

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

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**TEACHER DEVELOPMENT IN THE REFORMATION ERA  
IN THE LIGHT OF HO CHI MINH IDEOLOGY**

**SUMMARY OF DOCTORAL THESIS  
FIELD OF STUDY: HO CHI MINH STUDIES**

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## INTRODUCTION

### **1. The necessity of the project**

President Ho Chi Minh has been acknowledged by UNESCO Assembly as a National Liberation Hero and an outstanding Vietnamese culturalist. Throughout his entire life, Ho Chi Minh paid enormous attention to the development of education and training. It was he who laid the foundation for Vietnamese education. Ho Chi Minh initiated a school of thoughts on education; including a relatively complete system of concepts, position, role, aims, content, targets, environment, principles, motto, methods and particularly, the viewpoints on teacher development, meeting the requirements of education development.

The Humankind is going through the second decade of the 21<sup>st</sup> century, the one flooded with scientific information and lots of new technological advances being introduced. It is also the century of globalization, internationalization, interdependence among countries and nations. In that context, Viet Nam is entering the period of boosting industrialization, modernization and integration in parallel with the world's tendency.

The reformation and international integration cause has raised certain challenges to Viet Nam's education. Therefore, it has become naturally essential to develop the teaching staff, meeting the requirements of education development.

By now, Viet Nam education sector has built up a contingent of teachers who are moral and politically conscious, relatively consistent and sufficient in terms of mechanism and quantity and have good professional capacity and skills, meeting the needs for human resource development of the sector. The institutions have initially been reformed with the learners' dynamic, proactive and active qualities brought into play; the teachers being proactive in renovating their methods of teaching, testing and assessing, making use of information technology in teaching and management work, gradually enhancing the education quality. However, there have been certain shortcomings among the teachers and managers in terms of quality, quantity and mechanism\_ a minority of the staff have not been able to catch

up with requirements of the educational reformation and development; they lack dedicatedness or violate the professional morals, some have even offended the laws.

In that circumstance, it is crucial to develop the teaching staff in such a way to meet the requirements of the fundamental and all-sided reformation in education, aimed at enhancing the education quality, satisfying the requirements of the reformation and international integration cause. For such reasons, I have selected the issue “Teacher development in the reformation era in the light of Ho Chi Minh ideology” for the doctoral thesis, majoring in Ho Chi Minh study.

## **2. Aims and tasks of the thesis**

### ***2.1. Research aims***

To clarify fundamental contents in Ho Chi Minh ideology on teacher development in order to apply them in development of Vietnamese teachers during industrialization, modernization and international integration being boosted.

### ***2.2. Tasks***

To drive at the aims stated above, several tasks below will be executed:

- Generalizing the research conditions, making a general assessment of outcomes from the target previous researches and highlighting issues that require further study in the thesis;
- Analyzing and systematizing the concepts and basic contents in Ho Chi Minh ideology on teacher development;
- Clarifying the present situation of the teaching staff, underlining the achievements, restrictions, weaknesses and their causes.
- Proposing major content and measures to develop the teaching staff in time of the industrialization, modernization and international integration being boosted.

## **3. Targets and Study Scope**

### ***3.1. Research targets***

Ho Chi Minh ideology on teacher development and the work during the period of industrialization, modernization and international integration being boosted.

### **3.2. Study scope**

- *Content*: From general understanding of Ho Chi Minh ideology on education, emphasis is laid on Ho Chi Minh ideology on teacher development, making it as the basis for study on teacher development during reformation period.

- *Space*: The thesis investigates into the system of Ho Chi Minh ideology on teacher development, conducts a survey on the current situation of the contingent of pre-school and school teachers from all respectives (excluding the teaching staff at continuous learning centres)

- *Time schedule*: The teaching staff functioning from post the 2<sup>nd</sup> Central Committee Conference till 2015 are assessed. The content and measures proposed for further development in the light of Ho Chi Minh ideology are determined for the years 2016-2020 with the vision of 2030.

## **4. Theoretical background and research methodology**

### **4.1. Theoretical background**

- It is a system of fundamental viewpoints on Maxism-Leninism, Ho Chi Minh Ideology, Vietnam Party's undertakings and directions, the State's policies and laws on education and training.

### **4.2. Research methodology**

The thesis employs dialectical materialism, historical materialism and other methods, such as analysis and synthesis, logics and chronology, documentation, readings, systemization, generalization of course books, classical books and related studies.

## **5. New contributions from the thesis**

*First*, all concepts related to Ho Chi Minh ideology on teacher development are studied and clarified.

