



Ho Chi Minh's Ideology on Intellectuals: Construction and Application in Contemporary Vietnam

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ARTICLE INFO

Keywords: Ho Chi Minh's Ideology, Intellectuals, Education and Training of New Intellectuals, Vietnam

Received : 03, August

Revised : 18, August

Accepted: 24, September

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ABSTRACT

This discussion explores Ho Chi Minh's ideology regarding intellectuals and its relevance to modern Vietnam. It examines his perspectives on the roles and responsibilities of intellectuals in national development, emphasizing the integration of knowledge with practical application for the benefit of society. The analysis highlights how his principles can guide current efforts in cultivating a robust intellectual workforce that aligns with Vietnam's goals for industrialization and modernization, fostering collaboration between intellectuals, workers, and farmers to drive the nation's progress. Key strategies for implementing Ho Chi Minh's thoughts in today's context will also be addressed, focusing on enhancing education, promoting critical thinking, and ensuring that intellectual contributions effectively address societal needs.

INTRODUCTION

One of the invaluable legacies President Ho Chi Minh bequeathed to the Vietnamese people is his emphasis on knowledge and intellectual development in both quantity and quality for the new era. His views encompass the definition and essence of intellectuals, their roles and status in societal advancement, and the historical significance of his thoughts on intellectuals. These ideas offer important lessons for cultivating intellectuals and new citizens in Vietnam. Ho Chi Minh's perspective reflects the quintessence of traditional Vietnamese cultural values and embodies a model of humanity, grounded in the socio-historical realities of Vietnam. His thoughts on intellectuals hold substantial scientific and practical significance, serving as a theoretical foundation and guiding principles for building a new generation of intellectuals capable of meeting the demands of today's international integration.

LITERATURE REVIEW

Research on Ho Chi Minh's thoughts regarding intellectuals and the development of an intellectual workforce during the renovation period can be categorized into three main topics:

Theoretical Foundations

This includes both domestic and international works addressing general theoretical issues related to intellectuals and their roles. Notable sources are the complete works of C. Marx and F. Engels published by Truth Publishing House in Hanoi, "Understanding Power" by Noam Chomsky (2012), and various studies on ancient Vietnamese intellectuals by Professor Vu Khieu (2014). Additional significant contributions include "Talent is the National Resource" by Than Nhan Trung (2013), and "Three Generations of Vietnamese Intellectuals (1862-1954)" by Prof. Trinh Van Thao (2013).

Ho Chi Minh's Thought

This topic encompasses research directly related to Ho Chi Minh's views on intellectuals. Key works include "Building a Contingent of Intellectuals in the Period of Accelerating Industrialization and Modernization" published by the National Academy of Politics and Administration (2012), and Dr. Bui Thi Kim Hau's "Intellectualization of Vietnamese Workers in the Current International Economic Integration" (2012). Other notable titles are "Ho Chi Minh's Thought on Education and Its Application in Higher Education Today" by Dr. Hoang Anh (2013) and "Talents with the Future of the Country" by Nguyen Dac Hung (2013).

Historical Significance

This includes works that explore the meaning and historical value of Ho Chi Minh's thoughts on intellectuals and their societal roles. Important publications in this area include documents from the Communist Party of Vietnam's Congress on renovation and integration (2013), "Ho Chi Minh in the Hearts of Intellectuals and Artists" by Dr. Van Thi Thanh Mai (2010), and "The Party's Perspective on Education and Training in the Period of Renovation" (2013).

These research areas collectively illuminate the significance of intellectual development in Vietnam's socio-economic transformation and integration into the global community.

METHODOLOGY

This thesis focuses on analyzing and assessing the current landscape of intellectual development in Vietnam through the lens of Ho Chi Minh's insights. It aims to suggest strategies and solutions for the continued growth and effective application of Vietnamese intellectuals in the context of the ongoing renovation period, in accordance with Ho Chi Minh's principles. The research adopts a Marxist philosophical framework and employs a diverse range of methodologies, including analysis, synthesis, induction, deduction, comparison, and statistical examination. The study also considers the topic from the angles of cultural philosophy and value studies.

