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## The humanity value of ho chi minh philosophy and applying them in present day university education in Vietnam

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### Abstract

The humanity value of Ho Chi Minh philosophy is special for its love toward human, originated from humanity values of Vietnam and mankind, from Marx-Lenin philosophy, from His own learning and life experiences. Under historical point-of-view, this essay will analyze the humanity values of Ho

Chi Minh philosophy and suggest ways to apply them in nowadays university education in Vietnam. This essay uses historical method along with analyzing factors to evaluate the humanity value of Ho Chi Minh philosophy and how to operate teaching it in Vietnam universities.

**Keywords:** Humanity philosophy, university education, Ho Chi Minh

### 1. Introduction

The life, career, philosophy and actions of Ho Chi Minh are not only loved, respected by Vietnamese people, but also admired and honoured by people around the world for His humanity values in philosophy.

Ho Chi Minh's humanity philosophy value has great influences. In his speech, Modagat Ahmet - Director of UNESCO Asia-Pacific Ocean area at international conference "President Ho Chi Minh, The Hero whom liberated his people, Great Culturalist: Only a few characters in history become a legend while still living and Ho Chi Minh is obviously one of them. He will be remembered as not only the one that liberated his country and people from colonizers, but also as a modern philosopher whom brought a new vision and hope for those who are still fighting against inequality, unfairness in the world" (UNESCO and Vietnam Humanity & Social Sciences Department, 1990: 22) <sup>[10]</sup>.

Ho Chi Minh's humanity philosophy is followed and discussed by many researchers, we can't help but mention Hoang Trang (chief editor) with "Ho Chi Minh's humanity philosophy in training officers, party members in present day" (National Politic Publisher, 2008) has mentioned the base of creating and the position, content and how to spread Ho Chi Minh's humanity philosophy to officers based on current circumstances in Vietnam; author Pham Ngoc Anh wrote in "Ho Chi Minh's humanity philosophy, real value and overall characteristics" (Vietnam Communism Party Digital newspaper, 2015) that His philosophy is really vast, which contains all aspects of human's self, private life and community life, existing environment, the needs to express and ambition to control all aspects of life; for presentation method, Ho Chi Minh's humanity philosophy has many variations, is straightforward and covers lots of things, also specific but not too abstract, has close relation to people's life and everyone can apply it to complete their humanity and their personality.

Under educational point-of-view, author Le Cao Vinh (2017) in Educate Ho Chi Minh's humanity philosophy to students at universities in Vietnam nowadays had discussed some theoretical problems of teaching it to university students; realities and solutions to improve teaching quality. Some articles also mentioned His humanity philosophy such as "Ho Chi Minh's humanity philosophy in building Great Union of Whole nation" (Theoretical Education Magazine, issue 268, 2017), "Loving human, the core content of Ho Chi Minh's humanity philosophy" (Theoretical Education Magazine, issue 242, 2016), "A few thoughts about Ho Chi Minh's humanity philosophy in Declare of Independence" (History of the Party Magazine issue 8, 2015, pg.18-20), "Ly Vinh Long in researching Ho Chi Minh's humanity philosophy" (History of the Party Magazine issue 8, 2012, pg.20-24)...

The researches above have pointed out that Ho Chi Minh's humanity philosophy is created base on Vietnamese and mankind's humanity values, from Marx-Lenin philosophy, from his own learning and life experiences. With those practical meanings, researching on the value of Ho Chi Minh's humanity philosophy and apply them into teaching in Vietnam universities is very crucial.

## 2. The value of Ho Chi Minh's humanity philosophy

Humanity - a combination of human and culture - is the good, moral and creative characteristics of human, expressed in majors Such as history, culture, philosophy, psychology, aesthetica, The value of Ho Chi Minh's humanity philosophy is special as it considers human as the center to execute aims for humankind freedom, honor human's aesthetic; it came from appreciating human's value, believe in their unlimited creativity, develop all abilities of human and society. It also originated from His over-30-year experiences (1911-1941) of finding the way to liberate his people, His philosophy is also seen as an action philosophy, it considers Vietnamese as the main character, the motivation and the target of the liberation of the country. Therefore, when researching about values of Ho Chi Minh's humanity philosophy, we can see clearly the values of Vietnam humanity with experiences from thousands of year of building and protecting the nation. We also find good value like personalities, characteristics, spirit, mind...of the Vietnamese, loving others as your own, the poor help the poorer. Our forgiving and compassion heart: Fight those who run away, but spare those who come to us.