*Second*, the fundamental contents of Ho Chi Minh ideology on teacher development are analyzed and systemized, thereby facilitating in-depth consciousness and better application of Ho Chi Minh ideology on teacher development.

*Third*, the current situation of the teaching staff is analyzed, highlighting the achievements, restrictions, weaknesses and their causes.

*Fourth*, basing on Ho Chi Minh ideology on teacher development and the current situation of the teaching staff during reformation, the thesis proposes scientific contents and feasible measures to develop the teaching staff while reformation, international integration and intellectual economy build-up are under progress.

## **6. Theoretical and realistic importance of the research**

### ***6.1. Theoretical importance***

- Making contribution to clarifying basic concepts and fundamental contents of Ho Chi Minh ideology on teacher development;
- Determining values of Ho Chi Minh ideology on teacher development in the process of fundamental and all-sided educational reformation in our country generally, and in teacher development particularly in the reformation era.

### ***6.2. Realistic importance***

- The research can be utilized as reference in service for research, teaching and learning of the subject Ho Chi Minh Ideology at universities and academies.
- The measures proposed in the research can be taken as recommendations for educational institutions to apply to teacher development.
- The research outcomes contribute to supplementing the databases for research and consultancy bodies when preparing to work out resolutions, seminars, projects on education and topics related to education.

## **7. Thesis structure**

Apart from the Introduction, Conclusions, References and Appendixes, the thesis consists of four chapters and nine sub chapters.

## **Chapter 1**

### **OVERVIEW OF THE RESEARCHES**

#### **1.1. GENERAL RESEARCHES ON TEACHER DEVELOPMENT**

Through the survey of previous studies, it is found that:

*First*, no matter what aspect is approached, the teacher contingent has always operated as an important factor that decides the quality of education and training. The success of advanced education systems in the world all stems from the teaching staff that own good qualities and morality, high pedagogic capacity and good professional skills. Second, those studies have merely touched upon the build-up and development of teachers from educational perspective. The application in Vietnamese teacher development in reality during the reformation is still blurring without any comprehensive and break-through measures. It is these issues that require the thesis to investigate into and make them clearer.

## **1.2. RESEARCHES ON HO CHI MINH IDEOLOGY ON TEACHER DEVELOPMENT**

### **1.2.1. Researches on position and role of the teaching staff**

The survey on the publicized studies has shown that:

*First*, Ho Chi Minh ideology on teachers and teacher development has attracted a lot of attention from researchers, who study it from different perspectives. *Lecturer, teacher* or *tutor* is a long standing concept and has been much discussed in folk beliefs as well as in numerous studies on education.

*Second*, the position and role of the teaching staff in HCM ideology are normally demonstrated in the comprehensive studies on HCM ideology on both education and teachers. Although the viewpoints are expressed in different ways, those studies all have one common point, i.e. Ho Chi Minh highly appreciated the importance of the teacher contingent towards the country's revolutionary education cause.

*Third*, the concept of HCM ideology on teacher development has initially been investigated into with some results, but not sufficient. Up to now, there has not seemingly been any specific study that embarks on HCM ideology particularly regarding the position and role of the teaching staff.

*Fourth*, the studies also reveal to be inconsistent in terms of their perception on the position and role of teachers.

*Fifth*, from different aspects, the studies have initially formed the interlocutory of HCM ideology on the position and role of teachers, which serves as the basis for the thesis to further study, analyze and clarify *HCM ideology on the position and role of teachers*, fulfilling the aims of the thesis.

### **1.2.2. Researches on the content of Ho Chi Minh ideology on teacher development**

Those publicised studies have initially clarified the contents of HCM ideology on teacher development and made clear the position, role and importance of the work. From a certain aspect, several issues in application of HCM ideology legacy on real-life teacher development have been analyzed and clarified.

## **1.3. GENERAL ASSESSMENT OF PUBLICIZED STUDIES AND THE ISSUE LAID OUT FOR THE THESIS**

### **1.3.1 The outcomes**

*First*, Ho Chi Minh is acknowledged as an outstanding educator and the one who laid the foundation for the establishment and development of Vietnamese revolutionary education in general, and the teacher development in particular.

*Second*, the researchers have agreed on searching and introducing the concept of HCM ideology on education and initially clarifying the concept of HCM ideology on teacher development; it is ascertained that HCM ideology on teacher development is inseparable from the whole system of Ho Chi Minh's viewpoints on education and training.

*Third*, in those studies, the researchers have analyzed and clarified the role of the teacher contingent in the education cause, and the necessity of teacher development.

*Fourth*, the researchers have initially investigated and shown the core contents of HCM ideology on teacher development.

