

SOME SOLUTIONS FOR INNOVATING THE METHOD OF TEACHING POLITICAL THEORY SUBJECTS CURRENTLY ACCORDING TO HO CHI MINH'S EDUCATIONAL METHOD

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ABSTRACT

Ho Chi Minh's educational philosophy serves as a foundational guideline for modernizing political theory pedagogy in Vietnam's higher education. This paper analyzes Ho Chi Minh's core views on education, emphasizing learner-centricity, the integration of theory with practice, interactive dialogue, and lifelong self-study. In response to the limitations of traditional teaching methods in the digital era and aligned with the Party's resolutions on comprehensive educational reform, the study proposes five key groups of solutions: (1) integrating theory with practice, (2) transitioning to active teaching, (3) accelerating digital transformation and utilizing models like blended learning and flipped classrooms, (4) enhancing instructors' pedagogical and inspirational capacities, and (5) fostering a collaborative, critical, and creative classroom culture. These solutions aim to elevate teaching quality, foster critical thinking, and build a generation of students who are professionally capable, politically firm, and socially responsible.

Keyword: *Ho Chi Minh's educational method, political theory, pedagogical innovation, blended learning, flipped classroom.*

1. INTRODUCTION

President Ho Chi Minh is an outstanding cultural figure and a great educator of the Vietnamese nation. His thoughts on educational methods have become the ideological foundation and guidelines for the construction and development of national education; they are the theoretical basis for determining strategies and putting forward directing guidelines and policies for the development of Vietnamese education to train new people to meet the requirements of the socialist-oriented market economy and international integration.

In the Vietnamese education system, political theory subjects always hold a key position in equipping students with an ideological foundation and a firm political stance, while forming a scientific outlook on life and the world to guide their actions. Practice shows that the quality of teaching political theory subjects directly affects the reinforcement of the young generation's trust in the revolutionary path chosen by the Party, Uncle Ho, and our people. However, entering the digital era, when human knowledge is exploding and information technology is developing rapidly, traditional teaching methods reveal many

limitations, failing to meet requirements regarding attractiveness, effectiveness, as well as the ability to develop students' creative and critical thinking. In the face of new requirements, our Party and State have issued many guidelines and policies to promote fundamental and comprehensive innovation in education and training. Resolution No. 29-NQ/TW (2013) of the 11th Central Committee of the Communist Party of Vietnam emphasized the task of innovating teaching methods towards promoting the activeness, initiative, creativity, and self-learning capacity of learners, while applying information and communication technology in management, teaching, and learning. In Conclusion No. 94-KL/TW dated March 28, 2014, of the Secretariat on continuing to innovate the study of political theory in the national education system: "Innovating the study of political theory in the national education system aims to create a new step with higher results and quality, contributing to making Marxism-Leninism, Ho Chi Minh's thought, and the Party's lines and views play a leading role in social life".

In that context, innovating the method of teaching political theory subjects in universities is not only

an objective demand but also a necessary task to improve the quality and effectiveness of political-ideological education, contributing to building a young Vietnamese generation of mettle, intellect, and creativity, ready for international integration.

2. RESEARCH CONTENT

2.1. Ho Chi Minh's views on educational methods

Teaching methods are a component of educational methods, understood as the totality of ways in which lecturers and learners cooperate to achieve teaching goals.

Teaching methods are the ways teachers and students cooperate, in which teachers transmit knowledge, skills, and attitudes; teachers control students' learning, and students acquire and self-control their own learning, learning the transmitted things to develop their personality. Teaching methods include teaching methods and learning methods. These two methods are always closely and dialectically unified with each other throughout the teaching - learning process. Teaching and learning are creative, diverse, and flexible activities, so there can be no universal teaching method suitable for all subjects and everyone. Teaching methods always change and follow the law of the unity of goals, content, and methods, and are suitable for each subject or group of subjects.

According to the views of modern education, teaching methods are not only about transmitting knowledge but also about organizing learning activities so that learners can self-discover and self-acquire knowledge and skills.

