



## Teaching methods of Marxist-Leninist Theoretical subjects in current universities are being innovated

**Le Tuan Ngoc**

Department of Political Theory, Tan Trao University, Tuyen Quang, Vietnam

\* Corresponding Author: **Le Tuan Ngoc**

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### Article Info

**ISSN (online):** 2582-7138

**Impact Factor:** 5.307 (SJIF)

**Volume:** 05

**Issue:** 01

**January-February 2024**

**Received:** 29-10-2023;

**Accepted:** 03-12-2023

**Page No:** 227-230

### Abstract

Marxist-Leninist theoretical subjects serve the basic function of providing a clear ideal orientation to a system of scientific and modern political theoretical knowledge; at the same time, it provides students with methodology and specialized research methods, which are applied in practice in a positive and effective manner, contributing to the formation of scientific theoretical thinking in students... An key aspect in creating high-quality human resources to satisfy the country's development needs in the current moment is to pay attention to the question of teaching and learning Marxism-Leninism in universities. This essay seeks to clarify the need for universities to reinvent teaching techniques for Marxist-Leninist theoretical subjects, and to offer steps to innovate teaching methods for Marxist-Leninist theoretical subjects in the contemporary moment.

**DOI:** <https://doi.org/10.54660/IJMRGE.2024.5.1.227-230>

**Keywords:** Method; teaching; Practice; renew; Marxist-Leninist theory

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### 1. Introduction

Marxism-Leninism and Ho Chi Minh's ideas are the ideological foundation and guidance for the Party's actions, according to the 7th Party Congress. When in power, any class must ensure that its ideology dominates society. Making Marxism-Leninism and Ho Chi Minh's ideology central to society's spiritual life is a necessary and unavoidable prerequisite of constructing socialism in our country today. Because students, the most elite class of young people in society, are the active subjects of the process, the teaching of Marxist-Leninist theoretical subjects in universities must always be respected. The first subject that needs to be profoundly saturated with Marxist-Leninist perspectives and concepts is the process of creating socialism in our country. As a result, teaching Marxist-Leninist theoretical subjects in universities is always a critical task in the process of constructing socialism. As a result, learners can develop a human and scientific perspective. To accomplish so, it is vital to reinvent teaching methods for this subject in universities in order to encourage learners' creativity, initiative, and efficiency.

### 2. Research content

#### 2.1. The need to innovate teaching methods for Marxist-Leninist theoretical subjects

The purpose of education must be to promote critical thinking skills, creative abilities, self-development, and adaptability to the quick changes of the times.

Intelligence is regarded as the leading strength in the knowledge economy, confirming each country's function and place. As a result, each country in the globe, at any stage of development, must pay attention to and invest in education if it wants to promote and grow its economy, society, and culture. "Education is the most important national policy," declared the 12th Congress. Develop education and training to improve people's knowledge, train human resources, and cultivate talents" <sup>[1]</sup>.

The 13th Congress determined: "Creating a breakthrough in fundamental and comprehensive innovation in education and training, developing high-quality human resources, attracting and appreciating talents" <sup>[2]</sup>. In that spirit, one of the missions of education and training is to develop human resources, because after all, people are both the goal and the driving force of development.

Therefore, human education and training are decisive factors for the future of each country and nation. In the current period, it can be said that the 4.0 industrial revolution has transformed the era from industrial civilization to intellectual civilization, industrial economy to knowledge economy. With the pace of social development, continuous changes and the rapid increase in the amount of knowledge, especially in the fields of information and communication, materials technology, electricity/electronics and automation, Content-oriented teaching methods are gradually becoming outdated. To prepare the young generation to face and stand firm against life's challenges, The role of education is becoming increasingly important, requiring changes in university teaching methods to suit goals and content.

Development political philosophy, ethics, and lifestyle connected with the battle against "self-evolution" and "self-transformation" has been a key content in Party development efforts in recent years. "Self-evolution" and "self-transformation" are basically degrading processes within each individual, agency, and organization in the political system. It is a shift from the posture, way of life, and revolutionary principles to the stance, way of life, and opportunistic, degenerate, and degenerate aspects. The elements' way of life is becoming more sophisticated, complex, and interrelated from top to bottom, resulting in widespread corruption, waste, and negative. V.I.Lenin cautioned the communists that only our own blunders could bring us down. To avoid those mistakes, provide students with a worldview and scientific methodology to guide their cognitive and practical activities, to help students have the right attitude towards reality, to be able to analyze and handle problems, to build scientific trust in the Party's revolutionary ideals, to have a strong political stance, and to have a high sense of responsibility, deeply understanding and thoroughly implementing the Party's guidelines, policies, and programs has both theoretical and practical implications.