*Fifth*, the application of HCM ideology on teacher development in real life has brought about realistic effects at educational institutions in different localities.

*Sixth*, several studies have made clear the theories on teacher development and assessment of the current situation of the teacher contingent in the reformation era.

### **1.3.2. The issues laid out for the thesis to study further**

*First*, receiving, analyzing and presenting systematically all the concepts related to HCM ideology on teacher development; receiving and clarifying the relationship between HCM ideology on teacher development and other components in HCM educational ideology.

*Second*, continuing to research and clarify all contents in HCM ideology on teacher development; making clear the position, role and importance of that work.

*Third*, analyzing in-depth and assessing the Party's viewpoints, the State's policies, plans on teacher development.

*Fourth*, based on the results of the publicized studies, proposing and assessing the achievements and restrictions of teacher development during reformation, with the focus on the period 2000-2015; at the same time, identifying causes of those achievements and restrictions.

*Fifth*, basing on HCM ideology on teacher development and the current situation of the teachers during reformation, analyzing and clarifying the directional viewpoints, context, content and application of HCM ideology on teacher development in the real life.

*Sixth*, proposing feasible measures to develop Vietnamese teachers in the light of HCM ideology in the reformation time. Those measures are both theoretically and realistically valuable, adaptable to the swift changing of the intellectual system under the impact of globalization and international integration.

## **Chapter 2**

### **HO CHI MINH IDEOLOGY ON TEACHER DEVELOPMENT**

#### **2.1. CONCEPTS RELATED TO THE RESEARCH AND AN OVERVIEW OF HO CHI MINH IDEOLOGY ON EDUCATION**

##### **2.1.1. Some concepts**

*Lecturers* refer to those who do the teaching job, give lectures at educational institutions, are intellectuals in the society, always respected and honoured by the society. Lecturers are required to possess professional morals, expertise, rich knowledge and exemplary lifestyle.

*Teachers* refer to those who work at General Education institutions. The Education Law 2015 specifies: People who do the teaching job at pre-schools, GE schools and vocational schools are called ‘teachers’. They are required to possess sound morals and ideology; be qualified in profession and skills, and play a greatly significant role in the education development.

Teacher development is comprised of all directions, measures, approaches from planning, recruitment to training, build-up, management, utilization and execution of all schemes, policies, helping to establish a favourable pedagogic environment. Accordingly, a contingent of teachers who are exemplary in morality, responsible in profession, educationally competent, sufficient in number, consistent in mechanism, satisfying the needs and tasks set in education and teaching at pre education and general education levels.

### **2.1.2. An overview of Ho Chi Minh ideology on education**

In the all-sided and thorough school of Ho Chi Minh’s thoughts on fundamental issues of Viet Nam’s revolution, those on education take an extremely important position.

HCM ideology is a system of comprehensive and in-depth viewpoints on fundamental issues of Vietnamese education, from people’s democratic education towards socialist education. It is the educational ideology that educates Vietnamese people to become patriotic, self-conscious, self-supplied, loyal to the Party and the Nation’s revolutionary cause. That ideology has been operating as the compass in building the advanced and modern Vietnamese education today. To realize HCM ideology on education, it is foremost essential to focus on development of the teaching staff since teachers hold a tremendous position, role and mission; they are the decisive factor to education quality. Therefore, teacher

development should be the first and most crucial phase in the process of fundamental, thorough reformation of education and training, which is the very issue that will be made clearer in the following chapters of the thesis.

## **2.2. FUNDAMENTAL ISSUES OF HO CHI MINH IDEOLOGY ON TEACHER DEVELOPMENT**

### **2.2.1. Ho Chi Minh's viewpoints on the teachers' role and the importance of teacher development**

#### ***2.2.1.1. Teachers' role***

*First*, teachers play a special role in the society, training the successors of the Party and the Nation's revolutionary cause.

*Second*, teachers are the decisive factor in the operation of the educational system as well as its education quality.

#### ***2.2.1.2. Importance of teacher development***

*First*, teacher development is the first step in building new socialist individuals.

*Second*, teacher development is the key point in building a new educational system.

### **2.2.2. Ho Chi Minh's viewpoints on teacher development**

#### ***2.2.2.1. Principle-based viewpoints***

*First*, teacher development is the key point in building a contingent of revolutionary leaders, necessarily having both morals and competence

*Second*, teacher development should always set out from reality, suitable to the country's socio-economic conditions.

*Third*, inheritance and development should be followed in building the teaching staff.

