

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Innovating the Content and Teaching Methods of Philosophy of Marxism and Leninism for Non-specialized Students

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Abstract:

Education on Marxism-Leninism Philosophy is a necessary and important factor in forming critical thinking for students that meets reasoning obligation of the innovation and serves the socialism development. In the last few years, the education on Marxism-Leninism philosophy has succeeded the certain results that significantly contribute in increasing students' critical capacity. However, there are still some major shortcomings such as content, curriculums and teaching methods. Therefore, the content and method renovation for Marxism - Leninism philosophy subject in current educational situation is not only an urgent request but also a regular requirement in reality.

Keywords: *Marxism-Leninism philosophy, critical thinking, socialism, teaching methods, educational situation*

I. Introduction

Higher education not only provides professional knowledge, but also contributes to improving students' theoretical thinking. The Mac - Lenin philosophy subject in universities in our country plays a leading role in training and improving theoretical thinking for students by providing a system of highly generalized problems. about the world, about the place and role of people in that world. It is this problem system that serves as the theoretical nucleus of the worldview and scientific methodology. Therefore, teaching and learning Marxist-Leninist philosophy plays a particularly important role in training the theoretical thinking capacity for Vietnamese people in general and for Vietnamese students in particular. However, in reality, the teaching of Marxist-Leninist philosophy to Vietnamese students is not commensurate with its role. Điều này có nhiều nguyên nhân, trong đó một phần do nội dung và phương pháp giảng dạy triết học Mác - Lênin còn nhiều bất cập. Để đổi mới nội dung và phương pháp giảng dạy môn học này đang là yêu cầu cấp bách trong lĩnh vực giáo dục đại học ở nước ta. The article presents some thoughts around this issue in order to contribute to improving the quality of teaching Marxist-Leninist philosophy to non-philosophy students in Vietnam today.

2. Content

2.1. Current status of teaching Marxist-Leninist Philosophy to Students

Theoretical thinking is a high level in the process of human perception of the world, which is an indirect, abstract and general reflection of things and phenomena by concepts, categories and judgments deductive. Theoretical thinking plays a very important role in directing people's practical activities, helping people to understand the world comprehensively and deeply, giving people the ability to predict movement and development of the world, thereby determining appropriate action. Talking about this role of logical thinking, Ph. Engels writes: 'A people who want to stand firmly on the pinnacle of science cannot do without theoretical thinking' and in fact... 'disdain for reason is the surest way to bring us to thinking naturalism, that is, wrong thinking'. Emphasizing this role of logical thinking, V.I. Lenin also said, 'Without revolutionary theory, there can be no revolutionary movement'. Ho Chi Minh once affirmed that: 'Practice without guiding theory is blind practice, experienced without theory is like a bright eye and a blind eye, a person who is poor at reasoning when meeting all kinds of people. I don't know how to consider it clearly, consider it right, and handle it well.'. Therefore, education and training activities in our country today need to train students to have the ability to think logically, to help them develop the ability to think systematically, logically, creatively and comprehensively specialized field. Marxist-Leninist philosophy education is a fundamental and important factor to contribute to the formation of theoretical thinking for students. Mac - Lenin philosophy is dialectical materialism in considering the natural world as well as in considering society and human thinking dialectic. When students are properly equipped and aware of the Mac - Lenin philosophy, they will be self-conscious in the process of cultivating their political, spiritual and creative thinking abilities to meet the requirements of the renovation process, serving the cause of national construction.

In recent years, the teaching of Marxist-Leninist philosophy to non-philosophy students in our country has achieved certain results, contributing to improving their theoretical thinking capacity, but in general, the teaching of this subject has many shortcomings, among which, first of all, the inadequacy of teaching content and methods.

2.1.1. First, the Inadequacy of the Content of Marxist-Leninist Philosophy

In general, the content of the course curriculum is systematic, but it is still heavy, sketchy and has many parts that are shortened and not logical. Compared to the time spent on the subject, the content needs to be conveyed quite a lot, but it is not enough to fully and deeply establish the theoretical thinking for students.