## 2.2. Characteristics of teaching Marxist-Leninist theory

Marxist-Leninist theoretical knowledge is highly generalized and abstracted, with a set of concepts, categories, principles, and laws expressing it. Marxist-Leninist theoretical disciplines, on the other hand, are theoretical sciences, not applied sciences. As a result, because this subject prioritizes academic knowledge with few experimental, applied, and intuitive models, automatically mapping the lecture is impossible. Philosophy, for example, has the essential role of providing learners with a worldview and methodology. As a result, teaching Marxist-Leninist philosophy must aim to assist students in developing a worldview and scientific methodology for themselves, both in perception and in actual activities. Many changes have occurred in practice, but the content of Marxist-Leninist theoretical subjects remains heavily academic, with few additions, developments, and many issues concerning the market economy, the rule of law, and democracy., human rights, international integration, knowledge economy..., making students feel dry, difficult to understand, and disconnected from reality, causing students to be reluctant to study these subjects.

In addition to the broad traits, teaching Marxist-Leninist theoretical subjects in universities today has subject-specific aspects. Because these disciplines' knowledge systems are highly comprehensive and abstract, the substance of their principles, categories, and rules always contains the meaning of worldview and methodology in considering, practical

improvement. As a result, Marxist-Leninist theoretical issues must be linked to economic, political, and social reality and support economic and social growth. Teaching Marxist-Leninist theoretical subjects is also heavily influenced by the ideological and theoretical battle, as well as the consequences of accomplishments and limitations in the cause of constructing and defending genuine socialism. This includes the cause of constructing and defending the socialist Vietnamese Fatherland. This uniqueness must be reflected in the knowledge system that must be provided, the direction of self-study methods, and the system of issues that students must answer and apply in practice. It is necessary to help students understand the role of scientific theory in practice, to transform reality, to transform society, and to instill in learners a spirit of volunteerism and self-awareness in mastering scientific knowledge and knowing how to apply that knowledge to leadership, management, and professional practice when they graduate.

## 2.3. Some measures to innovate teaching methods of Marxist-Leninist theoretical subjects in universities today

The important direction in innovating university teaching methods is to promote positivity, self-reliance and creativity, and develop learners' ability to act and work collaboratively. Those are also inevitable trends in reforming teaching methods in each school.

Continue to fully grasp and implement the Party's viewpoint: "Strongly transform the educational process from primarily supplying learners with knowledge to holistically developing learners' potential and traits... Continue to strongly develop teaching techniques and learn in a modern manner; promote learner positively, initiative, creativity, and application of knowledge and skills..." [3] as well as "Innovate the study of political theory in the national education system to create new steps, have results, and higher quality, contributing to making Marxism-Leninism, Ho Chi Minh thought and the path The Party's policies and viewpoints play a leading role in social life" [4].... To meet the objectives and obligations of the new time, the aforementioned concerns are creating urgent demands that necessitate continual innovation and enhancement of the quality of education and training. Innovating teaching methods for Marxist-Leninist theoretical subjects necessitates new approaches to both teaching and learning. To ensure high quality and efficiency, that procedure must be carried out synchronously with many stages and processes and placed in relationship with directly associated difficulties.

To continue to effectively innovate teaching methods for Marxist-Leninist theoretical subjects in universities today, many measures need to be applied, focusing on some of the following main measures:

### Firstly, skillfully combine the use of lesson plans with textbooks, textbooks, classics and reference materials in lectures

To increase the effectiveness of the lecture process, lecturers might give students with a list of available reference resources and documents ahead of time. The lecturer's lesson plan includes an introduction to the issues that students must read first. As a result, students can more easily acquire and analyze associated materials, allowing the lecture process to focus on the fundamental, major, and application issues. and updated information.

The lecturer should not spend much time on this part of the

lecture when lecturing with content that is scientifically clear and contained in the documents, but should give accurate and specific instructions on the source of the documents and directions for processing the documents, creating favorable conditions for students to search for knowledge for review and research.