In educational and training activities, educational methods always play an important role. Teaching methods include many ways, among which the first and most important is to arouse in learners a passion for learning, a desire for goodness, and to make them interested in searching, discovering new things, and beauty. Teaching should not stop at the normal goal of transmitting knowledge but must aim at a higher goal of developing the talents of the educated. The evaluation of teachers' results does not stop at bringing understanding to students but reaches out to developing and nurturing talent, and encouraging the inner strength of each person. For that very reason, according to Ho Chi Minh, those working in education must search for and apply good

educational methods to perform their educational work. He advised: *"Teachers must find ways to teach. What to teach, how to teach so that students understand quickly, remember long, and progress rapidly"* (Vol. 25, p. 138) [3]. All sectors that want to advance to socialism and make the people rich and the country strong must compete. Our teachers must also compete to teach well; previously there was crammed stuffing, now we must find ways to teach most effectively.

Ho Chi Minh offered a number of specific educational methods to realize educational goals and contents, expressed in the harmonious development of the power of reason, emotion, knowledge, skills, and attitudes of people. This helps learners act consciously and actively to acquire educational content, transforming educational content into good qualities of personality.

a) The educational method must be suitable for the characteristics of the subject, learning must go hand in hand with practice, theory must be integrated with reality, and education must be linked to the application of scientific research and production

****The educational method must be suitable for the characteristics of the learner***

This is considered a very basic principle. Education must ensure appropriate effort, be suitable for age characteristics, while ensuring systematicness, firmness, and continuity in the teaching process.

Ho Chi Minh required that teaching must be based on the capacity, conditions, and level of the learner. He considered this the primary basis for promoting the creative capacity of everyone and improving the efficiency and quality of education. Therefore, education must be based on the subject, conditions, and circumstances of the learner to transmit content and supplement appropriate teaching methods. He said: *"Whether a task is big or small, we must carefully examine and make it suitable for the cultural level, lifestyle habits, level of consciousness, struggle experience, desire, wish, and practical situation of the masses"* (Vol. 33, p. 48) [6]. To keep teaching from being separated from the masses, the basic condition for a teacher is to closely follow the subject, "making shoes according to the feet", rather than "chopping the feet to fit the shoes". The teacher must go deep and close to the masses, understand

their thoughts, thereby finding appropriate teaching methods for each subject.

On the other hand, Ho Chi Minh advised that it is necessary to remember that because learners' levels are not equal, there must be transmission methods and materials suitable for each subject. If materials are inappropriate, learning will be of no benefit. Classes should be reasonably organized, not too crowded; if they are too crowded, teaching and learning will yield few results because learners' theoretical levels vary, leading to unequal reception. Learners' practical reception levels are also different, so the methods must also be different, otherwise they will not be close to each individual learner.

However, in education, one must not only determine the correct subject but also understand the specific teaching and learning conditions and circumstances. To have effective teaching methods, teachers must have a general, deep, and sensitive vision of each subject with different circumstances. Educational methods must be flexible and adaptable to fit each subject, task, and specific responsibility of each person. Only such teaching and learning can fully promote the teacher's ability and arouse the entire intellectual potential of the learner.

***Learning must go hand in hand with practice, theory must be integrated with reality**

One outstanding educational method in Ho Chi Minh's educational thought is "learning goes hand in hand with practice, theory is integrated with reality", which he interpreted consistently from the early years of the revolution until his death. This is the fundamental principle of practical educational methods, deeply reflecting the dialectical thinking between knowledge and action. He emphasized: "*Theory without connection to reality is empty theory*" (Vol. 26, p. 278) [4]. In education, this means that all teaching content and training programs must stem from the practical needs of society, the people, and the revolutionary cause. He opposed the style of "dry" learning, learning by heart, separated from reality.

From there, Ho Chi Minh required teachers and learners to connect learning with productive labor, and research with community service, so that knowledge becomes a tool to transform reality, contributing to economic, cultural, and social development. The motto "learning goes hand in hand with practice" is the red thread

running through all of Ho Chi Minh's educational thought. He asserted: "*Learning to practice. Learning without practicing is useless. Practicing without learning cannot be smooth*" (Vol. 25, p. 246) [3]. According to him, "learning" is not only about acquiring knowledge from books, but also a process of self-training, cultivation, and practice in real life. Learning accompanied by practice helps people not only understand but also do, create, and contribute to society.

This motto also expresses a deep humanistic and practical character in Ho Chi Minh's educational philosophy - taking humans as the center and action as the measure of knowledge.