Honoring humanity values and deep love for humankind, He had described the scene of Saigon in the early years of the 20th century full of death and suffocation: "The walls of Saigon church are as hot as walls of hell. The lightning rod is shining as if it's a bloody blade and ready to spear through the sky... Me and my vehicle continue to make our way to the President Palace. The big catappa and areca leaves make a huge reflecting mirror combine the sun's power to the passengers. People all thought the universe has become a cremation oven" (Ho, 2011 a: 72-73)

Born and raised under a country with great humanity traditions, alongside with a misery circumstance of a nation under colonization of the French, in a poor family condition, therefore Ho Chi Minh not only absorbed the nation's humanity values but also experienced first hand the pain of human, of His own family and self. When "Hearing my Oldest Brother died, my heart felt so heavy. Due to heavy workload, living too far away, i couldn't take care of him when he was sick, when he was gone i couldn't help anything. Oh my! I shall take the sin of being a bad brother in front of his soul and ask for forgiveness as i have to sacrifice my family for the nation." (Ho, 2011c: 114).

The humanity philosophy of Ho Chi Minh always show the spirit for people, for nation, for the country and even higher, for mankind: Miles of mountains under one home. Communists around the world are all brothers. From there, He always focused on building, hardening the friendships, cooperations and unity among citizens of different countries to create a great force for the revolution of nations. "History has marked down for later generations the results of Uncle Ho's fights, one of the greatest activist of our era. He had planted seeds of revolution in places where the people are being enslaved. He had succeeded in planting the seed of most humanity, moral values in us Vietnamese's mind, and He is without a doubt the greatest, most civil and humane socialist leader that we've ever seen in our era. (Hoang, 2008: 48).

The value of Ho Chi Minh's humanity philosophy is unique as He has pointed out the misery of the slaves, those who lost their country, of workers are all because of the colonizers; brutal empires; it's the pain that farmers and workers had to go through. He had seen the miserable live of those under colonized countries, and had figured out the similarity: "Even

if we have different skin colors, there are only two types of people in this world: those who enslave people and those who got enslaved." (Ho, 2011 a:87). He thought that only the latter type of people, the poor and miseries that got enslaved, can possess the real classes-friendship. That's the first base to make the realization: in order to liberate our nation, we must team up with other nations with the same circumstance. He showed the way of the revolution, the way to liberate the people, the class and human. Therefore His love is different from Buddha's forgiving heart and God's compassion.

Loving people, anything for the people therefore in the revolution, Ho Chi Minh always held high the motto of doing things on your own, rely on your power, if you want others to help first you have to help yourself. A nation whom couldn't do anything on their own but wait for other's help isn't worthy of independence. In His letter to brothers from other continents, He wrote: What can you do to be liberated? Applying the formula of Karl Marx, we would like to say that, this work can only be done by your own force. As you can see, the humanity philosophy of "Self liberation" is the biggest, most consistent philosophy of Ho Chi Minh.

As Ho Chi Minh always love humankind, He had great desire of peace, a true peace with independence and freedom. He had declared many times: "The International Policy of the Government should have only one main point, it is to be friendly with all the republic countries in the world to maintain peace." (Ho, 2011 b:30); "With Asian countries, we're brothers. But with the Big Five Countries, we're only friends" (Ho, 2011 b:1). Before, during and after August Revolution (1945) with His humanity philosophy, Ho Chi Minh always held a serious attitude, careful with the war, took the chance of maintaining peace to prevent bloodshed. The success of August Revolution in 1945 is a deep lesson about Ho Chi Minh's humanity value. As the leader of the revolution, Ho Chi Minh main battlefield is the politic. Also, He had tried his best to avoid the Viet-France war. But, the French still started the war, so Ho Chi Minh lead the people to fight for their independence, freedom of the country, for peace and the goodness of mankind's modern civilization.

