringing people new knowledge in all aspects to master themselves and master the country's destiny. Therefore, Ho Chi Minh's educational thought is a long step in Vietnamese academic review, from traditional to modern.

Nuclear and the critical goal of Ho Chi Minh's educational thought is to build a broad people's education: "Everyone educates". This view expresses a progressive mindset in education compared to previous education, thereby demonstrating humanity, fairness, democracy ... That's the origin of ideology. It governs all of Ho Chi Minh's contributions to the revolution.

In a letter to students on their first day of school in the Democratic Republic of Vietnam, President Ho Chi Minh said the goal of education is to train them to become valuable citizens of Vietnam. Education is about helping children develop holistically and use their abilities to become the pillars of the country in the future. It is the highest purpose, a shining ideal and philosophy of Ho Chi Minh education, and the education and training of Vietnam in the new era. New education must be taught and learned in the direction of: learn to work, be human, be a cadre. Learn how to serve the union, class and people, the Fatherland and humanity.

Ho Chi Minh aims to carry out the educational mission associated with nationalism. That means that education must be geared towards popular culture, fair education for all Vietnamese people. Educational content is a national cultural tradition related to learning countries' outstanding and progressive cultural values worldwide. As early as 1943, the "Vietnam Cultural Outline" has brought Ho Chi Minh's thought to building a culture with two essential characteristics: science and mastication (Vietnam, 2000). It also shows that Vietnam's education is an open education, ready to absorb the cultural essence of humanity to supplement and enrich the intellectual treasures of the Vietnamese people.

IN TERMS OF THE ROLE AND POSITION OF THE TEACHER

Ho Chi Minh said: Teachers are heroic unknowns, anonymous, but

valuable. Part of the future of the country lies in the efforts of teachers. The teachers are the unsung heroes who have contributed to building the country's strength. They bring cultural light that illuminates the souls of the country's young generations. Ho Chi Minh said that it is necessary to appreciate teachers' silent contributions and sacrifices.

Are they referring to the role of the teacher: "What is more glorious than the training of the next generation to contribute to the building of socialism and communism actively? A good teacher - the teacher who deserves to be a teacher - is the most glorious. Without a teacher to teach the people's children, how can socialism be built? So the teacher's work is very important, very glorious."(Minh, 2000b). Education is an essential path to revitalize the country, the foundation of social progress, raising people's intelligence, fostering talents, and promoting people's comprehensive development. Water or decline depends on education. The development of education is the responsibility of the whole Party, the real people, and the whole society. Teachers (and education administrators) are the core force, playing a decisive role in ensuring the quality of education. A good teacher has a good education. Therefore, he appreciates the profession of education: "What is more glorious than the training of the next generation to contribute to the construction of socialism and communism actively? A good teacher- the teacher who deserves to be a teacher - is the most glorious. Although names don't publish in newspapers, medals do not award, good teachers are unsung heroes."

EDUCATIONAL CONTENT

Educational content must be rich, comprehensive, taking quality as the core education for overall development. Education in ethics, intelligence, aesthetics, culture, politics, physical, science - technology, military, revolutionary ethics, revolutionary ideals, building a cultural lifestyle ... At the same time, equipping, providing knowledge, developing thinking capacity, expanding wisdom, strengthening political and ideological education, revolutionary ethics for learners. It is a must of a new guide to training new people. However, Ho Chi Minh always noted that the educational content put into teaching must follow "precious lakes do not have noble lakes".

In the history of the Vietnamese revolution, few leaders have been as interested in the cause of comprehensive education as President Ho Chi Minh. The Prime Minister affirmed that all Vietnamese people must be educated and knowledgeable to participate in nation-building. In his Call to Combat Illiteracy (October 1945), he wrote: "All Vietnamese must understand their rights and obligations, have new knowledge to be able to participate in nation-building, first of all, to read and write the national language"(Minh, 2000a). Ho Chi Minh is very interested in the young generation, especially the young. Training the younger generation is preparing future generations for the country. The new educational object must ensure the equal right to education for all citizens. Thought of Ho Chi Minh: everyone has the right to education. Education should

be free, at least at the elementary level. Primary education must be compulsory. Technical and professional education expands, and higher education extends to at all, based on worthy talent. "All Vietnamese citizens are equal in all aspects: political, economic, cultural", "All Vietnamese citizens are equal before the law, they can participate in government and people - people according to their talents and virtues". He also noted: "In terms of equality of rights, small peoples are helped in all aspects to quickly move forward to the general level" (Minh, 2000c).

