

The Influence Of Marxist Ideology On Contemporary Chinese And Vietnamese Universities

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Abstract

It is essential to promote the study of Marxist ideology among college students in communist countries like Vietnam and China in order to cultivate strong communist principles and beliefs. However, new challenges have emerged as a result of changes in society. This study investigates the theoretical, emotional, and practical prerequisites for instructing Marxist ideologies at colleges in China and Vietnam throughout the contemporary era. The argument asserts that meeting these three requirements is crucial in order to equip students with firm convictions to lead the process of national revival in China and Vietnam. The essential role of belief education requires a theoretical emphasis and alignment with Marxist theory. The emotional well-being of students requires consideration of their individual beliefs and the process by which these ideas are formed. The perceived relevance is enhanced through a combination of diverse engaging activities, state-of-the-art media technologies, and knowledgeable instructors. Chinese and Vietnamese universities should persist in implementing student-centered innovations in the study of Marxist ideologies, while upholding their guiding role.

Key words: Marxist, Education, Marxist theory, Marxist beliefs at Vietnamese and Chinese universities.

1. INTRODUCTION

The Marxist ideology taught at Vietnamese and Chinese colleges needs to adjust to the evolving requirements of China's current age of socialism with Chinese features. Furthermore, the market economy in Vietnam, which is oriented towards socialism, has been implemented and developed in order to empower the people in social governance and ensure the State's active participation in economic management and regulation. The Communist Party of Vietnam implements socialist governance based on the principles of the rule of law. The pursuit of socialist modernization and national rejuvenation in both Vietnam and China has resulted in an increased focus on teaching the younger generation in Marxist philosophy and objectives. Universities have the vital responsibility of fostering

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the future potential and leadership of China and Vietnam. Their pupils are expected to lead the communist revolution and drive the ongoing advancement of the nation. Hence, it is imperative to cultivate robust and enduring socialist beliefs.

Significant transformations, both inside their own countries and on a global scale, have greatly influenced the younger population in Vietnam and China, presenting them with new obstacles in preserving their cultural values and beliefs. The introduction of market reforms and liberalisation provided pupils with exposure to a wide range of global values and perspectives. Attitudes underwent a transition from collectivism to individualism and consumerism (Liu, 2000). The misguided impact of Western ideologies led to the ideological rejection of Marxism by many young folks. In addition to external causes, there were also concerns about the educational content, processes, and systems (Wang, 2018). Consequently, there is an increasing demand for substantial modifications to modernise and enhance the instruction of Marxist ideologies for the contemporary era.

The primary objectives include augmenting the significance and attractiveness of books, expanding instructional methodologies beyond memorization, establishing specialist teams of educators, and utilising novel technologies to manage an overwhelming volume of information. Effectively reconciling tradition and innovation is a significant challenge. A proposal has been made to combine Marxist theory instruction with current methods of political education. The education systems of Vietnam and China must undergo constant adaptations to align with the demands of the current era and effectively prepare future generations for the revitalization of their respective countries.

2. RESEARCH METHODOLOGIES

This study employed a qualitative document analysis methodology to investigate the necessary conditions for teaching Marxist ideology in Vietnamese and Chinese colleges, while considering recent developments. Prior to undertaking this study, a comprehensive literature analysis was done to collect pertinent scholarly papers, policy documents, and Marxist theoretical works pertaining to this subject that were published from 2000 to 2023. By doing keyword searches on CNKI, Wanfang, and other databases, we obtained pertinent sources pertaining to "belief education," "ideological political education," and "Marxism." The references were systematically arranged using reference management software.

A purposive sampling approach was employed to carefully select highly pertinent items that encompassed a broad spectrum of viewpoints for thorough examination. This involved the inclusion of more than 3 scholarly journal articles and more than 3 books. The data was obtained by the implementation of a coding procedure that captured the fundamental themes related to theoretical, emotional, and practical requirements. The original documents underwent a thorough and rigorous reexamination, with each line being inspected individually. The codes were improved through continuous comparison among sources. Theoretical theme analysis consolidated the primary concepts regarding the three requirements.

The implementation of intra-coder consistency checks improved reliability. The initial codes underwent a two-week review process to verify their coherence. The reliability of the findings was strengthened by cross-referencing them with other data sources to determine both agreement and divergence. The audit trail methodically recorded the coding

procedures to uphold transparency. The limitations pertain to the limited number of participants and the dependence on publicly available secondary data. Additional empirical study has the ability to enhance our understanding and competence.

This study undertook an exploratory qualitative analysis to identify the fundamental requirements for teaching Marxist ideology. It achieved this by examining and combining various scholarly viewpoints. The results of this study offer useful perspectives for devising customised strategies to enhance education in Vietnamese and Chinese institutions in the present day. Additional research can confirm and improve the proposed recommendations.