***Education must be linked to the application of scientific research and production**

From the educational motto of learning going hand in hand with practice, theory integrated with reality, Ho Chi Minh pointed out that education must be linked to the application of scientific research and production. Why is that? Because this method makes students, while still sitting in school, know what productive labor is, what it means, and what benefits it brings. On the other hand, when teachers teach students cultural and scientific knowledge linked with productive labor, it will make students perceive better and understand knowledge more. This perception is experimental perception, through one's own labor, rather than just understanding through books or the experience of others. Such understanding is very vivid, very deep, and is never forgotten or difficult to forget.

The method of both learning and working in productive labor is indeed better than just learning in class. Learning takes place during labor on a voluntary basis. Problems raised right during labor and resolved immediately make the learners easily absorb and understand the problem quickly. On the other hand, what learners learn at that time are usually highly practical problems of great realistic value, not containing dogmatic or forced characteristics. Learners acquire knowledge with a comfortable spirit, not constrained, and each person has their own perception as well as an amount of knowledge suitable for their ability. We need to master the principle that learning must be combined with research and productive labor, avoiding separating that process, which leads to the situation of "excess of teachers, shortage of workers" as is happening today. However, there

will be no meaning in educational work if we abuse the role of the laborer. If educators use labor unreasonably, making learners always carry a heavy psychological burden of being forced, then labor will only be of a coping nature to get things done, and will not generate learning needs and interest through labor. Learners can only acquire knowledge through labor when they are drawn into the work with a high voluntary passion for discovery. Clearly, this method helps learners both learn well and work well, while timely applying research and learning achievements into production to create social wealth. On the other hand, thanks to application in production and practical production, the quality of general education can be improved according to the increasingly high demands of the industrial revolution in our country, keeping pace with today's scientific and technological revolution in the world.

These thoughts not only guided the Vietnamese revolutionary education system in the 20th century, but are also the guidelines for fundamental and comprehensive innovation in education and training in the 21st century – towards the goal of building comprehensively developed Vietnamese people, meeting the requirements of industrialization, modernization, and international integration.

In short, the theory learned in school is very necessary, but if it is not brought into practice through labor, it is just a useless set of knowledge. Moreover, labor is like a censor of the value of knowledge just learned, while consolidating learners' understanding when they participate in the labor process. The useful nature of the learning method linked with labor has been proven in educational and training practice.

b) The educational method must be basic, practical, and arouse learners' intelligence and creativity

First, the educational method must be basic, practical, clear, easy to understand, and not hollow

In a training session on teaching work in 1950, Ho Chi Minh introduced a way of teaching: "The key is to be practical and careful rather than greedy for quantity. The essential matter is to make learners thoroughly understand the problem". When carrying out the teaching process, the teacher needs to pay attention that everything

must start from the root, gradually to the top, from little to much, from hener to wide, and cannot be hasty, greedy for speed, or greedy for quantity all at once.

He believed that: "Thorough understanding also has many ways: there is a way of understanding thoroughly in detail, but teaching that way takes time. On the contrary, there is also a way of teaching in a general way that still makes learners understand thoroughly". President Ho criticized the malpractice of cramming knowledge and advised us: "Training must be practical, so that those who come to study, after studying and returning to their localities, can practice it immediately". Many of our comrades do not understand that very simple reason. Therefore, they crammed "surplus value" into the heads of youth and peasant women. They crammed "new democracy" into the heads of children. They crammed "dialectics" into the heads of workers who were learning the national language alphabet.

In addition, Ho Chi Minh required teaching to achieve the requirement of being clear and easy to understand. The most important thing is the way of speaking and writing. It must be expressed so that the masses can understand. He said: "A propagandist must always ask themselves: who is this written for to read, who is this spoken for to hear? If not, it is like deliberately not wanting people to hear, not wanting people to read". Therefore, if we want to propagate, we must learn the way of speaking of the masses to get through to them, because the masses way of speaking is very complete, very lively, very practical, yet very simple. He strongly hated the style of boasting, long-winded, yet empty propaganda.

Second, must arouse learners' intelligence and creativity

Schools in feudal society had a cramming education method, forcing students to memorize words, remember and then describe them, forcing memory to work mechanically and without creativity. According to Ho Chi Minh, in education and training, educators must know how to arouse learners' intelligence. Right in school, educational officers must force learners to use their intelligence and thinking to understand other problems more broadly. If we want learners to develop their talents after graduation, believe in their own strength, and see themselves as creative individuals, then schools must create a foundation,

create learning methods for learners, train their thinking brains, and develop all memory skills.