The article elucidates Ho Chi Minh's perspectives on intellectuals, covering concepts of knowledge, their functions and nature, the roles and positions of intellectuals, and effective methods for their education, training, and utilization. Based on these insights, it draws lessons and suggests strategies for building and developing new individuals to support Vietnam's construction and development efforts.

RESEARCH RESULT AND DISCUSSION

Throughout the history of society's development, intellectuals have played a particularly important role. In the West as well as in the East, from ancient times, people have highly valued human intelligence as well as the intelligentsia. Among the four social classes (the four peoples), the "scholars" are ranked at the top.

In the history of establishing and protecting the country, Vietnamese people have always had a tradition of studiousness, intelligence, diligence and creativity; it is also a nation that always upholds the role of intellectuals, which is reflected in the famous saying of Than Nhan Trung: "Talents are the national resources". Today, the tradition of studiousness, respecting teachers, and valuing talents is continued to be promoted. This is deeply reflected in Ho Chi Minh's ideology. Although Ho Chi Minh did not have any works that specifically discuss intellectuals, his works, speeches, articles and practices using his team of intellectuals contained profound and fundamental contents.

Building on the traditional values of the nation, the cultural essence of humanity, and the Marxist-Leninist perspective on intellectuals, Ho Chi Minh developed a concise and profound concept of knowledge. His views encompass a broad understanding of intellectuals while addressing the specific historical, social, and revolutionary conditions of Vietnam. According to Ho Chi Minh, "Knowledge is understanding. In the world, there are two kinds of knowledge: one pertains to the reproductive struggle, from which natural sciences derive; the other concerns national and social struggles, leading to social sciences" (Minh, 2011, Vol. 5, p. 275). However, he emphasized that intellectuals must apply this "understanding" to serve the people and the revolution, stating,

"knowledge must be put into practice to become a full-fledged intellectual" (Minh, 2011, Vol. 5, p. 275). He urged the working class to unite closely with intellectuals to further the revolution and socialism (Minh, 2011, Vol. 12, p. 371). In his ideology, intellectuals are seen as a vital asset to the nation: "Intellectuals are the precious capital of the nation, even more so in Vietnam" (Minh, 2011, Vol. 5, p. 184). They are integral to the revolutionary force and essential to the alliance of workers, farmers, and intellectuals, as he noted, "workers, farmers, and intellectuals need to be closely united into one block" (Minh, 2011, Vol. 10, p. 376). Moreover, Ho Chi Minh emphasized the importance of intellectuals engaging with workers and farmers, stating, "On the road to solidarity, intellectuals should take the first step to collaborate with workers and peasants, who will welcome them warmly" (Minh, 2011, Vol. 10, p. 372). He defined the intellectual team as comprising various professions teachers, doctors, engineers, scientists, artists, and office workers regardless of background, party affiliation, or class. This includes patriots who are skilled, ethical, and dedicated to serving the people and the revolutionary cause. In summary, Ho Chi Minh viewed intellectuals as individuals with high education, strong moral character, and a commitment to serving the nation and society.