In comparison to other scientific fields, the system of documents in preparing and teaching Marxist-Leninist philosophy is extraordinarily rich and vast, both convenient and difficult to grasp. Instructors must introduce documents that are particular, meticulous, practical, feasible, and meet high learning criteria; they must avoid introducing materials that are too difficult to obtain or to investigate and process. Subjects and educational levels have been specified.

We must focus on decentralizing content, techniques, and materials for students when teaching Marxist-Leninist theoretical subjects. Consider the suitable resources utilized based on the lecture's topic. In terms of classics, depending on the issue, it is possible to raise or decrease the classics, or to completely abandon classic thinking in assessing and addressing the content.

### **Secondly, strengthen active teaching methods and promote students' positive thinking**

Promoting students' positive awareness is always set as an important goal of teaching at universities. Teaching Marxist-Leninist theoretical subjects needs to combine methods and flexibly apply methods to suit each lesson. A specific subject, in addition to using the methods already in the plan, needs to be flexible and creative in using methods appropriate to the actual developments of the lesson.

The use of the presentation approach in conjunction with short debates, raising concerns, and dialogues in lectures on Marxist - Leninist theory themes is currently being affirmed for its superiority in boosting students' creativity. Short talks, raising issues, dialogue... are all examples of active teaching methods. To use this strategy, students must first investigate and process the document system before gaining knowledge through lectures. During class, they concentrate on clarifying and reaching conclusions regarding basic and fundamental issues. Nature, extension difficulties, and application directions are all discussed.

Problem presenting is a form of active teaching style that involves lecturers and students interacting to raise and solve learning challenges. This is a problem with the internal logic of the knowledge system during the lecture process, which ensures that students can grow their existing knowledge in order to work toward acquiring a new knowledge system. When lecturing on Marxist-Leninist theoretical subjects, lecturers must invest in developing learning problems that include conflicts between theory and practice; theory, expertise, and operations; theory and method; conflict between viewpoints; and conflict between different opinions on the topic's content. Building learning problems must be founded on inheriting the current knowledge system, together with needs for clarifying the basic content of the lecture, in accordance with the high cognitive process requirements for students. learner. Students' attitude and inventiveness must be stimulated when creating learning difficulties. issues raised during lectures must be objective and rigorously logical, enticing students to engage in the process of examining events, developing hypotheses, solving issues, evaluating, and making conclusions.

A sort of active teaching style is the dialogue method in

lectures. Lecturers will be valued not only for their ability to transfer knowledge and answer questions, but also for their capacity to guide, generalize, abstract, and develop creativity in learners' thinking. Lectures in general, and lectures on Marxist-Leninist theoretical subjects in particular, require appropriate measures to attract the majority of students to participate in the dialogue process in order to diversify opinions, while also contributing to the creation of a vibrant and open debate environment. The speaker must have scientific findings for opinions; dialogue must have a concentrated direction, ensuring that the lecture is neither disturbed or carried away by students' questions and arguments. Instructors can leave some specific topic as a "open" answer for students to continue thinking about. However, the direction for students to consider must be problems with high requirements in accordance with the lecture's goal and requirements based on the basic knowledge system they currently have.

Learning Marxist-Leninist theoretical subjects is a process of self-awareness of the learner's theoretical, revolutionary, and scientific system in which the instructor serves as a guide and orientation. In order to encourage students to believe in scientific positions and viewpoints, lecturers must have a system of in-depth professional knowledge, stance, bravery, and scientific beliefs.

### **Thirdly, use the method of point analysis, summarize the essence of the problem and draw methodological implications**

In teaching Marxist-Leninist theoretical subjects, the analysis process must have a theoretical and practical basis, be in-depth, and students must understand the nature of the problem. The process of lecturing on Marxist-Leninist theoretical content needs to be general, not reciting, nor too dependent on academics, which leads to stress and boredom. Equipping students with knowledge and updated material is vital while teaching Marxist - Leninist theoretical subjects, but students should also be equipped with methodologies. Because, in this age of scientific and technological upheaval, the knowledge system is rapidly becoming obsolete. As a result, providing pupils with thinking strategies, cognitive processes, and practical actions is critical. During his presidency, President Ho Chi Minh reminded cadres and party members that studying Marxist-Leninist theory entails "learning the spirit of Marxism-Leninism, studying the socialist Marxism-Leninism's stance, viewpoints, and methods in order to apply that stance, perspective, and method to well solve practical problems in our work" [5]. Lecturers must have a methodological direction to draw from each argument, section, and full subject; during the teaching practice process, attention must be devoted to methods from theoretical material, transforming theoretical knowledge into methodological knowledge.