3. SUBJECT MATTER

3.1. The theoretical requirements of Marxist ideology education

The Marxist education at Vietnamese and Chinese colleges should emphasise its fundamental theoretical role and essence by integrating theory with the cultivation of convictions, and integrating the "four beliefs" into its curriculum.

Belief education is a unique and essential type of human education, which is equally important as the acquisition of knowledge and skills (Liu, 2000). It exerts a substantial influence on individuals' perception of the world and their personal values, facilitating their integration into society and the formation of their own identity. Throughout history, many ideologies and faiths have used belief education as a powerful tool for bringing about societal change, by disseminating their views and drawing followers. Marxism is a philosophically rigorous ideology that is intricately connected to the working class. Considerable endeavours have been undertaken to disseminate its philosophy, which is crucial for Marxism to accomplish its liberating function.

Also, the primary objective of ideological education is to impart instruction on beliefs (Liu, 2000). The objective is to foster socialist and communist theories, ideals, and beliefs among students. The education on belief is an essential aspect of intellectual and political education in Vietnam and China. It encompasses various subjects including dialectical materialism, political allegiance, adherence to laws, and moral values. These components constitute a cohesive belief system, in which Marxism serves as the prevailing ideology. Simply imparting pupils with lessons on abstract theories is insufficient for the goal of belief education, as it necessitates the ability to shape their deepest convictions.

Liu (2000) argues that modern Marxist education should include four fundamental principles: Marxism, socialism, and socialism with Chinese and Vietnam are implementing a socialist-oriented market economy as part of their transition to socialism, under the guidance of their respective political parties. These four components embody a comprehensive Marxist theory with distinct yet interrelated layers. Marxism serves as a comprehensive ideology that encompasses various worldviews. Socialism is a political theory that incorporates the fundamental principles of the communist movement. The belief in national development goals encapsulates tangible values and aspirations. Demonstrating support for the Party-government involves associating oneself with the political organisation that actively works towards achieving these goals. This complex system involves synchronised endeavours in theoretical, political, and ideological education.

Besides, the process of teaching students about Marxist theories should be tightly

intertwined with the cultivation of their viewpoints (Liu, 2000). Mere provision of theoretical knowledge is inadequate for the formation of strong convictions. For students to integrate theories into their personal beliefs and behaviour, they must fully grasp and cognitively adopt the core principles of those theories. The amalgamation of theory and belief is crucial for Marxist ideological education, guaranteeing the assimilation of scientific principles as individual convictions.

Furthermore, it is essential to have specialised teams with a solid foundation in Marxist ideology in order to effectively explain complex theories and systematically guide students' comprehension (Liu, 2000). Their instruction ought to prioritise the simplification of intricate themes, emphasising fundamental concepts, and promoting the utilisation of primary sources. They facilitate comprehension of the fundamental nature by providing guidance via abstract concepts. Their expertise creates a strong theoretical basis for conviction.

Moreover, it is crucial to ensure that students have a comprehensive understanding of the basic principles and features of beliefs as a first step in laying a solid foundation for their ultimate conscious adoption of Marxism (Liu, 2000). For students to make well-informed and intentional decisions about their perspectives, they must comprehensively comprehend and scrutinise beliefs using logical and evidence-based methods, without incorporating any mystical elements.

To summarise, Marxist ideology emphasises the crucial importance of education, which should enable the merging of ideas with the nurturing of convictions, completely tackle the "four beliefs," rely on expert teams, and establish strong foundations. This successfully achieves its objective of advocating principles rooted in scientific socialism.

3.2. Emotional requirements of Marxist ideological education

As to Marxist philosophy, education ought to establish an emotional connection with students by actively engaging their personal belief systems and acknowledging the underlying concepts that shape these beliefs.

Primarily, it is essential to nurture students' specific belief needs. Belief is an inherent and essential human need that originates internally, rather than being imposed from external sources (Liu, 2000). In Vietnam's multifaceted and tolerant culture, it is crucial for religious education to foster students' awareness of their personal religious needs and ambitions for excellence (Xue & Qi, 2023). When students are motivated, they often have a natural comprehension of these criteria. Educators must provide a conducive environment that fosters students' inclination towards moral and ethical concepts.

Moreover, belief education should augment students' cognitive abilities in distinguishing beliefs. This involves equipping individuals with a set of criteria to assess different alternatives in order to arrive at scientific conclusions, without imposing any particular notions (Liu, 2000). Their beliefs should undergo thorough scrutiny and evaluations. Equipping students with a thorough comprehension of the essence of views establishes the foundation for their eventual deliberate embrace of Marxism.