ABOUT THE METHOD OF EDUCATION

Ho Chi Minh attaches great importance to education because it will achieve the best results in practice. According to him, education must be scientific, suitable for many different subjects, should not be limited to the school but must promote the close connection between the school, family, and society. Each problem, education level, and age are different psychophysiological, so teachers need to have a suitable educational method...

It is worth noting in Ho Chi Minh's educational method that from a very early age, he introduced very new, very modern concepts of how to learn, expressed in the following principal contents:

First, you have to know how to learn yourself to "take self-discipline at the core." With this view, Ho Chi Minh has advocated learner-centeredness. Learners must be self-conscious, automatically discovering and researching; then conduct a collective discussion, then combine with the addition and enhancement of the faculty to raise their awareness. It is a popular way of learning, with many advantages, which is now widely applied across the globe. Ho Chi Minh: From this point on, they began to receive a complete Vietnamese education... An education that fully develops their availability. After, sending letters to grandchildren and officials of Southern schools, I wrote: "You should exercise self-reliance."(Minh, 2000d).

Second, "It is advisable to maintain an independent way of thinking and freedom of thought. Reading the material must be thoroughly understood, not blindly trusting every sentence in the book ... For any matter, the question "why?", carefully thinking about whether it is consistent with reality, is it true, absolutely should not close your eyes to the book in some way." Here, he emphasizes that the training of independent, autonomous and creative learners, avoiding academia, machinery, has been a trail in Confucian educational methods for a long time.

Third, constantly must learn, cultivate knowledge. He added: learning has to continue for the rest of your life. No one can tell themselves enough; They know everything. Ho Chi Minh reminds others of the method and spirit of lifelong learning, but also a self-learning example: "I am 71 years old, I have to study every day"(Minh, 2000e). His educational thought is to learn how to work, be human, be a cadre. Learning to serve the Delegation, class and people, the Fatherland and humanity... That shows the vision and progress beyond the times

in Ho Chi Minh's educational thought. Today, our Party and State are constantly researching and creatively applying Ho Chi Minh's educational thought in planning guidelines, roads, policies, and laws on Vietnamese education in the country's renovation.

METHODS

The article uses materialistic dialectical methods to study the history of thought, combining analytical and synthesis techniques, inductive and interpretation, comparison, and generalization to clarify Ho Chi Minh's conception of educational philosophy. In addition to the above methods, the article also uses analytical and synthesis techniques to describe the essential elements of education in Ho Chi Minh philosophical thought.

RESULT

1. EDUCATION IS A FUNDAMENTAL, LONG-TERM STRATEGY OF REVOLUTION, A LEADING NATIONAL BOOK

This view of Ho Chi Minh dates to very early on. Immediately after the success of the August Revolution, the country gained independence; Of the six urgent tasks he set out for the Provisional Council of Government, there are two on education: First, it is necessary to "open a campaign against illiteracy", secondly, "to re-educate the spirit of our people by implementing it, Saving, integrity"(Minh, 2000f). An ignorant country is a weak nation. Therefore, it is necessary to educate Vietnamese people to develop Vietnam (Minh, 2000g). From there, he pointed out: "One of the urgent tasks to do now is to raise the people's intelligence", because no country can build a new social regime, successfully protect the Fatherland in low cultural, human, moral, and social spirit conditions.

Speaking to intermediate and third-grade teachers in the North (September 1958), he said: "For 10 years of planting trees, for the sake of a hundred years of producing people (Minh, 2000h). Education has a relationship with the prosperity of the country; The wealth of the nation expresses in Ho Chi Minh's strategic thinking: "Do well, the next generation has a good influence. Doing bad things will hurt future generations" (Minh, 2000i).

Ho Chi Minh clearly emphasizes the mission and scope of education. In education, the theory is linked to practice. Education must be able to equip learners with the knowledge and develop thinking capacity.