### **Fourthly, innovating teaching methods is associated with increasing the use of modern teaching techniques**

One of the main reasons enabling the evolution of teaching methods to attain higher effectiveness is modern teaching strategies. One of the current required requirements for lecturers is the ability to use technical means in research and teaching to complement and expand lecture content; change learning styles and methods, create enthusiasm, and drive students' discovery and in-depth research. Changing traditional teaching and learning techniques by technological

means; assisting students in accessing science and technology. With the rapid advancement of current science and technology, the expansion of information technology requires professors to be computer literate. This is one of the most powerful and successful strategies of assisting lecturers in developing innovative teaching methods. Computers enable lecturers to easily build electronic lectures, diversify presentation forms, and display textbooks, reference materials, photos, or explanatory videos to students immediately in class. However, when utilizing slideshows in teaching, we must choose content that is actually necessary. We must not abuse technical means, dismiss it as a fad, and perceive it as an entire innovation in teaching methods.

#### **Fifthly, innovate the way of testing and evaluating student learning outcomes**

On the basis of the current exam question "bank," it is necessary to pay attention to the method of formulating questions in the form of synthetic, integrated, open-ended questions... so that students are forced to deepen their thinking, make connections, and apply creatively rather than simply reproducing "memorized" sentences according to notebooks or textbooks. On the one hand, such exam questions demand students to understand how to use their knowledge of the entire topic cluster, as well as specialized subjects, interdisciplinary subjects, or knowledge from many domains, to solve the problem. On the other hand, students are required to make a connection between theory and social life and professional practice in order to deeply explain the issues raised through each exam content., has enough arguments, scientific evidence, a theoretical and practical basis, links to evaluate the current situation, and makes reasonable, creative, and highly convincing proposals.

Balance in the use of testing and examination methodologies, as well as measuring student learning results, should be prioritized. Combination of oral and written assessments that trains learners' creative thinking and scenario handling skills, presentation skills, and expression in spoken and written language. Along with the above testing and assessment methods, it is necessary to boldly apply multiple-choice testing and examination methods to increase objectivity in the process of assessing knowledge and skill levels, as well as learners' skills; at the same time, we strengthen the process of grasping information for both teachers and learners, serving as a foundation for regularly supplementing, adjusting, and innovating both teaching and learning methods.

Thus, reinventing teaching techniques for Marxist-Leninist theoretical subjects is a critical issue, a significant advance in moving from teaching that primarily equips knowledge to teaching that holistically develops learners' capacity and traits.

#### **Sixthly, teaching Marxist-Leninist theoretical subjects needs to be linked to the characteristics of each student**

Understanding the audience will aid in the selection of practical information or how to exploit whatever component of the same event will best fit the audience. For a long time, professors were solely concerned with the lecture and did not pay attention to the students. In the meantime, each university has its own distinct qualities in each discipline. Within a university, there are many various sorts of students with varying degrees of knowledge, experience, and experience, as well as students of varying ages, occupations, fields of specialty, and learning motives... As a result, in order to make

the lecture appropriate for the audience, lecturers must consider the capacity and degree of absorption of learners in order to expand or limit the shallowness and depth of the lecture, as well as the technique of transmitting the content.

### **3. Conclusion**

To improve the effectiveness of teaching Marxist-Leninist theoretical subjects, we must develop techniques, combining a variety of methods to meet educational goals at a variety of levels. Furthermore, as Vietnamese education is transitioning from a knowledge-based to a competency-based approach, the prerequisite of studying Marxist-Leninist theoretical subjects is to know how to apply those theoretical issues to real life and work. Using a variety of instructional approaches in addition to the presentation method is an unavoidable requirement. In order to innovate teaching methods, numerous phases and steps must be completed concurrently, both for teachers and learners, as well as in relation to associated topics. In which, good implementation of the above requirements and content of measures will directly contribute to improving the quality of education and training at universities to meet the requirements and tasks in the new period.

### **4. Acknowledgements**

This research is funded by Tan Trao University in Tuyen Quang, Viet Nam.

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