



# Effects of western culture and ho chi minh ideology on vietnam education

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**Abstract.** It is the time to question roles and effects of Western culture and Ho Chi Minh ideology on Vietnam education and see future direction for the national education programs.

The paper uses qualitative analysis, synthesis, historical and dialectical materialism methods.

Ho Chi Minh has proposed the need for education in the nation, i.e. the country need new education perspectives and programs, in which human education is placed in the centre.

Western culture, on the other side, has impacted on Vietnam education from kindergarten level to universities. It will have both positive and negative sides. More independent, more active thinking and creativity are values proposed in Western education to transfer to Asian education.

Finally, we use the above analysis to propose recommendations for building better education programs in the country.

**Keywords:** Education for students, research capabilities, skills, Vietnam.

## I. INTRODUCTION

Nowadays, Vietnam society face challenging issues in educational issues such as finding what factors affecting Vietnam education programs what are right education ideology.

Within the scope of this study, we see that Western culture and Ho Chi Minh ideology are two strong factors that have certain impacts on Vietnam education and society.

Therefore, we structure the paper with introduction, research questions, literature review, methods, discussion and conclusion.

### Research Questions

Question 1: What are impacts from Western culture on Vietnam education and society?

Question 2: What are effects from Ho Chi Minh ideology on Vietnam society and education?

## II. LITERATURE REVIEW

First, Schaap et al (2012) specified that learning process of students in vocational schools need to distinguished in nature.

Second, Jung (2017) identified the negative effects between student's jobs/work, and their decision to participate in learning programs.

Third, Evans and Richardson (2017) stated that student might join in full time or part time jobs during their studying in Universities then record and write about their experiences during part time job time.

Beside, Rahman and Islam (2018) pointed there is a need for students during their career at works when they face challenges in work and universities need to help them to overcome the problems.

Last but not least, Shao et al (2019) identified there is difference between The East and The West, for example, The East consider more on the usefulness, then they will consider the new. And Yeung and Li (2019) stated that for Asia, family factors such as divorces, unstability will affect education of children much more.

### III. METHODOLOGY

#### Method and Data

To obtain conclusion and suggestion, in this study authors use methods such as qualitative analysis and explanatory research. The analysis process was carried out by using historical information and with historical and dialectical materialism methods.

### IV. MAIN RESULTS

#### 1. Effects from Western culture on Vietnam Education

##### 1.1 Overall Analysis

We can infer from the below table that Western education has paid much attention on practice that serve for a strong manufacturing and industrialization.

*Table 1. Effects on education and society*

<p><b>Effects on Education</b></p> <p>Western culture quite open so openness feature in education is transferred to Asian education including Vietnam.</p> <p>The educational philosophy of Western Europe is nothing but education that is both a product and a driving force for social development. Their educational philosophy is not floating in the air, but stems from the socio-economic basis of a country, a period.</p> <p>Western education step by step perfects the content and form of education. Training content is increasingly perfect in the direction of comprehensive education from the content of social and natural sciences, focusing on physical training in parallel with mental training. Infusion of knowledge through practice, experimentation, emphasis on individual activity and student interest in learning.</p> <p>Emphasizes pedagogical reasoning, respects students' personality, especially the content of human education is focused on many aspects: from ethics, education, fitness ...</p>
<p><b>Effects on Society and Human Rights</b></p> <p>European countries has very good organizational structure and connect with other European nations to establish EC community with EUR currency.</p> <p>However, Covid 9 shows they have limitations in culture and in risk management culture.</p> <p>The policy of human liberation and gathering the masses of people to make the bourgeois revolution overthrow the feudal regime, established capitalism. The progressive educational thought continues to be appreciated: Considering education universal, using education to change society; educating people to develop comprehensively, ethically, intellectually, physically and labor skills; attaches great importance to natural sciences and focuses on active teaching methods, attaches great importance to practice...</p>

##### 1.2 Analysis of Western effects on Kid Education in Kindergarten

We can infer from the below table that Western education has paid much attention on building creativity and independence for children or kids.