2. BUILDING A NEW EDUCATION IN THE DIRECTION OF RATIONALITY, MODERNITY, HUMANITY, SERVING THE FATHERLAND, SERVING THE PEOPLE AS A FOUNDATION

Ho Chi Minh condemned the old colonial education for stupidity, sowing

venom, making Vietnamese youth forget their country, distance themselves from race, lose the status of slaves, separate from the struggle for freedom and independence nation. Therefore, after the August Revolution, he advocated building a new education, "training them to be useful people for Vietnam", "learning to serve the fatherland, serving the people, making the people rich"(Minh, 2000j).

Ho Chi Minh has launched a movement against illiteracy and illiteracy to achieve. That goal, to make everyone "literate and literate of the national language." He advocates the construction of comprehensive education, emphasizing aspects of revolutionary ethics, socialist enlightenment, culture, science-technology, labor and production (Minh, 2000k). The requester must carefully modify the contents of programs and textbooks to suit the cause of resistance and nation-building. Therefore, the school's teaching is always associated with the country's reality, with the life of the people. The effects of colonial education covered the remaining colonial education, such as degree learning and teaching in a spreading style. The student's physical activity values to remain healthy because everything needs to have the health invited to succeed.

On the motto, teaching and learning methods: From the beginning, President Ho Chi Minh introduced new and modern concepts on how to teach and *learn...* "In a school, teachers should compete to find ways to teach that are easy to understand, remember, fast, and practical... Teachers need to teach simple words and concrete actions. Ho Chi Minh emphasized: "The method of education according to the principle of self-discipline, interpretation, discussion, persuasion, restraint"(Minh, 2000k). They are constantly innovating content, teaching methods, finding, creating excellence and impacting each form, attaching each theory to pretend to pay salaries, paying more attention to teaching knowledge as a human being. Learner-centered, depending on the circumstances, different educational methods rely on the subject. Education must be associated with labor and production, not cramming knowledge. Ho Chi Minh thinks: Students should not learn rice, should not learn by rote, Uncle does not need to explain how to learn rice and rote learning, because they already know it. Education has to think, to contact reality, to experiment and practice. Understanding with the practice combine (Minh, 2000l)

In addition, President Ho Chi Minh asked learners to "not learn rice, learn parrots", need to have appropriate learning methods, know self-awareness, "must maintain the style of independent thinking, freedom of thought (Minh, 2000m). Read the document must be deeper, do not blindly believe every sentence in the book". (Minh, 2000l) And "what is unknown ask, discuss fluently"(Minh, 2000n). He requires anti-seminary, dogma, and training in independent, autonomous, and creative thinking in the learning process.

3. STUDENTS NEED LIFELONG SELF-LEARNING NEEDS AND ABILITIES

Ho Chi Minh said, "Learning is something that must continue for the rest

of your life. No one can say that he has known enough; he knows it all" (Minh, 2000o). From the point of view of "learning to work", Ho Chi Minh requires practicality attached to his job requirements in terms of academic content. The needs of the country, not fanciful, are running according to the temporary preferences of the individual. In terms of methods, he is very focused on how to learn. He added: "We have to learn to be independent. Due to discussion and direction help", that is, to carry out a combination of 3 stages: The individual's self-study must be at the core, the discussion of the group and the guidance of the lecturer adds. Discussing the training of the Party, the Director: "Must improve and guide self-study", "must know how to learn on their own", not to have new teachers, but to find books, take teachers' books. (Minh, 2000p)

Deeply grasping his thoughts, under the attention and leadership of the Party, the education because of our country in recent years has achieved many achievements that signaling contributes expressively to the cause of building and protecting the Fatherland. However, along with the successes, educational practices still have many problems that do to overcome. Building a modern and world-integrated Vietnamese education, we need to study and thoroughly understand Ho Chi Minh's advice on education, which is also the ideological foundation for the Party and State to develop a strategy to establish Vietnam in the new era. Below are the main contents of Ho Chi Minh's thoughts on education.

DISCUSSION

First, it is vital to change the mindset of the objectives of the educational process, which is "The strong transition of the educational process mainly from equipping knowledge to comprehensively developing the competence and qualities of learners"(Vietnam, 2016a).

