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Comprehensive Human Education: From the Perspective of Ho Chi Minh

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Abstract--Comprehensive education to develop people both in virtue and in talent has always been the guiding ideology of the Party and the State of Vietnam. During his lifetime, Ho Chi Minh was very interested in the cause of comprehensive education, in which, he paid special attention to the goals, tasks, contents, methods, and principles of comprehensive education. Since then, Ho Chi Minh has shown us the general model of human education based on the main orientations in terms of qualities and talents and the relationship between those aspects to complete the task together with good character. Those views not only have the value of directing education work at that time but still have the value of guiding and paving the way for the cause of fundamental and comprehensive renovation of education and training in our country today. In the new context of socio-economic development, besides the traditional factors, many new educational agents also appear. Therefore, it is necessary to explore and propose breakthrough solutions to mobilize all subjects for comprehensive education in association with the new situation.

Keywords--Ho Chi Minh's ideology, content human education.

Introduction

Ho Chi Minh's thought on comprehensive human education is a rich and profound system of views, occupying a central position in his entire thought. Promoting the human factor is the goal and driving force for the socio-economic development of each country in this day and age. Therefore, most countries in the world, including Vietnam, consider investment in human development as the goal of their development strategy. Ho Chi Minh left our Party and nation an invaluable theoretical legacy on particularly important and fundamental issues of the Vietnamese revolution, including profound philosophical thoughts on comprehensive education of the new person, which until now still has theoretical and practical value.

During his life of revolutionary activities, Ho Chi Minh always considered the issue of comprehensive human education as the most sacred and noble goal. That goal has become an ideal, shining in his every thought, gesture, and action. Although there are no works specifically discussing people, the idea of fully promoting the human being has been expressed diversely and richly, becoming a throughout thought in the entire Ho Chi Minh system of thought. Implementing his thought, the revolutionary cause in our country in general, the process of fighting for and maintaining the independence and freedom of the Fatherland, in particular, have been bringing into full play the human factor, through which, affirming the bravery, intelligence, soul and strength of Vietnamese people.

Research Methods

Purpose: To study and clarify the content of Ho Chi Minh's thought on comprehensive human education, thereby clarifying its application in Vietnam today.

Methodology: The article is approached from the perspective of historical philosophy, educational philosophy and value philosophy, while using specific research methods such as analysis and synthesis, logic and history, inductive and deductive, abstract, generalize, compare, contrast and especially literary methods.

Results and Discussion

Comprehensive education according to Ho Chi Minh's thought

Ho Chi Minh was born and raised in the context that the country suffered from "one neck and two cuffs", both under the rule of an outdated feudal system and under the brutal aggression, oppression, and exploitation of the regime colonial. Our people are not only politically oppressed, economically exploited, but also enslaved in culture and education. During the process of dominating our country, the French colonialists implemented a policy of civilized education to both create a contingent of henchmen and maintain feudal education to strengthen order and bind the Confucian class to the country their autocratic apparatus.

Against that background, Ho Chi Minh criticized feudal education as a scholastic education far from reality, considering the scriptures of the sages as the pinnacle of knowledge. Feudal education was directed towards the scholar, the gentleman, and the macho, while women were deprived of the right to study. In addition, he also criticized colonial education for not opening the mind but implementing a policy of stupidity to make it easier to rule. It is a corrupt, cunning, indoctrinated upbringing, more dangerous than ignorance. Therefore, from a very early age, Ho Chi Minh fought tirelessly for basic human rights and built a new education, a comprehensive education to promote all available potentials and capacities of humans; train people with sufficient qualities and capabilities to serve the Fatherland, People, and Humanity.

Comprehensive education according to Ho Chi Minh's thought is a new education - an education whose objectives, contents, methods, and principles must be

towards comprehensive human development, as well as mobilizing all forces participation in education and training.

About the goal of comprehensive education

The basic purpose of the new education is to develop a comprehensive human being, for the sake of man, and towards a new man - socialist people, who are useful citizens of Vietnam, those who work for good cadres, people who own the future for the country. It is also the educational philosophy of Ho Chi Minh as well as the cause of education and training in Vietnam in the new era.