#### ***2.2.2.2. Content of teacher development***

*First*, building the quality of the teaching staff:

*Regarding the political and moral qualities*: Apart from the steady political standpoint, Ho Chi Minh pinpointed that teachers must be the ones who possess:

1) industriousness, saving-awareness, clean-handedness, honesty, fairness\_

indispensable to teachers; 2) love for students and the profession\_ closely related and interactive; 3) spirit of solidarity\_ an important morality; 4) an example of morals\_ what is performed by teachers before it is taught to students; and 5) life-long professional training and moral preservice\_ to be truly a bright example for students to follow.

*Regarding professional build-up:* According to Ho Chi Minh, continuous training and betterment is crucial in improving expertise and professional skills, contributing to teacher quality enhancement. The teacher should always be trained and educated in: revolutionary morals, the Party's viewpoints and directions, professional skills, teaching methods, etc. In addition to the State's policies on training, the teacher should be aware of self-improvement, taking it as the best way to self-betterment. Continuous learning is a must for the teacher to perform his job well. Ho Chi Minh also reminded the younger generations, including the teaching staff, to strive hard in learning and self-study for learning must be done all life. No one should please himself with what he has known. Rather, the world is keeping changing, the people are making progress, therefore, the teacher should continue learning and practising to keep up with the people.

*Regarding teaching method build-up:* The aim of teaching method in HCM ideology is to make learners well understand the issue.

Ho Chi Minh emphasized that in the teaching work, renovating teaching methods is a crucial and constant task to each teacher. According to Him, the teacher contingent themselves, first of all, should be proactive in seeking and renovating their teaching methods in such a way to meet the requirements of new people education and suit the development of the country and the times rather than "waiting for the MOET's instructions".

Each teacher at each schooling level, in each major or subject under his charge, should keep seeking new teaching methods in order to make it easy, fast and realistic for the learner to acquire, understand and remember.

Second, building the size of the teaching staff

The size of the teaching staff is presented in the number of teachers, or the quantitative value of this contingent, reflecting their size in correspondence with

each school's scope. According to Ho Chi Minh, build-up of the teaching staff size aims at ensuring sufficient number of teachers to suit the training scope and facilitate the teaching allocation by the school.

Ho Chi Minh's viewpoints in building the size of the teaching staff, meeting the reality's requirements, suiting each educational institution in each revolutionary period own in-depth realistic values.

Third, building the mechanism of the teaching staff.

Ho Chi Minh paid a lot of attention to build-up of the teaching staff mechanism for it directly affects the training quality. The task requires leaders and managing bodies to calculate in such a way to ensure teacher ratio for each subject, neither redundant nor insufficient, and appropriate in terms of qualification level, gender and age. According to Him, emphasis should be laid in building mechanism on qualification, age, gender, region, specialism, etc.

### **2.2.3. Ho Chi Minh ideology on measures of developing the teaching staff**

#### ***2.2.3.1. Regarding training, assessing and utilizing the teaching staff***

Ho Chi Minh emphasized the necessity of building the competent teaching staff, well worth the mission of "human upbringing". Accordingly, the foremost task is training the teaching staff. On October 8, 1946 President Ho Chi Minh signed Decree No 194/SL on foundation of Vietnamese pedagogy. As per the decree, the pedagogy discipline includes three levels: primary pedagogy, intermediate pedagogy and advanced pedagogy to train teachers for basic schooling levels.

Apart from the training, the assessment and utilization of the teaching staff according to their qualification also drew Ho chi Minh's attention in terms of teaching staff build-up. Accordingly, in order for teacher assessment to be properly done, the leader should highlight the strengths and weaknesses, advantages and shortcomings in terms of political and moral qualities, lifestyle, working capacity and performance, and developmental tendency. The assessor should ensure objectiveness, all-sidedness, concrete chronology; base his

judgement on criticism and self-criticism, central-democratic principles and transparency towards the teacher being assessed. Teacher assessment method should depend on real-life circumstances so that the results can be accurate and scientific. Also, during teacher assessment, “the entire chronology, whole performance should be taken into consideration, not a single task at a certain time” to ensure objectiveness and all-sidedness.

#### ***2.2.3.2. Forming an environment of democracy and solidarity within the school***

Within the education at school, practice of democracy is a crucial needs. Therefore, Ho Chi Minh demanded that all education managers be properly aware of the importance of democracy in education, determine education is the public cause, the mission of the entire Party and all people; all undertakings by the school should be concrete, realistic and righteous; the State’s directions and policies be closely attached to the real-life situation and the valuable, varied experiences of the public, the officials and the localities.