The main content of the course is to present general principles, not to pay attention to explaining practical problems, to generalize new achievements of science and not to be really objective about philosophical trends. non-Marxist studies (heavy on criticism of mistakes and limitations without seeing the rational values and practical contributions of those philosophical movements). On the basis of the pre-determined program content, most lecturers often present orthodox philosophical views, with little attention to providing knowledge of the history of philosophy. Since then, students do not understand all the values in the history of philosophy, do not see the process of debate in history on philosophical issues. For example, on the question of whether the world moves or not, teachers present the dialectical view that all things move, and often ignore the views of those who do not accept that all things move, do not say who does not admit, what their argument is, so many students just say like a book that everything moves. Or the question of whether the world develops or not, the teacher raises the dialectical view that the general tendency in the movement of the world is to develop along with illustrating some examples, without going into deep explanations why to acknowledge that general tendency, or to overturn the question of whether or not society degenerates, or transforms roundabout; Has anyone in history objected to this view, what are their objections. The presentation of such issues is very important for the formation of students' critical and logical thinking capacity. When stating a dialectical point of view, it is necessary to show students the scientific and theoretical nature of that point of view, so that they can understand and apply it, rather than simply memorize it, when approaching a certain point of view certain dialectical points, they must have specific arguments and arguments. Teachers often just stop at the presentation of the content of concepts, categories, principles, and laws without going into deep analysis to derive methodological meanings from concepts, categories, principles, that rule. Therefore, students are confused in applying theory to real life; they are very susceptible to dogmatism, experience, not seeing the benefit of having to believe from one point of view and not believe in another. Teachers often just stop at the presentation of the content of concepts, categories, principles, and laws without going into deep analysis to derive methodological meanings from concepts, categories, principles, that rule. Therefore, students are confused in applying theory to real life; they are very susceptible to dogmatism, experience, not seeing the benefit of having to believe from one point of view and not believe in another.

2.1.2. Secondly, the Inadequacy of Teaching Methods

The current teaching method for non-philosophy students has reduced the imposition of 'the teacher conveys, the students only absorb', promoting more independence and creativity for students. However, the status of teachers reading and recording is still common, electronic lectures are still lacking in vividness and have not been widely applied, and the time for discussion is still limited; students have not spent much time on self-studying the material before at home, in class, they are still passive, have little exchange, little debate. The teacher's teaching method is mainly the lecture method. This method has the advantage of conveying a large amount of knowledge in a systematic and coherent manner. However, it is easy to make learners passive, less active, independent thinking; teachers do not cause interest to students, especially non-philosophy students and are limited by teaching materials. This method is even more inadequate because many students are not properly aware of the Marxist-Leninist philosophy; they consider this to be just a conditional subject, without in-depth study, just learn roughly as long as they meet the requirements. Moreover, the students themselves have just graduated from high school, are not familiar with how to self-study materials with the guidance of teachers, do not have much life experience, only memorize the words; while this subject has many abstract concepts and must be learned from the first semester. That makes learning even more difficult. Furthermore, many teachers who graduated from other majors (such as Scientific Socialism, Politics, Political Education, Political Economy, etc.) have not yet taken the conversion classes in Philosophy and still have to work at the same time. Responsible for teaching the Philosophy part, more or less confused in communication, both content and teaching methods.

The above inadequacies require innovation in both content and teaching methods of Marxist-Leninist philosophy; otherwise, we will not achieve the goal of improving students' reasoning ability, especially non-philosophy students.

2.2. On Innovation of Teaching Content of Marxist-Leninist Philosophy

Every science has a system of problems, answering the basic questions of a science constitutes the content of that science. Philosophy is a discipline and has its own set of problems. Philosophy is the most general system of theoretical knowledge of man about the world, about his position and role in that world. Marxist-Leninist philosophy is a strict system of views, including worldview, human outlook and methodology. This unity makes materialism radical and dialectic the scientific theory. Marxist-Leninist philosophy is a doctrine that not only has the meaning of world perception, but also has the meaning of world reform. Therefore, in order to help students access the contents of Marxist-Leninist philosophy, we would like to suggest the following:

First, it is necessary to clearly and correctly define philosophical problems, and at the same time arrange them into a system. Although the existing curriculum has systematized the basic issues of Marxist-Leninist philosophy, the issues mentioned are too brief and many parts are not logical; that causes confusion for students in the process of self-study. For example, the section 'realistic and prospective socialism' in the opening chapter of the textbook 'Basic principles of Marxism-Leninism' is not reasonable. In our opinion, we need to put this part in the last chapter. Because, when students do not understand the theoretical and ideological value of Marxism-Leninism in terms of philosophy, political economy, and scientific socialism, we are talking about prospects and reality. of socialism, students will feel as ideological

imposition, lack of objectivity, and fail to perceive its scientific value. Should it be, after students have mastered the content of knowledge in all three constituent parts of Marxism-Leninism, and have established a solid theoretical basis, then they will present about the vitality and role of Marxism-Leninism? of Marxism-Leninism as well as the path that our Party and people have chosen.

Regarding the two basic principles of Marxist-Leninist philosophy (the principle of universal relations and the principle of development), the textbook presents the methodological significance after the presentation of the contents of the two principles. In our opinion, such arrangement is not strict. After presenting the content of any principle, its methodological significance should be presented. Thus, teachers can conclude and relate specific practices for each principle; this helps students easily absorb and apply the content they have just learned. Moreover, in most of the content of the part of Marxist-Leninist philosophy, especially the part of historical materialism, there is no practical connection with our country today. Granted, that is because the teacher contacts and suggests to students. But because the time for the subject is very limited, the teacher cannot mention and contact them all. If students are assigned to study on their own, but the textbook does not present a practical connection, they will face many difficulties. Many students consider Marxist-Leninist philosophy as a general subject, so they do not study it themselves. If the curriculum is too condensed, they won't understand the content. For teachers, quoting illustrative examples and making practical connections depends on the level and ability to summarize reality (of our country and the world), and many teachers relate the focus of the lecture content suitable for the actual situation. Therefore, if this practical connection is added, the textbook will be thicker in number of pages, but more convincing, scientific and objective. In the 'State' content, there is absolutely no theory of the state of Marxism-Leninism; in the 'Social Revolution' section, there are many contents about objective conditions, subjective factors, situations and opportunities, but there is no content related to the reality of the Vietnamese revolution.

The curriculum needs to cut down on unnecessary issues that need to be presented to non-philosophy students. Among the philosophical issues to be presented can be divided into two groups: general philosophical problems (common to both nature, society and thinking) and philosophical problems about society. In the group of general philosophical problems, there should be problems such as matter and consciousness (in matters of matter and consciousness, including: perception, practice, truth, error, criteria of truth, subjectivity, etc. objectivity, objectivity, subject, object, relationship between subject and object); space and time; movement (in terms of movement, including: standing still, degeneration, origin, mode, tendency, dynamics of movement, development and degeneration); categories (within categories, there should be categories of things, attributes, relationships, systems and elements, wholes and parts, generals and particulars, natures and phenomena, causes and effects) effect, natural and incidental, content and form, possibility and reality). In the group of philosophical issues about society, there should be such contents as: people, productive forces and production relations, infrastructure and superstructure, social existence and social consciousness, class, state, nation, social revolution. The list of philosophical problems is not fixed, for they are added more and more according to the development of the particular sciences and of practice.

Second, when presenting each problem, the teacher needs to specify the problem situation, that is, why the problem was posed, the basic views that have been obtained in history so far about each problem: philosophical problem. Because, that helps learners have more capacity to criticize wrong views and have more grounds to believe in Marxist views. Specifically, when presenting typical views on each philosophical issue, teachers need to present the struggle between opposing viewpoints, namely the materialist and idealist views, the agnosticism and the idealism, agnostic, dialectical, and metaphysical. These views have all developed from less profound to more profound. Whenever the materialist, intelligible, and dialectical viewpoint has a new development, those who oppose it also seek to develop their point of view, i.e. Second, when presenting each issue, the teacher needs to specify the problem situation, that is, it is necessary to specify why the problem was posed, the basic views that have been obtained in history up to now on each philosophical issue. Because, that helps learners have more capacity to criticize wrong views and have more grounds to believe in Marxist views. Specifically, when presenting typical views on each philosophical issue, teachers need to present the struggle between opposing viewpoints, namely the materialist and idealist views, the agnosticism and the idealism, agnostic, dialectical, and metaphysical. These views have all developed from less profound to more profound. Every time the materialist, intelligible, and dialectical viewpoint has a new development, those who oppose it also seek to develop their point of view, that is, develop the idealist, agnostic, metaphysical view. Therefore, for each issue, the teacher of philosophy must present the development of both these philosophical viewpoints. However, in the existing curriculum in our country, idealistic, agnostic, and metaphysical views are often presented as simple, childish misconceptions. In fact, philosophers from the point of view of idealism, agnosticism, metaphysics are also people with erudite knowledge, so when criticizing these views, teachers should not simplify.