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In a letter to students on the first day of school in the Democratic Republic of Vietnam, he wrote: "Today, you are more fortunate than my father to receive an education of an independent country, an education that will train them to be useful citizens for Vietnam, an education that fully develops their existing capacities... Whether the Vietnamese people become beautiful or not, whether the Vietnamese people step up to the glory to compete with the great powers of the five continents, is thanks in large part to their education" (Minh, 2011, vol.4, p.34-35).

In September 1949, President Ho Chi Minh attended the opening ceremony of the first course of the Central Nguyen Ai Quoc School in the Viet Bac War Zone. He recorded in the school's traditional golden notebook: "Learn to work, be a human being, as an officer. Learning to serve the Union of "classes and people, fatherland and humanity". To achieve the goal, it is necessary to be thrifty, honest, righteous, just, and impartial.

In his talk at the instructor training class of summer camps in grade I, on June 12, 1956, he stated the role of education in the cause of national construction and defense: "The task of education is very important and glory, for without a teacher there is no education. Now is building the Democratic Republic of Vietnam to gradually move towards socialism. The resistance war requires many military officers. Now economic construction. No staff cannot do it. Without education, without cadres, there is nothing to say about the cultural economy" (Minh, 2011, vol.6, p.208).

At the political class for middle and high school teachers in the North, on September 13, 1958, President Ho Chi Minh gave an important speech about the duties of teachers in the cause of education and training. He admonished: "For the sake of ten years, one must plant a tree, for the benefit of a hundred years, one must plant a person. We must train good citizens and good officers for the country. The people, the Party, and the Government assign the task of training the future generation to the aunts and uncles. It is heavy-duty but very glorious." I hope everyone will try their best to fulfill their duties." Therefore, "The heavy and

glorious responsibility of a teacher is: To take care of and educate the people's children to be good citizens, good workers, good soldiers, and good cadres of the country" (Minh, 2011, vol.10, p.34-35).

President Ho Chi Minh also pointed out that the purpose of education now is to serve the people, to serve the Fatherland, and education to serve the political line of the Party and the Government, associated with production life and people's lives. It can be seen that this is the crystallization of his ideology of "education for the people", aiming to make the Vietnamese people a wise nation (Minh, 2011, vol.11, p.528).

About comprehensive educational content

Acquiring the Marxist-Leninist view of the comprehensive human being, when discussing the comprehensive Vietnamese person, he said that it must be a person with its qualities and capabilities, namely: physical strength, intellectual, aesthetics, moral. From that comprehensive human approach, he sets forth requirements to train, educate, train, and develop people according to those criteria. In a letter to students dated 19/19/1954, he wrote: "For children, education includes:

- Physical education: To make the body healthy, at the same time, it is necessary to maintain personal hygiene and general hygiene.
- Intellectual education: review what has been learned, learn new knowledge.
- Aesthetic education: to distinguish what is beautiful and what is not.
- Moral education: love the Fatherland, love the people, love labor, love science, love the public (5 loves)" (Minh, 2011, vol.9, p.386).

Knowledge is especially necessary for national construction and defense, but President Ho Chi Minh also pointed out that morality plays a fundamental role in personality development, an important factor to gather and mobilize forces to perform the work of the country and humanity. People think that liberating the nation, liberating humanity is a great job, but without morality, without foundation, it can't do anything.

Talking to students of Hanoi National University of Education on October 21, 1964, he pointed out: "Teaching as well as learning must focus on both talent and virtue. Morality is the moral revolution. That's the root, very important. Without revolutionary morality, talent is useless" (Minh, 2011, vol.10, p.186). In his spiritual testament, he also affirmed the need to "train them to be heirs to build socialism that is both "virtuous" and "capable".

