

Historical Study of Marxist Theoretical Education in Vietnam

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Abstract

Looking back on the development of Marxist theoretical education in Vietnam, its generation and development is full of twists and turns . The emergence of Marxist theoretical education in Vietnam was deeply influenced by China and received assistance from China. In the process of its development, there were "left" and "right" interfered. Although the localization of Marxism process is relatively behind China , standing in the position of Marxist materialism dialectics , Vietnam in the process of exploring the localization of Marxist theoretical education has accumulated experience of success or failure ,which are all worth for China learning and reflection.

Keywords

Marxist Theoretical Education; Culture.

1. Historical Perspective of Marxist Theoretical Education in Vietnam

1.1. Concepts

In the " Modern Chinese Dictionary " , the term " theory " is interpreted as " the knowledge system of things " . It's believed that theory is the systematic conclusion about the nature and society on the basis of practice .From the perspective of Marx materialism dialectics , theory arising from practice and relying on practice is a leap that people' perceptual understanding to rational understanding through long - term practical activities .Theoretical education means that educators use different methods to pass on theoretical knowledge to educated people , and finally make them accept and flexibly use this systematic conclusion in practice .The socialist state adheres to Marxism as the guiding ideology . The theoretical education carried out by the Marxist political parties is the Marxist theoretical education , and attaches great importance to the Marxist theoretical education in the practice of long - term revolution and construction .Marxist classical writers attach great importance to theoretical education , " Marx and Engels' achievements to the working class can be simply expressed : they taught the working class self - understanding and self - consciousness , and replaced fantasy with science . "Therefore , Marxist theory education is not only a powerful weapon of proletarian struggle , but also a good way for the proletariat to improve themselves .

The concept of Marxist theoretical education is divided into broad sense and narrow sense. In a narrow sense, Marxist theoretical education refers to the systematic relevant theoretical education and teaching activities carried out in schools at all levels and types. In a broad sense, Marxist theoretical education refers to the theoretical education and propaganda activities which lead cadres of party members and the masses of the people, the theoretical research and practical work of all Marxist education, and school education. "It is a social practice activity in which the proletarian party propagandizes the masses, arming them, making them aware of the basic laws of social development, recognizing the fundamental interests and historical mission of the working class, strengthening socialist beliefs, setting up lofty communist ideals, and striving for them ." The contents of Marxist theoretical education include not only the basic principles of Marxism, but also the Marxist theoretical education in China, the Marxism theoretical education in Vietnam and the Marxism theoretical education in Laos.

