



## Competency-Based Education of Marxist-Leninist Philosophy For Students At Universities Today

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### ABSTRACT

Competency-based education of Marxist-Leninist philosophy for students at universities today is an inevitable trend. In this article, the authors give the concept of competency-based education and competency-based education of Marxist-Leninist philosophy for students at universities today, thereby proposing a number of solutions for competency-based education of Marxist-Leninist philosophy.

**Keywords:** *Teaching, Marxist-Leninist philosophy, competency-based approach.*

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### INTRODUCTION

#### Preface

The picture of the whole world has changed drastically in the current era, Vietnam is also campaigning day by day, hour by hour to conform to the general rules of the world. All professions and fields have obvious changes, especially the education is facing many different challenges. In the new era, creating a vivid education and training picture that traditional educational methods will certainly not be able to meet, different from the mass training method of previous centuries, focusing on training methods "individualized education", "student-centered" education. Through international exchanges, joint programs through communication networks, the Internet, knowledge courses are guaranteed to be closer to international courses. Competency-based education has become an inevitable trend in the field of education.

Marxist-Leninist philosophy is the foundation and methodology for students to apply and study all the principles of Marxism-Leninism as well as the political theory system. Marxist-Leninist philosophy is included in the training program for first-year students. Teaching practice shows that most students think that Marxist-Leninist philosophy is a difficult and arid subject. This has many causes, in part due to the inadequate content and teaching methods of Marxist-Leninist philosophy. Renovating the content and teaching methods of this subject is an urgent requirement in the field of higher education in our country.

#### Content

##### 1. Competency-based education

###### 1.1. Concepts

###### *Competency-based approach*

Competency-based approach is to ensure the development of learners' competency through educational content with basic, modern and practical skills and knowledge; harmonious education of virtue, wisdom, body and beauty; focus on practice, applying knowledge and skills acquired in the learning process to solve problems in learning and daily life; highly integrated in the lower classes, gradually differentiated in the upper classes. Through the form of educational organization and educational methods, promoting the potential and initiative of each student. At the same time, there are evaluation methods that are suitable for the educational goals set out. Orientation aims to maximize the inherent potential of each student, based on the different psycho-physiological characteristics, needs, abilities, interests and career orientations of each student. Helping students develop the ability to synthesize skills, knowledge... in many different fields to most effectively solve problems occurring in learning and daily life, present in the process of acquiring knowledge and practicing life skills.

###### *Competency-based education*

**Competency-based education** is a model that aims to maximize the quality and competency of learners through the organization of independent, active and creative learning activities of learners under the reasonable organization, guidance and support of teachers. In this model, learners can demonstrate progress by demonstrating their competence. That means learners must demonstrate a degree of mastery of the knowledge and skills (called competence); synthetically

mobilize all resources (experience, knowledge, skills, interests, beliefs, will, ...) in a certain subject or context, at their own pace.

### ***1.2. The necessity of Competency-based education of Marxist-Leninist philosophy for students at universities today***

Competency-based education is one of the specific contents of the fundamental and comprehensive renovation process of education in Vietnam, gradually shifting from content-based to competency-based educational programs of learners, changing from a learning style that emphasizes the acquisition of knowledge to a learning style that emphasizes the application of knowledge. The assessment of student learning outcomes does not take the test of the ability to reproduce learned knowledge as the center of the assessment, but focuses on the ability to creatively apply knowledge in different application situations. Thereby, promoting the activeness, self-discipline, initiative and creativity of learners.

The Resolution No. 29 at the 8<sup>th</sup> Conference of the 11<sup>th</sup> Central Committee of the Communist Party of Vietnam on fundamental and comprehensive renovation of education, meeting the requirements of industrialization and modernization in the context of socialist-oriented market economy and international integration is of great significance, blowing a new wind into the socio-political life of our country. The Resolution affirmed: "Continue to strongly and synchronously renew the basic elements of education in the direction of attaching importance to the development of learners' qualities and competencies" [1]. Competency-oriented education has become an inevitable trend of education in our country.