President Ho Chi Minh often encouraged teachers and education administrators to foster good feelings for the young generation, first of all, love for family, friends, comrades, and respect for teachers. teacher, patriotic, love fellow citizens, form a sense of discipline, a sense of collective, an honest, humble, honest, and simple way of life, know how to behave in the spirit of "One for all, all for one" and new lifestyle habits.

Accordingly, attention must be paid to the following aspects: revolutionary ethics, socialist enlightenment, culture, technology, labor, and production. The younger

generation must be educated on socialist ideals and ethics as the core of human personality in the new social system. At the same time, the school must ensure that the young generation gradually masters the treasure of human cultural knowledge, cultivate for themselves a basic, practical, and solid understanding of science and technology practical application and practice skills, and working habits.

About the holistic education method

President Ho Chi Minh attaches great importance to educational methods. He emphasized, if you want to study with good results, you must have the right educational method; is to make learners have a positive and self-disciplined attitude to learning and training, so that the acquisition of new educational content is quick, effective, and targeted.

He also pointed out: teaching gradually from less to more, from easy to difficult, from low to high, not greedy, not indoctrinated. Education must also be according to circumstances and conditions. You have to work hard, but you can't do it in a hurry... Do it with a plan, step by step.

According to Ho Chi Minh, education should be suitable to conditions and subjects of education. In a letter to teachers, students, officials, and young people dated October 31, 1955, he advised: "For universities, it is necessary to combine scientific theory with practice, try to study advanced theory and science of other countries, combined with our country's practices to practically help the construction of the university build the country.

In high school, it is necessary to ensure that students have solid, practical general knowledge, suitable to the needs and premise of building the country, leaving out the unnecessary parts for real life. In elementary school, children need to be educated: love the Fatherland, love the people, love labor, love science, and respect the public" (Minh, 2011, vol.14, p.400).

The democratic method, dialogue in teaching and learning is also one of the methods that Ho Chi Minh mentioned. He said, "In the school, there should be a democracy. For all issues, teachers and students discuss together, anyone who has any ideas must honestly say, what is not clear, ask and discuss. Democracy, but students must respect teachers, teachers must respect students, not a "mullet with a head". (Minh, 2011, vol.10, p.168). With this point of view, he is considered a modern "student-centered" educational method.

On the principle of comprehensive education

The theory is associated with the practice, learning goes hand in hand with practice; the school combines with family and society; education associated with self-education, lifelong learning, etc. are the principles in education and training that Ho Chi Minh guided in the cause of education in our country, recognized by the Party, State, and education, our teachers, students, and people instill in them and consider them as the guiding principles in educational work.

Learning goes hand in hand with practice, theory must be associated with practice and summarizing practice to make it a theory expressed in a concise, concise, and easy-to-understand manner by Ho Chi Minh: "Learning goes hand in hand with work. Theory goes with practice". He emphasized, "Learning must think, must relate to reality, must have experiment and practice. Learning with the practice must be combined". According to him, learning must be attached to onions, not applied to reality like a box full of books. If you don't study, your practice won't go smoothly.

On May 6, 1950, at the 1st National Conference on Training and Learning, President Ho Chi Minh emphasized: "Learning theory is not talking nonsense, but knowing how to reason without practice is mere theory. Learn to apply in the workplace. Doing without reason is like walking in the dark, both slow and stumbling. Only by reason can we understand everything in society and in the movement to advocate for the right and do the right thing" (Minh, 2011, vol.6, p.357).

Ho Chi Minh regularly emphasized the effectiveness of promoting the close relationship between school - family and society in education, care and foster of the young generation. He said, "Education in schools, is only a part, there is also a need for education outside in 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 society, the results are not complete". 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. Therefore, he asked the school to have close contact with family and society.

Ho Chi Minh always reminds: education workers must properly realize that education is the cause of the entire Party, at all levels, branches and the whole people. Practical help and awareness of responsibility for education from all levels of the Party committees, authorities, branches, levels and the whole society. The petitioner: "Youth unions, women's organizations, government agencies, and Party committees at all levels must care about schools and their children's learning." This is very poignant, education is the cause of the whole Party, the whole people, each family, and social forces. Therefore, only a close combination of these factors will form a synergy to bring the career of "growing people" to victory.