Philosophical views of C. Mac, Ph. Angghenand V.I. Lenin belongs to the materialist, intelligible, and dialectical point of view. However, not all philosophical issues are mentioned by them and have new views. Their system of philosophical views has been and is being perfected by many other philosophers of the materialistic, agnostic, and dialectical schools. Therefore, when teaching philosophy, teachers need to present the views of other philosophers of the materialistic, intelligible, and dialectical schools so that learners can see the development of the philosophical viewpoint system of the school of philosophy. this so far. In addition, when presenting the history of debates among typical philosophers on each philosophical issue, teachers also need to express their views, comment and evaluate the views presented. When teaching students to believe in something, the teacher needs to believe it. That makes the lecture more persuasive.

2.3. On the Innovation of Teaching Methods of Marxist-Leninist Philosophy

Marxist-Leninist philosophy is highly abstract and general. Therefore, when using the presentation method in teaching this subject, teachers must pay attention to stimulating students to ask questions and debate. In the organic relationship between teachers and students, students hold a central position, and teachers have a leading role. Effective teaching methods must be 'student-centered', not 'teacher-centered' (i.e., not the method of teachers teaching and students listening and taking notes). Learners must discover and dominate knowledge by themselves under the guidance of teachers. Such a teaching method will have a positive effect on the learning activities of students, create conditions for all students to participate in learning activities and promote the initiative and creativity of students. With that method, instead of just learning from the teacher, students can learn from you, from documents and books, and can practice their ability to express themselves in front of a crowd. To do this well, teachers need to design lesson content and sophisticated pedagogical methods, suitable for each specific object or group of objects. This requires teachers to have professional qualifications and pedagogical capacity, make good use of communication methods, and create problem situations to lead students to think. Student learning is not mechanical memorization. Teachers need to promote their creative thinking ability and create excitement, passion, and discovery in them.

Currently, the credit-based training method has allowed us to reduce the cramming of knowledge, overcome the skewed learning, and partly overcome the plagiarism in testing, helping students improve their skills, self-study ability, self-study under the guidance of teachers. However, in order to further promote the positive side of the credit-based training method, teachers teaching Marxism-Leninism should apply information technology to the teaching process. Because information technology has the ability to transform information, connect databases, ensure students access the necessary information to better serve the needs of teaching and learning. Besides, at the end of the lesson, the teacher should give some topics for students to study. In the next lesson, students need to present their views, class members comment, and teachers give comments and suggestions. Doing so will contribute to improving students' reasoning ability, helping them learn how to evaluate and accept the opinions of others. It can be said that innovating the teaching method of Marxist-Leninist philosophy in that direction is necessary to not only improve teaching effectiveness but also stimulate creativity and contribute to improving theoretical thinking capacity for students.

3. Conclusion

Education of Marxist-Leninist philosophy in particular and Marxist-Leninist theory in general has a very important role in improving the theoretical thinking capacity of students, contributing to the formation of students' worldview, human outlook, correct cognitive and practical methods. Marxist-Leninist philosophy is by far the most correct philosophy, still the ideological foundation and the right guideline for awareness and practical action. However, the effectiveness of teaching is not high, which is due to the fact that the content and teaching methods of Marxist-Leninist philosophy are still inadequate. Therefore, managers and teaching staff are more interested in innovating the content and teaching methods of Marxist-Leninist philosophy.

4. Acknowledgement

This research is funded by Tan Trao University in Yen Son District, Tuyen Quang Province, Vietnam.

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