*Table 2. Effects on education and society*

<p><b>Effects on Education</b></p> <ul style="list-style-type: none"><li>• Emphasizes on the importance of environment and society on children development.</li><li>• Education from Western styles can be applied well in mane emerging countries, with Montessori method which developed by Italian educator.</li><li>• Roles of family and teachers were also emphasized in Western style, however Asian family roles in Asia and Vietnam has different features compared to Western styles.</li><li>• Teachers can learn more on using body language to increase funny activities for kids</li><li>• Sharing ideas and create environment to facilitate creativity</li><li>• For various children teachers might note stubborn children to talk to them and teach them better</li></ul>
<p><b>Effects on Society and Children Rights</b></p> <p>Montessori method bring advantages from Italian and Western education method and styles in Asia and</p>

Vietnam conditions. This can help to build better environment with tools and toys for kids to increase their independence and creativity.  
 Montessori is well developed from 2 to 6 age children. In this educational environment, kids might develop more on cooperation.

## 2. Effects from Ho Chi Minh Ideology on Education

We can infer from the below table that ho Chi Minh ideology has paid much attention on building ideology for the youth.

*Table 3. Effects on Education and Society*

### Effects on Education

- Recognizing the importance of education and training, President Ho Chi Minh always focuses on a new education - an education where the goal, content and method must be directed to the comprehensive human development. , as well as encouraging all forces to participate in education and training.

Firstly, comprehensive human development is the fundamental goal of a new education President Ho Chi Minh affirms that the central and cross-cutting purpose of a new education is for the people, for the people and towards the building new people - socialist man

Secondly, It is necessary to have a comprehensive education, in which the content of education must synthesize knowledge in many fields such as culture, politics, physics, science - technology, military, revolutionary ethics, revolutionary ideas, build cultural lifestyles ... At the same time, provide knowledge, develop capacity to think, expand wisdom; strengthen the revolutionary political ideological and moral education for learners. That is the mandatory requirement of a new education to train new people

### Effects on Society and Human Rights

In the Constitution of the Democratic Republic of Vietnam (1946) drafted by President Ho Chi Minh, Articles 6 and 7 clearly state: "All Vietnamese citizens are equal in all aspects: political, economic, culture "; " All Vietnamese citizens are equal before the law. They are allowed to participate in government and national construction, depending on their talents and virtue"

He focuses on the role of families, schools, education - training and society in youth education. School is the most convenient place to educate young people in all aspects, is the place where youth absorb knowledge and experiences to prepare them to enter life. School is an environment for young people to cultivate morality, willpower, and practice the qualities necessary for the future.

Together with the school, the family actively participates in the task of "teaching people, teaching literacy", creating a quality workforce in the future.

## V. DISCUSSION

From Ho Chi Minh ideology, we can see that Youth education must be through practical activities, through organizations, which means that the education of young people does not stop at mere theory, but through their daily activities because Through practical activities, the will be forged, the moral qualities of the youth can be trained, and at the same time, the youth can see the strengths and weaknesses to promote or overcome.

In particular, he also emphasized that the education, training and fostering of the young generation must be associated with the people's revolutionary struggle practice. Close combination of theoretical education, ideal with revolutionary action to realize the ideal, in other words is the combination of theory and practice in education.

## VI. CONCLUSION

We conclude that not only Chinese culture, Western culture and Ho Chi Minh ideology also has strong impacts on Vietnam education over time.

Both Western education and Ho Chi Minh focuses on education for the youth and children, and pay attention more on practice.

For children and kid education, they like curricular activities very much which help them to discover new world, increase communication skill and their own experience

Teacher can lead them to cinemas to watch English movies, go to zoo, go fishing in farm....to help them to increase social knowledge

Beside, Ho Chi Minh has scientific and creative understanding of educational method. The requester must base itself on the characteristics, needs of the object, the educational content, and the basic conditions of the school to determine the appropriate teaching methods. Accordingly, must take the principle of unification between theory and practice as the basic principle for the construction of educational methods. Teaching and learning must associate theoretical knowledge with real life. Learning and practice must always go hand in hand, closely linked with each other.

In recent years, STEM education (science-tech-engin- math) applied in many Asian nations with project style learning in order to increase learning results.

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