#### ***2.2.3.3. Highlighting examples of good people, good deeds and multiplying advanced individuals***

In Ho Chi Minh’s subconsciousness, each advanced individual is a beautiful flower and an unit with a lot beautiful flowers will turn into a nice flower garden. In the movement of competition and practice, challenges in competition, good deeds and good morals are formed in each teacher, as a result, creating a contingent of good teachers, a generation of competent teachers, which makes the ‘pedagogy’ garden more fragrant.

#### ***2.2.3.4. Taking care of the teacher’s material and spiritual life***

Having highly appreciated the teacher’s role together with raising the society’s awareness and responsibility towards this contingent, Ho Chi Minh pinpointed that understanding teachers is not enough, the entire society should respect and love them, moreover, assist them, “take care of the school in all aspects” [78, p.508]. Such responsibilities belong to the entire society, however, directly to all branches, Party committees and local governments. That is, the

teachers should be supported not only to obtain sound morals and good qualifications, but their life be increasingly improved both materially and spiritually.

Ho Chi Minh demanded that those whose mission is "human upbringing" should take care of others before enjoying themselves. Yet, He also regarded teachers, above all, as human beings with all personal righteous interests and needs, with individual motivation in the spirit of "religion practice relies on being fed". To fulfil the extremely laborious and victorious mission of "human upbringing", it is necessary to create the best conditions, both in material and spirit for the teaching staff. According to Ho Chi Minh, investment in build-up and development of the teacher contingent is the foundation investment in human development. This demonstrates not only the humanity in-depth in Ho Chi Minh humanitarianism, but also the broad vision of a leader who was wholeheartedly dedicated to the national education and training cause.

#### ***2.2.3.5. Highlighting self training and improvement in teachers***

According to Ho Chi Minh, training and improvement generally and self-training, self-improvement particularly refers to the process of acquiring knowledge, transferring experiences, forming skills, political, ideological, moral qualities, generating new drives relevant for each teacher. At the same time, improvement is an operation that aims to overcome the restrictions, bring in play the advantages, make up for the shortcomings, defects in each teacher, enabling them to satisfy requirements of new tasks. The quality of teachers is determined by numerous elements, largely by self-training and improvement.

### **Chapter 3**

#### **TEACHER DEVELOPMENT BETWEEN 2000 - 2015**

#### **3.1. CURRENT STATE OF TEACHER DEVELOPMENT BETWEEN 2000 - 2015**

##### **3.1.1. Achievements and justification**

##### ***3.1.1.1. Achievements***

*First, enhancing teacher quality*

In the reformation era, the teacher contingent have always had the education sector's attention and instructions, aiming at constantly improving their quality. They are striving their best, overcoming numerous hardships to educate generations of students with rich knowledge and good morals for the country. Most of the teachers in the sector are dedicated, responsible and committed to the job, creative and making a great deal of contributions to the education and training cause.

The contingent of pre-school teachers is repaidly increasing; by 2014-2015, there was no one with PhD degree, taking 0%; teachers with Master degrees were 53, holding 0.03%, teachers with university degrees were 59,143, accounting for 33.76%; teachers of college qualification were 42,642, constituting 27.94%; teachers of intermediate level were 67,058 corresponding to 38.27%; and basically, no teacher was at primary level. The percentage of qualified pre-school teachers was rising fast, from 80% in 2005 to over 99% in 2015.

The quality of the school teacher contingent was also enhanced. By 2000, most primary school teachers were at intermediate and college level, accounting for more than 90%. After 15 years, their quality had outstanding progress. The teachers with PhD degree were 2, holding 0.001%; teachers with Master degrees were 342 taking 0.09%; teachers with university degrees were 15,813,8, constituting 41.26%; teachers of college qualification were 123,353, corresponding to 33.98%; teachers of intermediate level were 94,170, accounting for 24.57%. The percentage of qualified teachers was over 99%.

For lower secondary school teachers in 1999 - 2000, over 80% gained college and intermediate qualification. In 2014 - 2015, the teachers with PhD degree were 3, holding 0.001%; teachers with Master degree were 1,156, taking 0.387%; teachers with university degree were 171,117, constituting 58.587%; teachers of college qualification were 117,816 corresponding to 39.392%; teachers of intermediate level were 4,084 accounting for 1.365%. The percentage of qualified teachers was over 90%.

The quality of the upper secondary school teacher contingent went

upsteadily, after 15 years, the teachers with PhD degree were 36, holding 0.003%, teachers with Master degree were 9,977, taking 7.85%; teachers with university degree were 112,244, accounting for 89.97%; teachers of college qualification were 2,608, corresponding to 2.05%. The percentage of qualified teachers was over 99%.

Thus, in the past 15 years, the teacher quality has positively changed. Together with an increase in the quantity, the teacher contingent has made tremendous efforts in training their political, moral qualities and lifestyle, dedicated and committed to the education and training cause, always abided by the Party's undertakings and directions, and the State's laws.