From a very early age, Ho Chi Minh introduced very new and modern conceptions of how to learn. He emphasized: "It is necessary to uphold the style of independent thinking and freedom of thought. If you read the document, you must dig deep to understand it, do not blindly believe every sentence in the book, if there is a problem that is not clear, then boldly propose and discuss it. For any problem, one must ask the question: "Why?", one must think carefully to see if it is consistent with reality, is it reasonable, and absolutely should not close one's eyes to obey books in a straight-forward manner" (Minh, 1977, p.59).

That is, he demanded to be against scholasticism and dogmatism, and to practice independent, self-directed and creative thinking.

Lifelong learning is also an educational principle of Ho Chi Minh. The person who made the request: "Learning is a lifelong continuing... No one can claim to have

known enough, know it all, know it all, today's world is changing, our people are getting more and more improving. Therefore, we must continue to study and practice to keep up with the people" (Minh, 2011, vol.10, p.377). In a letter to the "military personnel studying newspaper" in April 1949, he wrote: "Learning never ends. Learn forever to improve forever. The more I progress, the more I feel I have to learn more." The person who sets the requirements for the teacher must study more and more to be able to do the job of coaching. A teacher or trainer who "considers that he already knows everything is the most ignorant". Remind others and set an example of self-study: "I am 71 years old this year, I have to do it every day. Studying... Work goes on forever. If you don't study, you can't keep up, work will leave you behind" (Minh, 2011, vol.12, p.92). UNESCO's educational philosophy for the 21st century did not introduce the slogan "Lifelong learning" in 1996. Thus, Ho Chi Minh made the point of "lifelong learning" nearly half a century earlier than UNESCO.

The meaning of Ho Chi Minh's comprehensive educational ideology for the current cause of educational innovation in our country

Immersed in President Ho Chi Minh's thoughts on comprehensive education, over the years, under the leadership of the Party and State, our country's education and training sector has achieved important achievements in improving education and training, raise people's knowledge, train human resources and foster talents to serve the cause of national construction and defense. Human strategy is always a concern and pressing concern of the Party, State and the whole society. The school - family - society has become closer. The work of training, fostering and building a team of teachers and educational administrators has made positive changes. In particular, the fundamental and comprehensive reform of education, training and human resource development has been affirmed in the Party's documents. In particular, Resolution No. 29 of the 8th Plenum of the Central Committee (XI) affirms that this is not only a leading national policy, a "key" to open the way to move the country forward, but also a "command" of life.

Inheriting the guiding viewpoint of the previous term, the 12th Congress affirmed that our Party has put forward the line of "fundamental and comprehensive reform of education, training and human resource development" (Communist Party of Vietnam, 2016, p.113). At the same time, our Party affirmed: "Education and training are the top national policy. Develop education and training to improve people's intellectual level and train human resources. To strongly shift the main educational process from equipping knowledge to comprehensively developing learners' capabilities and qualities; Learning goes hand in hand with practice, theory with practice. Education and training development must be associated with the needs of socio-economic development, national construction and defense, scientific and technological progress, requirements for human resource development and the labor market" (Communist Party of Vietnam, 2016, p.114-115). This is the focal point of the development, breakthrough, opening the development of human resources in Vietnam in the 21st century, affirming the new philosophy of life of the country's education "teaching people", "teaching letters", "vocational training" which is actually returning to the educational philosophy of President Ho Chi Minh.