Ho Chi Minh pointed out that with this method, teachers must make efforts and, of course, must be qualified. Song though having qualification, teachers must still make efforts so that the preparation stage can achieve results. For that reason, improving the qualifications of teachers is a particularly important stage in any education and training process. In fact, our search for correct educational methods is precisely aimed at making education and training achieve high results. Caring for the quality of education and training, the most important stage is caring for the teaching staff. We must care for and be truly concerned about them. We must make teachers have better ethics, better knowledge, awareness of their profession, souls for children, and good teaching methods. Without good teachers, good schools, and good educational methods, there cannot be high educational quality.

Ho Chi Minh reminded teachers to promote the initiative of learners, making learning practical and joyful, not being pedantic about forms, creating for them an active awareness of thinking for themselves, approaching truth, and fully promoting their potential and creativity in the learning process. The teacher guides learners to know how to learn automatically, taking self-learning as best, teaching them how to think deeply, and raising the independent style of thinking. Because only by digging deep can one understand thoroughly, only by thinking can one be mature and thorough, boldly proposing issues and discussing them until they are cleared up and realized. Ho Chi Minh advised teachers to absolutely oppose cramming teaching, and not force learners to always memorize words and blindly follow books in a passive manner. Teach gradually from little to much, from easy to difficult, from low to high, do not be greedy for quantity, and do not cram. Teach in a practical way where theory is closely linked to practice. In the learning process, there must be practice and experiments. Educational science has confirmed that the effectiveness of education and training can only be achieved on the basis of stimulating and controlling learners' activeness and creative drive. Any imposition that turns learners into passive characters will invalidate the educational process. Teaching and learning must develop learners' intellect, independence, creativity, and activeness.

In educating children, they should be guided to act automatically; adults should not interfere in everything or do everything for them. Children must be nurtured with habits of solidarity and collectivism, expanding their eagerness and creativity, making them gradually acquire the character of new people: not afraid of difficulties, not afraid of suffering, bold, and persistent. They must be educated in a democratic spirit to know how to love the Fatherland, the people, labor, science, and cherish public property...

The method of arousing learners' intelligence and creativity is the basis for building useful individuals who know how to contribute to society. Forgetting or undervaluing this method, we can only create passive, dependent people who always wait for others, who are of no use.

c) The dialogue method as the basis and self-study as the root

First, the dialogue method as the basis

According to him, teachers must learn, listen to others' opinions to enrich their own knowledge. Furthermore, in the teaching and learning process, there must be a spirit of dialogue and discovery based on the teacher's guidance and learners' inquiries. He asserted: *"Regarding the way of learning, take self-study as the root, helped by discussion and guidance"* (Vol. 22, p. 273) [2].

The dialogue method not only plays an important role in the teaching and learning process but is also implemented in discussions and meetings. Because *"During discussions, everyone is completely free to express their opinions, whether correct or incorrect. However, they must not speak stubbornly or beat around the bush"* (Vol. 22, p. 232) [2]. That is a democratic, frank view, not cramming or molding, to reach freedom of thought in perception. Everyone in a democratic regime is free to present their opinions and seek the truth, at which time the right of freedom of thought turns into the right of freedom of submission to the truth. Therefore, "in school, there needs to be democracy. For all issues, teachers and students discuss together, and everyone frankly expresses their opinions. Whatever is not yet understood, ask and discuss to clear it up". Democracy in the teaching and learning process is *"democracy, but students must respect teachers, and teachers must cherish students, not 'all equal without order'"* (Vol. 18, p. 126) [1].

In discussion, everyone has the right to freely present their main opinions and viewpoints. However, everyone must know how to use words in a simple, easy-to-understand, easy-to-remember manner, with a clear writing style, and rich, deep ideas. The attractiveness of the expression style is the primary factor of a presenter, including teachers, leaders, and social managers.

Second, take self-study as the root

History shows that there are many celebrities, talents, and successful scholars mainly thanks to self-study such as: the American inventor Edison (1847-1931), the Russian mathematician L.S. Pontryagin (1908), the king of computers of Microsoft, Bill Gates (Vol. 37, p. 473) [7], and Ho Chi Minh is a bright example of the spirit of self-study.