*Second, expanding quantity of the teaching staff*

As per the statistical data from MOET database and the Statistical yearbook, from academic year 1999-2000 to year 2014 - 2015, the teacher contingent has greatly developed in quantity, mechanism and quality.

**School teacher quantity between 2000 - 2015**

*Unit: person*

Schooling level	Number of teachers by academic year		
	1999 - 2000	2009 - 2010	2014 - 2015
Primary	340871	347840	392100
Lower secondary	208802	313911	312678
Upper secondary	65189	142432	152002
Total	614862	804174	856780

Source: Educational statistics – MOET

It is easy to notice that there was a gradual increase by time with the highest rise in school teachers. Fifteen years saw a growth of over 81,000 teachers, an average of more than 5,200 people per year. This figure is objectively due to a rapid increase in the secondary education scope. As a result, in the time of reformation, the teacher quantity has grown rapidly, meeting the demand from the education and training development. This growth has made important contribution to the success of the national education and training cause in the past years.

*Third, strengthening mechanism of the teacher contingent*

According to statistics, the mechanism at each schooling level varies due to its specific features and aims as set by education. During the reformation, there has been more attention paid to the teacher contingent mechanism, thus, the contingent has become more and more relevant in terms of mechanism.

*Forth, working out and executing the mechanisms, policies towards the teaching staff*

To realize the Party's undertakings and directions and the State's directional documents, in the reformation period, the education and training sector has worked out and executed the policies applied to the teacher contingent in two fields:

*One, teacher training and improvement*

*Two, policies, incentive schemes*

The stated above achievements shows that the teacher contingent has been continuously highlighting professional morality and typical manners of socialist teachers, lively demonstrated the image of "pedagogists" as well as "moralists" in real life. Yet, here and there in reality, the teacher development has not been effective, resulting in shortcomings in terms of quantity, quality and mechanism of the teacher contingent.

**3.1.1.2. Justifications of the achievements**

*First*, in the last 30 years, the Party and the State have been consistent in the direction of regarding education and training as the primal national policy; mobilizing all resources for investment so that education and training take the lead, paving the way for the country to develop.

*Second*, in time of reformation, the teaching staff have been deeply aware of their role and mission in the social development generally and that of the education and training sector particularly, as a result, always conscious of their responsibility, demonstrating their spirit of solidarity, striving for betterment and overcoming hardships in their job.

*Third*, during the reformation, the democracy in the entire society in general and at educational institutions in particular has been extended and brought into full play.

*Fourth*, stepping on the tradition of “teacher respect”, in the reformation period, there has been increasing attention from students, their parents and the society paid to the teachers.

### **3.1.2. Restrictions and causes**

#### ***3.1.2.1. Restrictions***

*First, in teacher quality*

The true quality of the teaching staff is not corresponding to their degrees; their professional level and skills have not satisfied the requirements of the educational reformation. The pedagogic skills of part of the teaching staff are still weak, their teaching methods have not much renovated nor changed in the direction of “teaching the learners how to learn”, rather still inclined to “providing knowledge to the learners”, without much attention paid to educating personality, living skills in a cultural lifestyle to students. Part of the teachers have shown signs of moral violation or professional rule breaching while doing their teaching job, some even have offended the laws.

*Second, in teacher quantity*

Regarding the quantity, the rapid increase in teacher quantity in the recent years has made tremendous contribution to the success of the educational cause. Yet, the number of teachers is still insufficient at all general schooling levels and not evenly allocated among different regions and areas; some local redundancy or lack of teachers still exists.

*Third, in teacher contingent mechanism*

According to the report by the Department of Education-Training and Vocational Training, the Central Propaganda Committee in 2014, at pre-schooling and general schooling levels, the teacher quantity is basically sufficient as regulated, but not evenly allocated among different regions and areas; some local redundancy or lack of teachers (especially in subject mechanism) still exists at

general schools, particularly in some typical subjects, such as Foreign Languages, Music, Arts, Military Education, Civic Education, etc.

*Forth, in policy execution towards teacher contingent*

The recruitment reveals some mismatches and negative points; the salary scheme for teachers is not appropriate; the incentive and honouring scheme has not created a true motivation for teachers.

**3.1.2.2. Causes of the restrictions**

*First*, the teaching staff are trained in different forms and recruited from various sources, resulting in different qualification.

*Second*, the salary and related policies and schemes are not sufficient to create strong motivation for the teachers to be committed to their profession.

*Third*, the pedagogy institutions, faculties have not received sufficient attention and investment, thereby, not meeting the real-life requirements.