Ho Chi Minh always reminds teachers and administrators to be honest, honest, know how to put the interests of the country and the school above personal interests: "Teachers, teachers in our system need to contribute a part in the construction of socialism. Must have a noble character, must "prioritize backwardness" which means that difficulties endured before the world, happiness is enjoyed after the world. This is revolutionary morality"(Minh, 2000m). And teachers and students must always raise the spirit of love for the Fatherland, love for socialism, strengthen revolutionary feelings for workers and peasants, and be loyal to the cause. Revolutionary, fully believe in the leadership of the Party, ready to accept any task assigned by the Party and people.

In education, learners to equipped with applied knowledge in many fields to solve problems. Educational innovation now needs to emphasize the human factor to maximize the creativity of individuals, free up thinking, and create conditions for them to promote the abilities of individuals. Instead of just digging into a particular area, liberal learners will explore issues, ideas, and solutions across art, literature, language, philosophy, history, mathematics, and science(Dung, 2021).

The curriculum should focus on teaching learners methods, skills, learning independently, using, harnessing equipment, linking theory to practice, and leading people for... Trained persons can adapt quickly to circumstances, study for life, and have a high responsibility to their families, society, and country. Following this innovation will be a series of fundamental changes, from the program, empathy, textbooks, teachers, and how they speak. Accordingly, teaching and learning will move from learning to memorizing to learning to understanding. Education needs the attention of the whole society, and for the future of the country (Utler, 2021).

Secondly, change the content, educational programs, ensuring the comprehensive development of learners. The content and training programs regulate according to the training requirements; the main goal is to reflect the needs of society. In the cause of education and training and the training of cadres and party members in general, President Ho Chi Minh mentioned the practicality and effectiveness. He pointed out: Teaching and learning must be according to the needs of the nation and the country, ensuring students with universal knowledge that is sure, practical, suitable to the needs and future of national construction, leaving which parts are not necessary for real-life (Minh, 2000i). According to Ho Chi Minh, comprehensive education includes physical education, education, fine arts, ethics, and a combination of the above. The person specified: "Exercise: To make the body healthy, at the same time, it is necessary to keep separate and general hygiene; Education: Review what you have learned, learn new knowledge; Beauty: To distinguish what is beautiful and what is not; Virtue: Love the Fatherland, love the people, love labor, love science, love the public (5 loves). It would help if you practiced honesty and courage. We respect teachers, love friends, unite, and help each other at school. At home, love and help your parents. In society, it is up to you to participate in things of common interest according to your strength..." (Minh, 2000i). Comprehensive education shows that the goal of education is to train people who are comprehensive in terms of personality, dignity, and morality, not just knowledge and knowledge. According to President Ho Chi Minh, comprehensive education must simultaneously educate students on morality, because according to him, morality plays a fundamental role in personality development, besides "talent" and "virtue" " is an important factor forming a comprehensive human being: "If you don't have morality, no foundation... what else can you do?" (Minh, 2000p). Talking to staff and students of Hanoi National University of Education, on October 21, 1964, he pointed out: "Teaching as well as learning must know how to focus on both talent and virtue. Germany is the moral revolution. That's the root, very important. Without revolutionary morality, talent is useless" (Minh, 2000m). President Ho Chi Minh has always emphasized that teaching is teaching knowledge in the educational process. Still, teachers must always pay attention to and preserve students' health: "The way of teaching must be gentle and fun. Do not force children into the framework of adults. Special attention paid to the health of the children" (Minh, 2000q). To achieve the goal of comprehensive education, he pointed out, there must be a coordination between the school, family, and

society, and education needs to be right in each specific relationship from within the family to the society. In the Fourth Industrial Revolution era, learners who want to discover new knowledge and keep up with rapid change need to know many areas. Therefore, educational content and programs must provide learners with a broad knowledge base, sense of human values, and ethical skills that help them adapt to different environments and job requirements. Learners have access to a variety of fields before entering the major. They can work in many other areas and adjust better to technology.