2. Historical Perspective of Marxist Theoretical Education in Vietnam

2.1. The Emergence of Marxist Theoretical Education in Vietnam

In 1858, when the French began to invade Vietnam, it was also the beginning of national independence movement in Vietnam. Phan Boi Chau, One of the advocates of the national independence movement, went to Japan and launched East Tour Campaign, encouraging Vietnamese young people to study in Japan. It is the manifestation surging national independence movement in modern Vietnam. Although these movements did not succeed, they widened people's horizon and encouraged the Vietnamese to continue to search for a new way of saving the nation and the people. The victory of the October Revolution in 1917 greatly encouraged the colonial countries ravaged by imperialism, including Vietnam. The advanced intellectuals represented by Ho Chi Minh began to contact a new thought: Marxism-Leninism. And then he tried to arm the Vietnamese people with Marxism. But the process was rather tortuous: after the October Revolution in Russia, Marxism-Leninism was further spread, and Marxism-Leninism was also introduced into Vietnam, but the route to Vietnam was not directly introduced, but indirectly introduced from France and China. However, in these two indirect paths, Marxism introduced from France to Vietnam was considered as one kind of common cultural thoughts, seldom attracting Vietnamese' attention. Moreover, the second aggression against Vietnam after World War I the contradiction between French colonists and Vietnamese people at all levels had intensified greatly. In addition to being oppressed economically, the Vietnamese people are further exploited in terms of politics and culture. The bourgeoisie wanted to obtain democracy, freedom and political power, while the right to democracy and freedom was deprived and participation in the regime was also restricted. In particular, "when Indochina launched a revolutionary and democratic propaganda campaign, the rulers of Vietnam restricted the Vietnamese students studying in France." In such a situation, for advanced intellectuals in Vietnam who had accepted Marxism earlier it was difficult to spread Marxism in their native countries at that time. Even though Vietnam did not have domestic conditions for developing Marxist educational activities, China adjacent to Vietnam, had attracted the attention of Vietnam's advanced intellectuals and was chosen as their base area where the revolution began. Firstly, the historical relations between China and Vietnam has been a long history, and have been maintaining a very close relationship in more than 2000 years. Political and economic and cultural exchanges have been frequent and have mutual influence such as on Confucianism, literature, art and so on. Since modern times, there have been a large number of Vietnamese expatriates living in southern China, which makes it possible for Vietnamese Marxist theoretical education to be passed through China. Secondly, China and Vietnam are geographically adjacent to each other, so it is very convenient for Vietnam to reach China either by water or by land. Under the help of China Communist Party of Vietnam had armed revolutionary forces with Marxism Leninism theory; When the domestic conditions of Vietnam were mature, they would return to Vietnam. Although it was twists and turns, it was also the best policy at that time. Finally, it is also the most important. Marxism has been widely spread in China at that time and had formed a revolutionary trend of thought. Vietnamese students who were deported in France, some of them came to China to and participate in the revolutionary movement of China. Other Vietnamese patriots such as Pan PeiChu also took refuge in China. At that time, during the first period of Kuomintang Communist Party Cooperation, China not only did not prevent the activities of Vietnamese students and patriots, but also did their best to help all aspects. Ho Chi Minh, in the Soviet Union in 1924, was keenly aware of this and asked the Comintern to send him to southern China, hoping to work among the Vietnamese diaspora. At the end of 1924, Ho Chi Minh came to Guangzhou, China as a member of the Eastern Department of the Communist International. He integrated all the forces and led the revolutionary activities of Vietnamese progressives with Guangzhou as the

center to spread Marxism-Leninism. The trained Vietnamese progressive youth then spread Marxism-Leninism to Vietnam through water and land routes, and started the early Marxist theoretical education in Vietnam.

2.2. Development of Marxist Theoretical Education in Vietnam

The emergence of Marxist theoretical education in Vietnam was obstructed by the French colonial rulers and needed to save the country through China. Similarly, the development of Marxist theoretical education in Vietnam was also uneven. In the course of development of Marxist theoretical education, the "left" dogmatism error or the "right" liberalization trend has interfered with it in the period of revolution, construction and innovation. In the late 1920s and early 1930s, under the influence of the international "left", the Vietnamese revolution also made left-leaning dogmatic mistakes and blindly organized workers and peasants to revolt. Although the revolutionary storm of 1930-1931 appeared, it failed to unite the broadest revolutionary forces. The revolutionary storm only lasted for more than a year under the suppression of the powerful French colonists, and the revolutionary force suffered heavy losses. Obviously, Marxist theoretical education in Vietnam during this period was also influenced by "left", and there were even mistakes in Marxist theoretical education. After the suppression of the revolutionary storm, French colonists more closely monitored the revolutionary activities and limited Marxist theoretical education activities. There were almost no allowed to implemented Marxist theoretical education activities in public. They mainly publicized Marxism Leninism by secretly publishing some books and newspapers, until the "democratic front of Indochina" was established in 1936 - 1939. Only when did they begin to publicize Marxism-Leninism by publishing newspapers and books, and the theoretical education of Marxist began to get rid of the interference from the "Left". The second "Left" disturbance was in North Vietnam during the period of the split between the North and the South (1954-1975). From 1953 to 1956, the Communist Party of Vietnam implemented the policy of land reform in the north of Vietnam, but once again made a "left" error in reorganizing the organization and dividing the class components: dividing a large number of middle-sized peasants and rich peasants into "landlords" and "class dissidents" or anti revolutionaries. This mistake also interfered with the theoretical education of Marxism-Leninism at that time. It was not until the summer of 1956 that the Communist Party of Vietnam discovered the left-leaning error and began to carry out Marxism-Leninism correction education, but the effect was not obvious. This situation lasted until the end of the 1970s, when the Vietnamese economy fell into crisis. In order to get rid of the economic crisis, the Communist Party of Vietnam called on the whole party and the Vietnamese people to re-understand socialism, launched the thinking innovation movement, and the Marxist-Leninist theoretical education in Vietnam really got rid of the interference of the "Left". In the late 1980s and early 1990s, under the influence of the collapse of the Soviet Union and the upheaval in Eastern Europe, Vietnamese society appeared to deny Marxist-Leninist and Marxist-Leninist theoretical education. Faced with this situation, the Communist Party of Vietnam believed that Vietnam "has no reason to turn to the path contrary to the chosen goal. Nor is there any reason for us to 'go back' to the stage of the people's democratic revolution from which we have historically come."