**3.2. FEATURES OF AND REQUIREMENTS FOR THE TEACHING STAFF TODAY**

**3.2.1. Features**

*First*, teaching work is ongoing labour, with constant interoperation between humans and humans (teachers and students, students and students, teachers and teachers, school and social community)

*Second*, teacher labour makes important contribution to transforming a biological person into a social person, i.e. with personalities formed, functioning as the decisive drive for the socio-economic development.

*Third*, the outcome of teacher pedagogic labour is very special. It could be stated that the product from teacher labour is of the highest class, closely attached to the future of the society.

*Fourth*, in the past years, the humankind's knowledge has greatly been enriched, surpassing the teacher's common sense. Therefore, the demand for adaptability in teachers is growing so that they can be able to satisfy changes in functions, contents, forms of education.

*In short*, with the new features, the teacher, above all, must be an educator

who has decent qualities to educate his students via his own personality; possessing educational capacity demonstrated in his ability of understanding the targets and the educational setting, capable of organizing all educational activities, capable of teaching demonstrated in his rich knowledge of the subject, his good understanding of teaching methods, decentralized teaching and integrated teaching of different sciences; capable of using information technology in teaching; capable of professional self-developing through self-study, self-learning; capable of detecting and solving issues in education by means of scientific research. Those are professional components of the teacher in a modern general school.

### ***3.2.2. Requirements***

#### *First, in morality*

*One*, the teacher should be deeply aware of himself as an educator, providing lessons to children via his own personality.

*Two*, the teacher should express his behaviours and attitudes in cautious manner towards sensitive political and social events.

*Three*, the teacher should be dedicated, responsible in fulfilling his task and committed to the job.

#### *Second, in professional capacity*

*One*, the teacher should be capable of understanding his students and the educational setting in order to find suitable methods of teaching and educating.

*Two*, the teacher should have educational capacity to develop students' all-sided personality.

*Three*, the teacher should be capable of teaching his subject within the curriculum.

*Four*, the teacher should build up his communicative capability and social working skills.

*Five*, the teacher should be able to assess the education and improve his own profession.

## Chapter 4

### SETTING, CONTENT, MEASURES OF TEACHER DEVELOPMENT IN THE LIGHT OF HO CHI MINH IDEOLOGY

#### 4.1. SETTING AND CONTENT OF TEACHER DEVELOPMENT

##### 4.1.1. The new setting affects teacher development

###### *First, the world situation*

*One*, the capitalism in the modern world continues to take the upper hand.

*Two*, the world's socialism is experiencing crisis, recession, but new expressions and shades are apparent.

*Three*, the scientific and technological revolution continues to develop vigorously, affecting all sides of international life.

*Four*, since 2000, the fourth industrial revolution is taking place in a powerful manner.

*Five*, the abundant investment and strong growth of the national economy.

###### *Second, the domestic situation*

*One*, the national all-sided reformation is being boosted in the conditions of both advantages and difficulties.

*Second*, the country is facing loads of difficulties and challenges under the negative impact of the market-oriented economy.

*Three*, international integration raises challenges to Vietnamese labourers.

*Four*, increased awareness of the importance of and investment in education, more attention paid to schools and teachers.

To sum up, the reformation and international integration have raised challenges to the country's education, thus, it is crucial to strengthen the teacher contingent in order to meet the requirements set by the education development in this period.

##### 4.1.2. Content of teacher development in the coming time

Focusing on teacher development in all respects: Having steady political standpoint, sound morality; sufficient quantity; synchronized mechanism; qualified profession and skills, particular attention to capacity enhancement,

contributing to education quality improvement, meeting the demands from the national industrialization and modernization in the market economy oriented by socialism and international integration. Further enhancing capacity of teacher training institutions with particular emphasis on capabilities of teachers and managers, on curriculums and facilities in service for school teacher training and improvement.

## **4.2. MEASURES FOR TEACHER DEVELOPMENT**

### **4.2.1. Category on awareness education and implementation of teacher development**

#### ***4.2.1.1. Measure for awareness education***

Proper awareness is the basis for correct behaviours and motivation, determination and responsibility in fulfilling all tasks assigned. Otherwise, deviated, illogical awareness would lead to unplanned, passive operations, entailed by low efficiency. For the current teacher development, this is a basic measure, deciding operation directions.

To raise awareness and uniform ideology in the political system, among officials and Party members on the importance of teacher development, meeting the requirements of the reformation and international integration, the Party, the Government, the Ministry of Education and Training together with all branches and offices are required to perform some essential tasks as follows:

*First*, promoting education and thorough understanding of the viewpoints and principles of the Marxism – Leninism and HCM ideology on leader development in general and teacher development in particular.