Focusing on educating Vietnamese people to develop comprehensively and promote each individual's best potential and creative ability; build the capacity and qualities of harmony between virtue, intellect, body, and America. The content and programs must shift sharply from focusing mainly on equipping knowledge (raising the mind) to comprehensively developing learner capacity and qualities (civic capacity), nurturing creativity, creating conditions for new ideas to thrive. Over the years, we have recognized the inadequacy of focusing on equipping learners with the knowledge, taking it, and relying on it to develop competencies, so we have developed qualities and competencies for learners. However, the lack of synchronization and awareness is not synchronized, so teaching and learning remain the same way: equipping knowledge as the principal, developing competence qualities is secondary. His limitations, the process of innovation should be associated with a change in the philosophy of education, taking the teaching of the person - the master of the new social regime - as the motto: "teach people, teach words, teach professions" instead of "teaching words, teaching people, teaching professions" as before. In addition, in the educational program, it is necessary to pay attention to moral and lifestyle education to develop personal qualities for learners.

Third, changing the method of teaching and learning, transforming the learner-centered mindset to promote some of the motivation of learners, i.e., "promoting the best potential and creativity of each individual ..." (Vietnam, 2016b).

Ho Chi Minh focused on the responsibility of education to create people for society. Therefore, education is a common task of humanity. Thus, his concept of combining school, family, and social education has become an educational motto that all management and educational institutions try. Ho Chi Minh always reminds education workers to be appropriately aware that education is the cause of the entire Party, all levels, sectors, and people. Educational outcomes depend heavily on active participation, practical help, and enlightenment about responsibility for education of the Party committees, authorities, branches, levels, and society, to have close cooperation between schools, families, and community, it is necessary to promote democracy and build a relationship of solidarity between teachers and teachers, between teachers and students, between schools and employees to combine school, family, and social factors in education, it is necessary to focus on emulation movements. Ho Chi Minh paid particular attention to directing and directing emulation movements, such as the movement "Good people, good deeds" nationwide. The activity "Good teaching-learning well" in schools, proposed the

"Small Plan" movement for teenagers and children, .. to create an extensive and favorable social environment for education.

That is an inevitable requirement of education, and the educational goal that Ho Chi Minh has set is to train people who are "ethics" and "knowledge". In addition, in education, training needs to combine theory and practice, reasoning and practice to raise awareness and improve the ability to apply knowledge to the course and work of learners. Therefore, teaching learners more practical approaches and methods is essential to use that reasoning in their lives and practices. Teaching methods in many schools have followed the passive transmission of knowledge to absorb as much knowledge as possible. In a high-quality training policy, education must be accessible. Educational activities must reach learners' full potential so that they can actively and actively assert themselves. Take the student as the center. From there, they contributed their abilities to the development of the country.

The whole and comprehensive renovation of education and training are one of our country's most important tasks today. Because industrialization and modernization in Vietnam today improve the level of workers and means of production. Therefore, employees require professional qualifications and have the ability to adapt to innovation. They renew roles, positions, content, and educational methods for high-quality human resources.

Develop a strategy to develop human resources for the country, for each sector, each sector. First, schools need to clearly define the method of higher education in the new situation. Higher education development associated with socio-economic development planning, human resource development planning... Schools need to educate according to social needs and domestic and international socio-economic development trends. The school needs to focus on advanced, high-quality programs with international links (Davies et al., 2014). Education should be associated with the social responsibility of higher education with the mission of improving the people's intelligence, training high-quality human resources, fostering talents, serving the cause of national development to meet new requirements (Wittau, 2021). Among the educational development solutions mentioned by President Ho Chi Minh, the problem of combining school, family and society has a prominent position. He said: "Education in schools, is only a part, there is also a need for education outside the society and in the family to help the education in schools be better. Education in schools is good, but without education in the family and in society, the results are not complete" (Minh, 2000d); "If the school teaches well and the family teaches the opposite, there will be negative effects on the children and the results will not be good" (Minh, 2000n). School claimants must be in close contact with family and society.

Renovate the content and educational programs according to the trend of international integration. Education aims to train learners towards developing learners' qualities and competencies. Universities need to equip learners with the skills to collect, process, and control information. Therefore, universities must closely link education and training with research, implementation, and application of new scientific and technological achievements (Vietnam,

2021). The transformational training program aligns with interdisciplinary trends, especially in natural sciences, engineering, and economics. Implementing this innovation is following Ho Chi Minh's educational philosophy: "University students have reached adulthood, need to combine scientific reasoning with practice, efforts to study world-advanced theory and science and technology combined with our country's practice to practically helping build the country" (Minh, 2000r).