For Ho Chi Minh, an intellectual is not only someone who "understands", is "the precious capital of the nation", but also someone who is "educated, receptive to political feelings and revolutionary education, and can go together with workers and farmers" (Minh, 2011, Vol. 5, p. 275), who knows how to apply knowledge in practice to benefit the country and the people. The intelligentsia has a great role to play with the revolution, with the resistance war, with the cause of building socialism. Ho Chi Minh affirmed: "Intellectuals serving the people are now in demand, and they are more necessary in the nationalist resistance war, in advancing to socialism, and in advancing to communism" (Minh, 2011, Vol. 8, p.59), therefore, "The Party needs to draw the petty bourgeoisie, intellectuals and middle peasants towards the proletariat" (Minh, 2011, Vol. 3, p.4). Ho Chi Minh paid special attention to the training and fostering of intellectuals and identified it as the original work of the Party in the future. In the first meeting of the Government, Ho Chi Minh had a summary of the times: "An ignorant nation is a weak nation" (Minh, 2011, Vol. 4, p.7) and ignorance is a kind of enemy. From here, education - training becomes an important revolutionary task. Regarding the content of fostering and educating intellectuals, according to him, there must be a close combination between culture, science - technology and politics. Education must include moral, intellectual, aesthetic, and technical education. In particular, Ho Chi Minh considered political, ideological and moral education as one of the important contents, deciding the cause of education and training of people. Products created from that education are people who are both "moral", "specialist", having both virtues and talents, who "cannot be manipulated by wealth, cannot be shaken by poverty, cannot be conquered by power" wholeheartedly serving the Fatherland and its people. Regarding methods of education and training intellectuals, Ho Chi Minh mentioned some methods such as sending intellectuals to study abroad; combining training and coaching with using and

appreciating; reform in education - training; combine construction and resistance, combine reform of old intellectuals with construction of new intellectuals, intellectualization of workers and farmers; lifelong learning. These are methods that are very suitable to the reality and specific conditions of the Vietnamese revolution. According to Ho Chi Minh, in order to build a team of highly qualified intellectuals to meet the requirements of revolutionary tasks, it is necessary to closely combine different methods, including a combination of domestic training and professional training abroad. Ho Chi Minh also required intellectuals to self-study and practice for life, in which learning from other people is the most crucial. He said: "Study at school, learn from books, learn from each other, and learn from the people. Not studying other people is a big shortcoming" (Minh, 2011, Vol. 6, p. 361).

With a simple, profound, sophisticated and sensitive lifestyle, Ho Chi Minh has "reached the cultural standard in using talented people" (Vuong, 2014, p.29). Ho Chi Minh believed that using intellectuals and talents must start from caring, using, promoting and building a foundation for the next generations. To him, caring and taking care of intellectuals and talents is not only to gather "talented people in the world", but more deeply for the next generations. Ho Chi Minh's interest in intellectuals is a strong motivation to encourage talented people to sacrifice themselves for a great cause, to dedicate themselves to the people and the country; thereby promoting the spiritual strength and will of the nation's elite human force. Ho Chi Minh's views on training, using and promoting the talents of the intellectuals have thus become particularly vivid, valuable and practical lessons that are of great significance to the revolution of Vietnam in all periods. He set forth clear, specific and practical criteria in respecting intellectuals and employing cadres, putting special and urgent importance on staff issue; where intellectuals, talents, and cadres must be clearly understood to be properly evaluated, considered, used and appreciated. According to Ho Chi Minh, the first criterion in using intellectuals and cadres is to be trusted and admired by everyone; the second criterion is to associate the right person with the right job; the third criterion is to be skillful in using knowledge and respecting talents. In order to use intellectuals and talents, Ho Chi Minh always combined training with use, training before using, on-the-job training, "trying to explain, propagate, organize, lead, bringing patriotic spirit of all people in patriotic work and resistance work" (Minh, 2011, Vol. 7, p. 38).

Inheriting and mastering the view to uphold the role of intellectuals according to Ho Chi Minh's ideology, our Party has always been interested in gathering, building, training, developing and using intellectuals throughout the revolutionary process. During 35 years of renovation, the Party and State have made many intellectual decisions. Therefore, the contingent of Vietnamese intellectuals is constantly developing and playing the role of a particularly important resource of human resources, as one of the driving forces for rapid and sustainable socio-economic development playing an important role in national construction and defense. However, besides the achievements, the construction and use of intellectuals still have many obstacles and limitations.

Especially in the booming period of science and technology, the ascendancy of the knowledge-based economy increasingly places higher responsibilities on intellectuals, in building and developing the intellectual team of the country, the Party and government. Since then, many problems have arisen in the intellectual development of our country's renovation period.