*Second*, strengthening the direct, all-sided leadership of Party bodies in bringing into play their leadership, direction and supervision when realizing all undertakings and directions on education development generally and teacher development particularly.

*Third*, focusing to raise awareness of the teaching staff, education managers and the entire political system and people on the importance, content and

significance of the fundamental, all-sided reformation in education, making Resolution No 29 Session XI be feasible and valid in real life.

***4.2.1.2. Measure for organization and build-up of the teacher contingent***

First, well performing the planning and recruitment of teachers.

Second, renovating and enhancing management quality; proper allocation and utilization; effective and actual assessment of the teacher contingent.

**4.2.2. Measure for teacher self-improvement**

First, enhancing the spirit of self-improvement, training the political standpoint, professional responsibility, preserving strong belief, overcoming hardships and being attached to the education cause.

Second, continuous self-learning, self-study to preserve morality and revolutionary qualities and constantly improving professional expertise.

**4.2.3. Measure for mechanism and policies**

First, amending schemes on salary, allowances and grants to increasingly improve teachers' life.

Second, revising the regulations for democracy execution at schools and improving the working conditions for teachers.

Third, reforming organization and operation of trade unions at all levels.

**4.2.4. Measure for international cooperation**

First, focusing on study of international experiences in teacher development.

Second, employing international experiences in Vietnamese context.

## CONCLUSIONS

Not only being the one who laid the foundation for the build-up of Viet Nam's new education system, throughout his entire life, Ho Chi Minh also paid great attention to education and training development, particularly the development of the teacher contingent who are both knowledgeable and moral, meeting the requirements of the current situation and the mission set for education.

According to Ho Chi Minh, education plays an important role in forming human personality; becomes a prerequisite for establishment and development of human nature; is a sharp tool in renovating, facilitating human beings to develop all-sidedly. Among His viewpoints, the one on the teacher has ascertained the irreplaceable role of the teacher for they decide the success of the build-up and reformation of the education system. Accordingly, Ho Chi Minh initiated to develop a contingent of teachers who are exemplary in morality, sufficient in quantity, high in quality, able to well perform the mission assigned by the Party and the people; able to overcome hardships and challenges to promote the national education system to further advance.

Ho Chi Minh has been gone for 48 years, yet His ideology on education generally and on teacher development particularly remains intact in value, suitable to the current time's trend on education. Applying HCM ideology on teacher development in an effective, realistic manner will enable the national education system to provide new Vietnamese people, who are knowledgeable, fit and capable of independent, autonomous, creative thinking. They are the people who will help decide the success of the national industrialization, modernization cause and promote the country to the same rank of the world's powers as always wished by President Ho Chi Minh.

Entering the reformation, our Party and State have been consistent in regarding education as the foremost policy, investment in education being investment in development, and mobilized all resources to develop the education and training, in which teacher development to meet the requirements of the

education – training cause is initiated. By now, Vietnamese education sector has built up a contingent of teachers at all levels who have morality and political consciousness, professional expertise, competent skills, are relatively synchronized in mechanism and sufficient in quantity, basically satisfying the demands for the sector's human resource development.

Nevertheless, an issue arising at present is that the teacher quality is not similar from region to region. In remoted and disadvantaged areas, teachers with professional expertise and good pedagogic skills are in lack. In many places, the teachers have not truly renovated their teaching methods. The testing – assessing and educating students have not yet created desirable motivation. Students' enthusiasm and creativeness in learning and personality improvement have not been promoted. Part of the teachers have not been able to catch up with requirements in educational reformation and development. They are in lack of dedicatedness, even have violated professional morals, some offended the laws. The causes are that they do not fully perceive the situation, the policies and their practice are restricted, the teachers' determination in overcoming hardships is not strong, etc. Thus, teacher quality enhancement is one of the important tasks that require the education sector to sort out with most focus at present.

To enhance the education quality in general and teacher quality in particular, a system of measure categories need implementing, aimed at focussing on development of teachers with political, ideological and moral qualities, healthy and exemplary lifestyle, high qualification, scientific educating methods, strong spirit and determination in overcoming all hardships to fulfil the tasks set for the education sector. Of all those requirements, special emphasis should be laid on the teaching staff itself.

Creative application of HCM ideology on teacher education in current conditions will certainly address the shortcomings, weaknesses of the contingent and gradually improve the teacher quality. It is the condition and also the prerequisite to enhance Vietnamese education quality in the coming period.

## **LIST OF PUBLISHED WORKS OF AUTHOR**

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