3. The Contemporary Thinking of Marxist Theoretical Education in Vietnam

3.1. Developing Marxist Theoretical Education with Vietnamese Characteristics

Due to many reasons such as geography, history and culture, Marxist theoretical education in Vietnam not only was passed through China from the beginning, but also paid special attention

to learn from China's advanced experience in Marxist theoretical education during the period of revolution, construction and innovation in Vietnam. At the end of 1924, Ho Chi Minh came to China as a member of the Eastern Ministry of the Communist International and, with the help of relevant people from the Kuomintang and the Communist Party of China, he led various revolutionary activities of the progressive youth of Vietnam through the establishment of patriotic organizations, the establishment of communist groups, the holding of special political training courses, the running of newspapers and periodicals, and the publication of books. This kind of learning is a kind of learning by reference, not copying. On the basis of reference, combining with their own national conditions and the people's situation, the reform and innovation of Marxist theoretical education are carried out, forming its own characteristics, such as, the education content highlights the ideological education of Ho Chi Minh, especially the moral education of Ho Chi Minh; In terms of education methods, they pay attention to the development of educational resources in daily life and carry out recessive education; The party's theoretical reporter and propagandist system are formed in the education system, which are Marxist Leninist theoretical education with Vietnamese characteristics.

3.2. Persisting in the Localization of Educational Content Innovation

Based on the lessons from the wrong interference of "left" doctrine and the trend of bourgeois liberalization during the period of revolutionary and construction, Vietnam Communist Party today, while strengthening economic construction, pays special attention to the Marxist theoretical education, to strengthen public opinion guiding, to expound the basic views of Marxism-Leninism by a variety of media channels, and strengthen the education of Marxism-Leninism belief. Make sure the Vietnamese people, while eliminating old ideas and innovating their thinking, draw a clear line between the principles of socialism and capitalism, unswervingly adhere to the goal of socialism, take a clear stand against the trend of bourgeois liberalization, and make them firmly believe that "reforming does not change color". Therefore, it is the only way for contemporary socialist countries to adhere to the basic principles of Marxism and promote the localization of Marxism, and to solve the specific problems of socialist construction in their own countries with the developed Marxist theory. We must not expect to apply the one-country model to solve the problems encountered in building socialism in all socialist countries, let alone expect all socialist countries to adopt unified contents and models for Marxist theoretical education.

4. Conclusion

According to its national conditions, the Communist Party of Vietnam combines Marxist theory with its own characteristics to form localization of Marxism and develop a Marxist theory education system with corresponding characteristics. As a big socialist country, China can study from Vietnam which is also a member of the socialist country. Although the communist party of Vietnam led the revolution and construction in Vietnam just more than half a century, the localization of Marxism process is relatively behind China, and Ho Chi Minh thought is also late. But standing in the position of Marxist materialism dialectics, Vietnam in the process of exploring the localization of Marxist theoretical education has accumulated experience of success or failure, which are all worth for China learning and reflection.

Acknowledgments

This work is supported by the 2018 Guangxi Philosophy and Social Science Planning Research Project "Research on Marxist Education in ASEAN Socialist Countries", Project number: 18FK S004.

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