Thirdly, universities strengthen autonomy, self-responsibility in performing tasks, organizing apparatus, human resources, finance. That is a condition for universities to innovate and improve their governance capacity to enhance the quality of training. At the same time, strengthen the school board according to the law and build and strengthen the internal regulatory system. Strengthen decentralization, decentralization. Effectively implement the model of autonomous school management in universities. Democracy in education is reflected in Ho Chi Minh's view that building a high quality and efficiency education, demonstrating the excellent nature of socialist education, must be truly democratic. , equality in education; must be associated with emulation and exemplary methods. Democracy expressed in the discussion, discussion, and expression of opinions; in the close relationship of solidarity between teachers and teachers, teachers and students, students and staff, schools and students' parents... Democracy, but students must respect teachers and appreciate teachers' tricks.

According to Ho Chi Minh, the key issue determining the quality of education is building a team of teachers and educational administrators. Because if there is no teacher, there is no education, it is necessary to make a couple of good teachers - teachers are worthy of being teachers. Those are the people who love their job, love the school, wholeheartedly love, care for, and educate students, constantly cultivate revolutionary morality, suffer before the world, and enjoy after it. Must regularly self-improve, improve skills, professional qualifications, pedagogical methods to be a shining example for students to follow. President Ho Chi Minh said that an education manager must study for a long time to do their job as a manager. Therefore, managers also need to learn with the spirit of learning without boredom, teaching without fatigue. As for the education manager who thinks he knows enough, he is the most ignorant.

When humanity has entered the 21st century in the rapid development of the scientific and technological revolution, the knowledge economy, and globalization, educational administrators must be brave people dare to look directly at the truth and adequately assess Vietnamese education's strengths and weaknesses.

Fourthly, the school quickly renewed its educational management mindset. Units in the university need to set strict standards and criteria to assess the situation of performing tasks, performing autonomy, self-responsibility in areas such as finance, facilities, implementation of principles and regimes in management, In the workplace, in training... Build a team of managers and lecturers with ethical qualities, sufficient in quantity, high professional qualifications, advanced and modern teaching style. It is necessary to educate

lecturers on skills, professional policies, and pedagogical professions to encourage lecturers to research and innovate teaching methods. Proactively innovate program content and teaching methods comfortably, teaching content associated with practical requirements. According to Ho Chi Minh, the key issue determining the quality of education is building a team of teachers and educational administrators. Because if there is no teacher, there is no education, it is necessary to make a couple of good teachers - teachers are worthy of being teachers. Those are the people who love their job, love the school, wholeheartedly love, care for, and educate students, constantly cultivate revolutionary morality, suffer before the world, and enjoy after it. Must regularly self-improve, improve skills, professional qualifications, pedagogical methods to be a shining example for students to follow. President Ho Chi Minh said that an education manager must study for a long time to do their job as a manager. Therefore, managers also need to learn with the spirit of learning without boredom, teaching without fatigue. As for the education manager who thinks he knows enough, he is the most ignorant. When humanity has entered the 21st century in the rapid development of the scientific and technological revolution, the knowledge economy, and globalization, educational administrators must be brave people dare to look directly at the truth and adequately assess Vietnamese education's strengths and weaknesses.

CONCLUSION

Ho Chi Minh's educational ideas are not limited to educating people and knowledge. However, it includes, deeply, but very vividly and practically, training people who are "ethics" and "knowledge", knowledgeable, ideal, health ethics, aesthetic ...

Ho Chi Minh's thought on education is both the success of the subtle distillation of national and human culture and the breath of life. President Ho Chi Minh's multifaceted contributions to culture, education, and art crystallize the thousand-year tradition of the Vietnamese people. His ideas express the people's desire to affirm their national identity and spending. It's about promoting mutual understanding. Therefore, Ho Chi Minh of educational reasoning and practice have an organic, inseparable unity.