However, besides that, there are still some limitations and weaknesses, especially in terms of education quality and educational management. "Education and training have not really become a leading national policy and a driving force for development. The quality and effectiveness of education and training are still low compared to the requirements, especially in higher education and vocational education. The education and training system lacks linkages between levels and between education and training modes; heavy on theory, light on practice. Training is not linked with practical research, production and business and the needs of the labor market; not paying due attention to ethics education, lifestyle and working skills. Educational methods, examinations, tests, and assessment of results are outdated and lacking in substance. Management of education and training present is weak. Teachers and educational administrators are not effective. Financial policies and mechanisms for education and training are not appropriate. Physical and technical facilities are still lacking and outdated, especially in remote, isolated and extremely difficult areas" (Communist Party of Vietnam, 2016, p.114). Thus, it can be affirmed that the quality of education present is loose and reduced, especially moral education, lifestyle; education focuses on quantity development, not closely linked between "literary education", "training people", "vocational training"; educational contents, programs and methods are still backward and slow to innovate; management staff and teachers still have many shortcomings, ethics and capacity of a part are still low; educational thinking has not kept up with the requirements of innovation and development of the country in the context of market economy development and international integration. Therefore, it is necessary to have a strategy to fundamentally and comprehensively renew education, training, and human resource development, to better meet the national construction and defense work and the people's learning needs. "Educating Vietnamese people to develop comprehensively and bring into full play the potential and creative ability of each individual; love family, love country, love compatriots, live well and work effectively. Striving to 2030, Vietnam's education reaches an advanced level in the region" (Communist Party of Vietnam, 2016, p.115).

The current urgent issue is to fundamentally and comprehensively renovate education, training and human resource development in order to effectively improve people's knowledge, foster human resources and train talents. Step by step build an advanced education with a reasonable scale, level and structure of occupations, both bearing the national cultural identity, and approaching the requirements of national construction and defense in the revolutionary information and globalization.

In order to fundamentally and comprehensively renovate our country's education in order to develop human resources with high efficiency, we must continue to strongly and synchronously renew the basic elements of education and training in the direction of considering attach importance to developing the qualities and capacities of learners, as well as absorbing the values in Ho Chi Minh's thought on comprehensive education, Vietnamese education needs to:

Firstly, renewing the goals of the education and training process, shifting from what schools have to training what society and learners need. The demand for socio-economic development places requirements on the quality and capacity of learners. According to Ho Chi Minh, learning "to serve the country, serve the

people, make the people rich, and the country strong, that is, to fulfill the duties of the master of the country" (Minh, 2011, vol.9, p.179). Thoroughly grasping that spirit, the 12th Congress determined: "Education and training development must be associated with the needs of socio-economic development, national construction and defense, with scientific and technological progress, requirements for human resource development and labor market" (Communist Party of Vietnam, 2016, p.115)

Second, to renovate educational contents and programs to ensure the comprehensive development of learners, that is, to focus on ethical, cultural, technical, labor and production aspects. Considered in education personality, ideal, moral, intellectual, physical fitness, aesthetic. Concurrently focus on learning knowledge about natural sciences, social sciences and humanities, strengthen teaching technology, foreign languages and informatics.

Third, innovate teaching, learning and training methods at all levels in the direction of streamlining, modernity, practicality, appropriateness to qualifications and professions, and increasing practice, apply knowledge in practice.

Fourthly, improve the quality and capacity of teachers and educational managers, standardize the team according to each educational level and training level to meet the requirements of education and training innovation. This requires each teacher to regularly self-educate, train, always maintain moral qualities, improve capacity and professional qualifications. innovate teaching methods to be truly worthy of being a teacher when standing on the podium.

Fifth, renovate and perfect the national education system in the direction of an open education system, lifelong learning, and building a learning society.

Sixth, renovating policies and financial mechanisms for education and training, mobilizing the participation and contributions of the whole society, improving investment efficiency and effectively using the budget for education and training.

Conclusion

During the process of leading the revolutionary cause, our Party and President Ho Chi Minh have constantly focused all their resources on comprehensive human education, which has created great strength and is decisive for all victories benefits of the Vietnamese revolution. Ho Chi Minh's thought on comprehensive education was instilled and applied by the Party and State, the education and training sector and teachers in the cause of education and training in the country, especially in the "renovation" process basic and comprehensive education and training, human resource development" is the inheritance and promotion of correct and wise views with Ho Chi Minh's timeless vision on education.

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