Furthermore, it is crucial to utilise innovative methods to cultivate students' inherent affiliation with Marxist concepts (Xue & Qi, 2023). Repetitive indoctrination is unable to

profoundly impact individuals' cognitions and convictions. Instead, it is crucial to enhance the bond with students' viewpoints by integrating contemporary illustrations and realistic exemplars. It is imperative to foster their excitement and initiative, rather than depending on passive reception. Participating in interactive activities, such as conversations, fosters deeper contemplation and enhances one's level of belief. Marxist philosophy often posits that education should address both rationality and emotions.

Similarly, it is crucial to consider different phases and modifications in the evolution of beliefs (Liu, 2000). The mass basis is formed through the provision of fundamental political education on values and policy. Theoretical education on Marxism enhances convictions by promoting a deep understanding. Collaborative efforts are essential since most people develop opinions instinctively, relying on their initial experiences. Theories can only be understood when they are based on this fundamental principle. To optimise their impact, educators should intentionally integrate both approaches.

Furthermore, the existence of expert teams is crucial for consolidating complex Marxist doctrines and methodically facilitating students' comprehension and acceptance. They are required to provide lucid and succinct elucidations of theoretical ideas while highlighting underlying principles. Furthermore, it is crucial that teachers cultivate a culture of purposeful involvement with authentic literary works and actively motivate students to participate in self-directed reading. With their expertise, they are able to mentor pupils in comprehending intricate theoretical topics, facilitating their grasp of fundamental principles.

In summary, according to Marxist ideology, education should strive to stimulate students' innate aspirations for moral guidelines and utilise inventive methods to elicit deep emotional resonance. In order to uphold the core principles of belief formation, it is essential to combine political and theoretical education by employing expert teams to effectively transform Marxist theory into practical convictions.

3.3. Pragmatic requirements of Marxist ideology education

The Marxist ideology advocates for the incorporation of diverse practical activities, the utilisation of technology in novel ways, and the establishment of specialised teams to augment its perceived importance in education.

Primarily, immersive practical activities should aim to facilitate individuals in directly encountering Marxist concepts. Instead of confining education to traditional classrooms, it is advantageous for students to visit historical locations of importance and actively engage in communal labour or volunteer work (Wang, 2018). These activities successfully communicate communist ideals of dedication and altruism. Students have the ability to perceive the embodiment of Marxist principles in society. Practical experience enriches theoretical knowledge by providing tangible examples and reinforcing conviction.

Similarly, the use of cutting-edge media technologies is essential for improving the felt proximity to abstract theories (Xue & Qi, 2023). Young individuals who are familiar with those forms of communication find digital media more captivating. Employing brief films, virtual reality excursions of significant sites, and animated visuals could augment the accessibility of Marxist principles. Mobile applications for smartphones facilitate

spontaneous and independent learning. WeChat and Zalo groups allow the exchange of ideas and opinions. In addition, new media enables interactive teaching and efficient feedback. This combines teaching and entertainment, overcoming negative perceptions of tedious theory.

In addition, it is imperative to have dedicated teams of educators who possess a high degree of expertise in Marxist theories, as stated by Liu (2000). Experienced instructors with extensive knowledge of the complex philosophical framework ensure that students fully understand the core nature of issues, avoiding any misinterpretation of nuanced ideas. Their teaching emphasises a systematic understanding and belief rooted in rationality, rather than blind obedience. Furthermore, they possess the capability to provide tailored practical exercises to enhance comprehension of concepts. These professionals distinguish scientific Marxism from deviant versions, therefore preventing any mistake.

Furthermore, the incorporation of diverse practical course modules, alongside the obligatory political theory lectures, facilitates the smooth amalgamation of theoretical understanding with practical implementation. Supplementary options are offered to cater to a diverse array of interests, while also improving the compatibility with students' academic majors and career objectives. The practical lessons of Marxism can be successfully integrated into professional curricula, demonstrating its palpable applicability in real-world situations.

Furthermore, it is crucial to build a centralised system of coordination across institutions nationwide to consistently collect and share excellent approaches. Standardised criteria and evaluations can be implemented for belief education efforts. Programmes should undergo ongoing evaluation utilising empirical data in order to enhance their effectiveness through iterative improvement.

In summary, it is imperative to establish actual links between Marxist theories and the present-day circumstances of students in order to convert abstract concepts into palpable convictions. The perceived legitimacy, relevance, and affinity are heightened by immersive hands-on experiences, innovative technology-driven methods, specialist expertise, and systematic coordination.