## 3. Applying the value of Ho Chi Minh's humanity philosophy into humanity education in Vietnam university education nowadays

Nowadays, the humanity education in Vietnam university education stands out with a string of problems. According to Students - Teachers Association Education - Training Department, "As they grow, the lifestyle and morals get lower and should be alarmed." (Xuan, 2014). That means university students have the worst lifestyle and moral. According to this report, there are many reasons but it could be due to the training of humanity values aren't taken serious by teachers, especially values such as respect, honesty, forgiving, compassion, cooperate, truthful, friendship, love... The reality of recent humanity education in Vietnam university education is that there are too much knowledge which leads to too much study time, it makes both students and teachers put too much work into those vast, deep, academic and impractical amount of knowledge. In the humanity education environment, sometimes teachers aren't a good examples for students. Some teachers have short temper, lack of self-control, lack in educational method in handling cases which lead to negative reactions. Some students choose practical lifestyle, are selfish, love to receive lots, wasting money, only focus on the money. Some others

doesn't care about society and those around them, doesn't participate in volunteer works; introverted, lack of care for social's problems. Some picked the wrong idea to follow, only follow Western culture which isn't suitable for Vietnam's traditional values, are lazy in work, have violence tendency.

There are many reasons for the crisis in humanity education in Vietnam university education, and "bad leadership, old-fashioned but doesn't realize it until now has been the biggest drawback in mindset. The responsibility of the Government with education has a decrease tendency, replaced by extreme individualism, rocketing by denying education and turn it into a product, follow the rules of the market. The distance between theory and action is becoming wider, and on the verge of pushing education away from its equal, civilize purpose that society is aiming for" (Hoang, 2009).

The biggest mistake in humanity education, which lead to the downfall in schools, is the policy toward educators. Sometimes they got absolute power; but then declare "students are the core part" to turn down teachers's role; other time saying books are the "soul of education", like a "bible", book of "The Great one"...and turn learning, especially Marx-Lenin philosophy, Ho Chi Minh's philosophy and methods become a heavy task, create lots of bad syndromes, pressure in studying and taking tests. The reality in today's humanity education of Vietnam university education has many things that needed to be discussed.

We teach students to debate, but in subjects with humanity education, are they allowed to? In theory, nobody stop them from giving an opposite opinion, but in reality students doesn't have the chance to do it. With subjects involving humanity education like Basic Theories of Marx-Lenin Philosophy, The Way of Vietnam Revolution, Ho Chi Minh's philosophy...students from any majors, even foreign students (studying in Vietnam) it is compulsory. With these subjects, learners and educators both have to face a reality, of uninteresting theories, lack of time, not much relation with real life... Learners must learn, "obligated to learn" without choices. Even if the food is good, but you're forced to eat it then you can't feel the deliciousness - It's a very realistic feeling. Even if the subjects mentioned above are very interesting but if people are forced to learn it, it will create an oppose mentality or at least a way to sneak from students. The characteristics of the subjects involving humanity education are:

1. Compulsory
2. "Official" mindset
3. Lots of content

From that, came the scared, bored mentality...in some students; it shows that the humanity education still has many limits; even teaching the humanity philosophy of Ho Chi Minh doesn't give a good result as expected. The value of Ho Chi Minh's humanity philosophy is full of His ambition in liberating the nation...till the day he left this world, as He said: "I only have one desire, the great desire to see my country independent, my people live in freedom, everyone have a fulfilling life and get educated. Ho Chi Minh's whole life and career are shine of humanity values but sadly, the education nowadays cannot spread them to learners.

Humanity is the worldwide value of mankind that people have been following since forever. The humanity values of Ho Chi Minh are not only honored and respected within the country but also internationally. Therefore, pushing the

researching and educating of Ho Chi Minh's humanity philosophy in modern university education has great strategic meaning.

To be able to do that, a reform of teaching the humanity philosophy of Ho Chi Minh in university education is needed (including college level and training level) by considering Ho Chi Minh's humanity values as the core values, most special when mentioning Ho Chi Minh's personality with His deep love for the nation, always care for humankind, loving the nature and equality in developing society...