Firstly, the quantity and quality of intellectuals in Vietnam fall short of national development requirements. Currently, there are approximately 2.5 million university and college graduates, constituting about 2.15% of the population. However, the quality of the workforce remains low, with Vietnam's human resource quality index only reaching 3.79 out of 10 (Vuong, 2014, p. 96). Despite a rapid increase in the number of intellectuals in recent years, their contributions to the country's growth are minimal, estimated at only about 19% (Vuong, 2014, p. 138). In the context of a knowledge-based economy, Vietnamese intellectuals still lag behind their regional and global counterparts.

Secondly, the structure of the intellectual workforce reveals imbalances in terms of occupation, age, and gender. There is a disproportionate distribution of intellectuals across regions, fields, and professions. Many intellectuals are concentrated in the public sector and economic fields, with comparatively fewer in social sciences and political theory. Even within public service, the distribution of intellectuals varies significantly between central and local organizations. For example, 92.93% of those with doctorate degrees are found in agencies managed by the central government (Ho Chi Minh National Academy of Politics and Administration, 2012, p. 135). Young intellectuals represent only about 25% of the total (Vuong, 2014, p. 111), indicating an aging population of highly qualified individuals. Additionally, male intellectuals significantly outnumber female counterparts in many scientific disciplines, particularly in science and technology (by a ratio of 6 to 15 times).

Thirdly, there is a notable shortage of elite and talented intellectuals, particularly leading experts. The number of highly qualified scientists is limited, and emerging scholars often lack sufficient expertise. Consequently, Vietnam has yet to establish strong, prestigious scientific collectives that can compete regionally or globally. Overall, achievements in new scientific research at both national and sectoral levels are significantly behind those of many other countries.

Fourthly, the working environment for intellectuals remains constrained. Many highly educated individuals lack confidence and are reluctant to engage in political matters. Policies regarding the promotion, appointment, and advancement of intellectuals are still inadequate. Furthermore, the compensation for intellectuals does not reflect their contributions, which adversely affects their research and teaching efforts.

CONCLUSIONS AND RECOMMENDATIONS

Analyzing the current challenges faced by Vietnamese intellectuals in the context of international integration, along with insights from President Ho Chi Minh, highlights the necessity of establishing clear directions for the development of the intellectual workforce. In alignment with policies aimed at promoting industrialization and modernization, the Party has emphasized the

vital role and position of intellectuals. The adoption of the Resolution from the 7th Party Central Committee during its 10th term represents a significant milestone in the Party's understanding of intellectual development. This Resolution reviews the state of intellectual growth from 1986 to the present, acknowledging achievements while addressing limitations and challenges. With a commitment to revolutionary progress and scientific integrity, the Resolution outlines objectives, guiding principles, tasks, and solutions to cultivate a strong intellectual team that will support Vietnam's industrialization and modernization efforts through 2020. Key directives include: Alignment with National Goals: The growth of intellectuals must integrate with the strategic objectives of national construction and defense in socialist Vietnam. Enhancing Intellectual Capacity: Establishing a robust intellectual workforce is crucial for boosting the nation's intellectual capabilities, strengthening the country, and improving the Party's leadership and the overall efficiency of the political system. Collective Effort: The development of intellectuals should engage the broader societal and political framework, ensuring a collaborative approach. Fostering Democratic Values: Upholding democracy and respecting freedom of thought in research and creative endeavors is essential for creating an environment conducive to intellectual engagement. Recognizing Contributions: Intellectuals should be valued based on accurate assessments of their abilities and achievements, complemented by policies that support national talent. To effectively nurture and promote the intellectual community in Vietnam today, it is imperative to creatively apply Ho Chi Minh's principles while diligently implementing the five foundational strategies outlined in the 7th Central Committee's Resolution during its 10th term.

ADVANCED RESEARCH

This research still has limitations so further research needs to be done on the topic "Ho Chi Minh's Ideology on Intellectuals: Construction and Application in Contemporary Vietnam."

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