Ho Chi Minh shared that learning is a difficult task but: *“With determination, one will surely be able to learn”* (Vol. 27, p. 371) [5]. Practice proves that when learners have a sense of voluntary learning, meaning they realize they are learning for themselves, to improve their perception level and perfect themselves, they will avoid the style of rote learning, crammed learning. Precisely because of voluntary thoughts, learners are conscious and proactive in searching and discovering knowledge with a passionate, progressive spirit. Guiding teachers should find appropriate educational methods to stimulate learners' eagerness to learn. The teacher teaches them that when reading materials, they need to dig deep, understand thoroughly, and ponder over things in books. Issues that are not yet understood should be brought out for discussion to clear them up. Things written in books are mostly correct, but not everything is correct, so do not blindly follow books in a passive manner; think carefully. Issues are only considered correct as long as they are proven through practice. Everyone should have their own opinions when participating in discussions. In discussions, one is free to express opinions. However, freedom of thought does not mean thinking wildly, or nodding at everything. Ho Chi Minh required that one must protect the truth, have principled character, and not be neutral or conciliatory.

Self-study is also about an eager, humble, progressive attitude, a proactive consciousness, and a tireless spirit of self-study, lifelong learning,

learning everywhere, from everyone, and in many rich, diverse forms suitable for the specific conditions and circumstances of each person. Self-study to capture the treasure of human knowledge to enrich one's own knowledge, transforming knowledge into belief and specific actions in daily life. Marx clearly pointed out: Those who come after stand on the shoulders of those who came before to see further... whoever takes pains to learn... will reach their goal. And Ho Chi Minh once said: *“Taking self-study as the core, assisted by discussion and guidance”* (Vol. 22, p. 273) [2]. That is, implementing three stages: individual self-study must be the core, collective discussion and teacher guidance only supplement self-study.

In 1961, when talking to long-time party members, Ho Chi Minh shared: “I am 71 years old this year, but I still have to learn every day... work progresses, if you don't learn, you can't keep up, and work will push you behind. We are old party members, our understanding at the age of 30 compared to the understanding of the young generation now... then we are very ignorant... Therefore, even if age is high, people should not stop learning. If you stop, you make yourself outdated”.

Considering the social significance and effect, self-study has a very large, very deep meaning. If looking only from the perspective of education and social development for each individual, education is in fact lifelong self-education. Compared to what humans acquire from all sources and directions, what they acquire consciously and actively to transform public assets and common values of society into their own capacity to serve society has a much greater effect and result of self-education than school education. Proceeding from the recognition of both the good and bad sides of humans, Ho Chi Minh attached great importance to combining both sides of education and self-education. When self-education is truly established in each person, education becomes a complete and solid content.

Ho Chi Minh's thoughts on self-study can be summarized into five basic issues:

- First, in self-study, the primary important thing is to clearly define the purpose and build correct learning motivation.

- Second, one must work by oneself to create conditions for lifelong self-study.
- Third, to succeed in self-study, one must have a

plan to arrange learning time, and must be persistent and patient to execute the plan to the end, not backing down before any obstacles.

- Fourth, one must thoroughly utilize circumstances, all means, and all forms to self-study.

- Fifth, learn as far as you can and make efforts to practice there. This is a very important contribution of Ho Chi Minh to education and training in Vietnam.

2.2. Some solutions to innovate teaching methods of political theory subjects according to Ho Chi Minh's educational method

Ho Chi Minh's thought on education is always linked with the goal of "for the benefit of ten years, we must plant trees; for the benefit of a hundred years, we must plant people". He particularly emphasized that education must be comprehensive, closely combining Virtue - Intellect - Physical - Aesthetic, in which Virtue (morality, revolutionary ideals, political mettle) must be the root. For political theory subjects, he required that teaching must go into people's hearts, integrate theory with reality, and avoid rote learning and dogmatism.

a) Learning goes hand in hand with practice, theory is integrated with reality

To implement this solution well, lecturers need to help students realize that learning is both a right and a responsibility of each person. Linked to each individual, learning is to reform oneself, reform one's own thoughts, and help reform society. If 'learning' is considered the acquisition of knowledge and practical experience, then "practice" is the application of theoretical knowledge and practical experience to solve problems in life.