3.4. The significance of Marxism in Vietnamese higher education

Despite Vietnam's shift towards a socialist-oriented market economy, Marxist philosophy continues to be ingrained in the curricula of Vietnamese universities. This is demonstrated by the compulsory course on Marxist-Leninist ideology that every student is required to enrol in. Nevertheless, several researchers have raised doubts over the continued relevance and effectiveness of this ideological education in capturing the attention and interest of pupils. We shall analyse the continuous influence of Marxism in Vietnamese higher education. This text will elucidate the rationales behind the continued significance of Marxist education, while also examining the criticisms and proposing recommendations for enhancing the curriculum's pertinence. In this section, we will examine the viewpoints of several Vietnamese scholars, including Dinh (2020), Thang (2018), and Hao (n.d.), who have made significant contributions to this ongoing discussion. Their perspectives will be amalgamated to evaluate the necessity of implementing changes in order to uphold the relevance of Marxism for Vietnamese students in the 21st century. In summary, this essay

will contend that although Marxist philosophy remains valuable, curriculum revisions and new pedagogical approaches are needed to ensure the relevance of this education in a swiftly modernising Vietnam.

Marxist ideology maintains its significance in Vietnamese colleges, even though the country has shifted towards a socialist-oriented market economy. Dinh (2020) asserts that the mandatory course on Marxist-Leninist Philosophy in Vietnam provides students with scientific information, a comprehensive worldview, and a systematic approach to thinking. Nevertheless, Dinh discovered a significant dearth of enthusiasm for this topic among technology students at the Hanoi University of Science and Technology. The reasons encompassed extraneous material, instructional approaches, and absence of real-world implementation. Dinh suggested implementing strategies such as incorporating soft skills training and integrated learning to effectively enhance student engagement and achieve long-term learning goals. Thang (2018) confirmed the ongoing significance of Marxism, highlighting Vietnam's accomplishments in diminishing poverty and fostering economic advancement under the guidance of the Communist Party. He stressed the importance of applying Marxism in a creative manner, taking into account the individual characteristics of each nation. Thang promoted the widespread distribution of Marxism as a doctrine that is scientific, revolutionary, developmental, and humanistic. Hao (n.d.) highlighted previous constraints in the examination of Western Marxism within the context of Vietnam. He contended that having a comprehensive grasp of many philosophical systems is crucial for achieving international unity. Hao advocated for a methodical and impartial examination of Western Marxism, with the aim of incorporating its principles into the development of Marxism. He recommended incorporating Western Marxism into university courses as a means to overcome intellectual stagnation.

In general, the text emphasises the ongoing impact of Marxism in Vietnamese universities, as well as the initiatives to revise educational programmes and instructional approaches in order to enhance their pertinence and appeal to students. Nevertheless, there are still obstacles to overcome in achieving a harmonious equilibrium between ideology and Vietnam's socio-economic circumstances. Additional study and curriculum revisions may be necessary to maintain the relevance of Marxism in a changing society.

CONCLUSION

In order to foster individuals with a socialist mindset who can lead the country's revitalization in the modern era, it is imperative for Vietnam and China to address the various prerequisites in Marxist philosophy education. Vietnamese and Chinese universities should persist in implementing reforms while upholding the influential guidance of Marxism.

The unique role of education in two countries It is important to reinforce the relationship between Vietnam and China as the conditions in the country evolve. This should be done by closely connecting theories with the development of beliefs. To properly address current subjects, modern content must thoroughly cover four crucial aspects: worldviews, political loyalties, national objectives, and the Party. Specialised teams with a high level of expertise in theories are crucial for developing strong and reliable foundations.

The diverse values drive students' emotional requirements for guiding concepts and

intentional belief choices. The principles of belief formation promote the incorporation of political and theoretical instruction by employing innovative techniques that elicit deep resonance.

In order to boost the perceived relevance, effectively implementing activities that enable individuals to personally experience their concepts necessitates the integration of theories, innovative technology-based methodologies, and proficient teams. It is imperative to consistently carry out coordinated reforms across campuses.

According to Marxist philosophy, education in Vietnam and China needs to constantly renew itself in order to meet the evolving needs of training socialist successors. Nevertheless, it is imperative to uphold Marxism as the prevailing worldview. The quest for achieving the optimal balance between tradition and innovation remains an ongoing endeavour.

An optimal strategy involves synergistically integrating established techniques in theoretical and political education, using their respective strengths. The former promotes a deep understanding to reinforce beliefs, whereas the latter cultivates broad political consciousness. An all-encompassing amalgamation is needed to convert theories into deeply entrenched convictions and real endeavours.

Student-centered approaches require an emphasis on promoting self-motivation and internalisation. The young population of Vietnam and China must cultivate the ability to deliberately form beliefs in order to withstand a diverse array of influences. In order to captivate people, it is imperative to incite their enthusiasm by establishing a feeling of importance and emotional attachment.

In order to achieve its ultimate objectives, it is crucial for Marxist ideology education to effectively cater to the varied and intricate requirements of individuals. Marxism has the potential to bring together tradition and innovation by effectively combining different methods and implementing student-centered reforms. This will foster the development of communist successors who will spearhead Vietnam and China's new era of national revitalization.

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