At Conference VII, Ho Chi Minh philosophy was officially put in The Policy of Vietnam Communist Party in 1991. From 1997, Ho Chi Minh philosophy became a compulsory subject for all students in all majors. The purpose is to apply it into the path of building Vietnam with the aims: prosperous citizens, strong nation, equal, civilize society. Generally speaking, for younger generations, and exclusively for university and college students, The Party and Vietnam Government stressed that it's important to teach politic, philosophy, revolution moral, especially teaching Ho Chi Minh philosophy to improve mindset, debate thinking, help turning students into front-line soldiers in protecting and building a better Vietnam and bigger as He wrote in his will. But, the method of approaching and teaching this subject - according to the outline Ho Chi Minh Philosophy by Education - Training Department (2013) - seen Ho Chi Minh philosophy as a set of opinions about the base problems of Vietnam revolution: nation and liberation, socialism and road to socialism, Vietnam Communist Party, unify the people and the world, culture and moral of human. Or in other works approach Ho Chi Minh Philosophy as a set of compiled economic knowledge, consist of: economic, culture, philosophy, politic, military, international relation theory.

From that, both ways doesn't see humanity as direct approach target. It can be said that Ho Chi Minh's humanity philosophy are spreaded into these: people and liberating revolution; socialism and path to socialism; unity within the nation and internationally; culture and moral... Or those theory itself already hold humanity. It is correct, as Ho Chi Minh philosophy about the Party, about Government also have humanity content: The Party must be the moral, civilize; the Members must be the loyal "workers", "servers" of citizens. The Government must be of citizens, because of citizens and for citizens. Especially, the humanity values in Ho Chi Minh philosophy are shown clearly in another aspect completely opposite to humanity - war, violence. Ho Chi Minh philosophy puts peace up high, or if a war is bound to happen He would always find a way to stop it beforehand, and if a war broke out He would try to destroy their will to fight but not out the enemies into dead. He always use debate, discussion to end the war to prevent loss of human and property for both sides. So, Ho Chi Minh philosophy is the red thread flowing in His mindset. Whatever major mentioned, look in whatever aspect, we can all see His humanity value. But, in schools, lessons, tests, exams about Ho Chi Minh philosophy, there aren't much part consisting of His humanity values.

Based on the program, until 2006 according to Ho Chi Minh Philosophy (used in universities, colleges) of Education - Training Department - National Politic Publisher, 2006, Ho Chi Minh humanity philosophy is taught in Chapter VI: Ho Chi Minh philosophy about culture, moral and humanity. But afterwards, it wasn't included anymore - according to Ho Chi Minh Philosophy (used in universities, colleges) of Education

- Training Department - National Politic Publisher, 2009 - changed into building a new person, focusing on creating personality, building a newer socialist people.

From that reality, over nearly a decade the teaching of Ho Chi Minh humanity philosophy value in university education wasn't focused on correctly, in some aspects are still taken lightly - like cutting off Ho Chi Minh humanity philosophy from the program (as stated above).

#### 4. Conclusion

Teaching Ho Chi Minh humanity philosophy value in modern university education is a vital need in this situation where the society is having complexity of discrimination, clashes among nations, countries declaring wars, terrorism that stir up humankind's great humanity values.

Teaching Ho Chi Minh humanity philosophy value in modern university education is a big problem. To conclude this article we strongly recommend:

- Reform teaching Ho Chi Minh humanity philosophy - generally speaking - humanity education in Vietnam universities - especially - by stressing mankind's overall humanity values.
- Increase teaching humanity value by real life events happening right at the moment. Decrease parts with only mere theories. As He had said: "Plant are good for 10-year benefits, human are good for 100-year benefits" (Ho, 2011 e: 528), must execute teaching and learning with a clear purpose: study to work, to be a good human. Study to serve humankind, your country and citizens. Apply "studying along with doing, theory in close with reality", education sticks to working, schools in close knit with society.
- Reform teaching method, cut off immediately read - write, or show - write method. Increase method where students got to discover, be creative, exercise, handle information...form their own understanding, strength and characteristic. Make learners as the centre, develop mind, show their independence, creativity and positivity. Provide learners with scientific thinking, understanding objects, events. "Must avoid pushing too much", "shouldn't learn word by word, sentence by sentence", "absolutely not following the book in one way". (Ho, 2011 d: 264).

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