Ho Chi Minh's educational thought is the selective, creative, and critical acquisition from the grassroots: First, patriotism, cultural tradition, education, and the spirit of charity of Vietnam. Second, Eastern educational philosophies, especially the humanistic philosophies of Confucian, Buddha, Old, and Third, are progressive ideas. But the most crucial premise, what constitutes the substantive development in Ho Chi Minh's educational thought, is Marxism-Leninism. On that basis and along with the vigorous revolutionary practical activities, Ho Chi Minh has given a deep and new perspective on the role, purpose, interior, and education methods.

According to Ho Chi Minh, education plays a significant role in renewing the elderly and constructing new people regarding the part and purpose of

education. He said, "Good and evil are not inherent nature; Most of them are educational." From the thought of his advice, which is applied in the current significant and comprehensive renovation of education, "Select only some primary, core and practical knowledge to help shape and develop the qualities and competencies of students. Therefore, the task of the current high school is to train generations of students capable of applying the knowledge learned into practice. Therefore, educational innovation must move from the traditional approach - a content approach that focuses on providing knowledge equipment, not paying much attention to applying learned knowledge to address abilities. Learn what? I will use my knowledge to solve practical problems posed to the method: a new approach with competence to form qualities and competencies. Workers need to apply knowledge, skills, attitudes, and behaviors and promote their ability to apply knowledge, practical skills, performance ability, and other life skills... The State needs to encourage the contingent of education administrators and teachers in education work in the new historical context. Integration and intercontinental attention; increase practicality and conditions for real-life application; Strengthen practical activities.

REFERENCES

- Davies, I., Evans, M., & Peterson, A. (2014). Civic activism, engagement and education: issues and trends. *Journal of Social Science Education*.
- Dung, B. X. (2021). Human Issues in The Philosophical Thought of Ho Chi Minh. *Review of International Geographical Education Online*, 11(4).
- Minh, H. C. (2000a). *Complete Works* (Vol. 4). National Political Publishing House
- Minh, H. C. (2000b). *Complete Works* (Vol. 4). National Political Publishing House.
- Minh, H. C. (2000c). *Complete Works* (Vol. 4). National Political Publishing House.
- Minh, H. C. (2000d). *Complete Works* (Vol. 8). National Political Publishing House.
- Minh, H. C. (2000e). *Complete Works* (Vol. 10). National Political Publishing House.
- Minh, H. C. (2000f). *Complete Works* (Vol. 4). National Political Publishing House.
- Minh, H. C. (2000g). *Complete Works* (Vol. 4). National Political Publishing House.
- Minh, H. C. (2000h). *Complete Works* (Vol. 9). National Political Publishing House.
- Minh, H. C. (2000i). *Complete Works* (Vol. 8). National Political Publishing House.
- Minh, H. C. (2000j). *Complete Works* (Vol. 7). National Political Publishing House.
- Minh, H. C. (2000k). *Complete Works* (Vol. 10). National Political Publishing House.
- Minh, H. C. (2000l). *Complete Works* (Vol. 11). National Political Publishing House.
- Minh, H. C. (2000m). *Complete Works* (Vol. 14). National Political Publishing House.
- Minh, H. C. (2000n). *Complete Works* (Vol. 9). National Political Publishing House.
- Minh, H. C. (2000o). *Complete Works* (Vol. 8). National Political Publishing House.
- Minh, H. C. (2000p). *Complete Works* (Vol. 5). National Political Publishing House.
- Minh, H. C. (2000q). *Complete Works* (Vol. 10). National Political Publishing House.
- Minh, H. C. (2000r). *Complete Works* (Vol. 4). National Political Publishing House.
- Utler, S. J. (2021). Political education of young children: Teacher descriptions of social studies teaching for children in 1st-4th grade in the norwegian primary school. *JSSSE-Journal of Social Science Education*, 20(3).
- Vietnam, C. P. o. (2016a). *Documents of the 12th National Congress*. N. P. P. House.
- Vietnam, C. P. o. (2016b). *Documents of the 12th National Congress*. N. P. P. House.
- Vietnam, C. P. o. (2021). *Documents of the XIII Congress*. N. P. P. House.

Wittau, F. (2021). Consumer education as counselling? Teacher beliefs about consumption and (social science) education. *JSSE-Journal of Social Science Education*, 20(3).