In the teaching process, lecturers need to relate the lesson content closely to reality. Having practical illustrations makes the lecture vivid, and theoretical issues are concretized and bring topicality. From there, it helps students correctly understand the scientific nature of the principles and theories, bringing modern character to the lecture, while enhancing learners' confidence in Marxism-Leninism, Ho Chi Minh's thought, and the Party's leading lines.

b) Transitioning from traditional teaching to active teaching

Active teaching is a student-centered method, in which the lecturer plays the role of organizing, guiding, and creating an environment for students to actively acquire knowledge, forming independent thinking and critical skills. Lecturers should create conditions for students to present personal perspectives on social issues, thereby helping them practice critical thinking, analysis, and reasoning skills. When learners participate in "self-discovering - self-acquiring - self-affirming knowledge", they will have a firmer belief in the theory.

c) Applying information technology and digital transformation in education

President Ho Chi Minh once said: "If our people are educated, they can establish the country; if they have intellect, they can save the country", and "To learn well, one must be diligent, diligent in searching, learning from books, learning from each other, learning from reality". In the current context, "diligent in searching" should be understood as searching for digital learning materials and technologies supporting learning.

Modern teaching methods are not restricted to classroom lectures; technology can be leveraged to study beforehand, turning the classroom into a place for exchange, answering questions, doing application exercises, and expanding knowledge.

The application of information technology does not stop at showing PowerPoint presentations, watching videos... but needs to progress to blended learning models and flipped classrooms.

Blended learning is an educational method that combines traditional face-to-face instruction with online learning activities and digital resources. This combined model aims to leverage the best aspects of both face-to-face and online education, giving students more flexibility in location, time, and way of learning, while fostering independent learning skills for students.

The Flipped Classroom is a pedagogical method in which the direct transfer of knowledge is moved out of the classroom space, and class time is dedicated to active learning activities, problem-solving, and interactive discussion. This classroom model is completely inverted from the previous traditional teaching methods.

Besides, it is necessary to exploit interactive teaching software such as Kahoot, Quizizz... or AI

platforms supporting learning, to increase interest for students in the process of researching and learning political theory subjects.

Lecturers guide students to use AI tools (such as ChatGPT, Copilot...) to ask questions, compare viewpoints, write short critiques... then present results, thereby practicing information evaluation and verification skills.

d) Developing pedagogical capacity and the ability to inspire of lecturers

A reality is that political theory lecturers currently mostly have firm theoretical qualifications, but have not been intensively trained in pedagogical methods dedicated to engineering students. Therefore, it is necessary to: firstly, foster specific pedagogical skills. Training programs need to focus on: Methods of creating motivation for learning; Techniques of asking - suggesting - processing critiques; Organizing interactive learning activities; Guiding ideological experience through storytelling linked with technology. Secondly, implement an inspiring teaching style. Political theory lecturers need to show passion, an open-minded way of thinking, and the ability to connect theory with life phenomena. Using vivid language, real-life stories, self-reference, and intellectual humor will create an attraction, helping students “want to hear, want to ask, want to learn”.

e) Building a classroom culture of theory - critique - creativity

Teaching methods are not just techniques, but a system of pedagogical cultural values. The implementation of modern political theory class sessions needs to aim at respecting diverse thinking and different opinions of students; considering students as subjects of theoretical thinking, not just “knowledge receivers”, creating a safe space for students to ask questions, critique, and experiment with ideas; it is necessary to eliminate the style of teaching - learning characterized by “ideological monologue”, replacing it with “ideological dialogue”, where lecturers and students jointly query truth, and learn together for life.

The method of teaching political theory subjects cannot stop at “transmitting theory”, but must become an activity of arousing, guiding, and developing thinking. The shift to active teaching models - technology application - student-

centeredness is an inevitable trend in modern higher education.

3. CONCLUSION

His views on educational methods have great value of epochal significance for the current fundamental and comprehensive innovation of Vietnamese education. Inheriting and developing the educational method of President Ho Chi Minh in innovating educational methods is one of the important factors, contributing to the successful implementation of the set educational goals. Teaching political theory is a long journey, which needs to be nurtured by belief, intellect, and the companionship of the entire education system. In the new context, innovating the method of teaching political theory subjects not only aims to improve training quality, but also contributes to forming a generation of students who are both good in professional skills and firm in ideology - ethics - social responsibility. That is also a vivid expression of Ho Chi Minh's thought on comprehensive education, on “learning to become human, learning to serve the people, the Fatherland, and humanity”.

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