Marxist-Leninist philosophy has a very important position in equipping students with a dialectical materialistic worldview and dialectical materialistic methodology. When completing this module, students are fully equipped and perfected with the knowledge system about the worldview of scientific materialism to have a correct conception of people and the world.

In addition, this course also equips learners with a rigorous and logical foundational scientific knowledge system to respond to a comprehensive learning method and capture more subtle and profound scientific knowledge, against method of thinking machine, the way of looking at the face. Students are systematically equipped with concepts, categories, principles, and perspectives... to have faith to orient their learning and scientific research activities, to have the right orientation for the next courses, and to have confidence in the economic development policy of our Party and State.

In addition, this course also equips learners with a rigorous and logical foundational scientific knowledge system to respond to a comprehensive learning method and capture more subtle and profound scientific knowledge, against rigid thinking method, unilateral & one-sided way of looking. Students are systematically equipped with concepts, categories, principles, and perspectives... to have faith to orient their learning and scientific research activities, to have the right orientation for the next courses, and to have belief in the economic development policy of our Party and the State [3].

For a long time, we have considered the teaching of Marxist-Leninist science in general and Marxist-Leninist philosophy in particular to students. Marxist-Leninist philosophy has become a difficult, arid, and rigid subject. The teacher uses mainly the presentation method, and the students passively receive academic knowledge. This way of teaching makes it difficult for students to see the practical benefits of the knowledge that philosophy brings to solve real-life problems. Even the exam achievement disease has caused teaching practice to operate from a pragmatic point of view, leading to an ominous consequence: teaching Marxist-Leninist sciences in general and Marxist-Leninist philosophy in particular is of a formal nature, mainly theoretical, showing a setback in the development of scientific knowledge. This way of teaching is not very beneficial to the learners, which will make philosophy a difficult science to accept and be loved by students when participating in learning. Recognizing the inadequacies of the reality of teaching Marxist-Leninist science subjects in general and teaching Marxist-Leninist philosophy in particular, in recent years universities have focused on competency-based education of learners.

## **2. Competency-based education of Marxist-Leninist philosophy for students at universities today**

In order to be able to adapt to the ever-changing requirements of society, the students trained at universities not only need to have a high level of education at the starting point of their professional life, but also have the ability to self-study, self-search, research, know to constantly change their intellectual capital throughout life. Thus, the teaching method at universities must give students the learning method and the passion for learning, and competency-based education is an inevitable trend of social development, especially the competency-based education of Marxist-Leninist philosophy in order to create generations of students with solid political qualities who have faith in the path chosen by the Party, Uncle Ho and our people, and at the same time take practical actions in reality to protect that revolutionary result.

### ***2.1. The role of competency-based education of Marxist-Leninist philosophy for students at universities today***

Competency-based education is a common trend of education globally, and is also an important point of view in the fundamental and comprehensive renovation of Vietnamese education in the current period. When changing the training philosophy, many problems in competency-based education such as testing and assessment, teaching methods, etc...

need to be raised. Like other subjects, in higher education, the teaching of Marxist-Leninist philosophy must necessarily follow the trend of competency development in order to fulfill the strategic goals of higher education in Vietnam and this is also the inevitable trend of the new phase - the 4.0 industrial revolution.

In higher education, the teaching of Marxist-Leninist sciences in general and Marxist-Leninist philosophy in particular plays an important role in equipping students with worldview and methodology. In this subject, students are fully equipped and perfected the knowledge system about the worldview of scientific materialism to have a correct conception of people and the world. Therefore, the competency-based teaching and learning approach will create the premise for the formation of worldview, human outlook as well as many necessary qualities of modern employees: creativity, ability to express the personal points, know how to communicate and live in the community.

In competency-based education of Marxist-Leninist philosophy for students, students are fully equipped and perfected the knowledge system about the worldview of scientific materialism in order to have a correct conception of man and of the world.

On the other hand, in the competency-based approach in this subject, students are equipped with a rigorous and logical foundational scientific knowledge system to respond to a comprehensive learning method in the 4.0 technology era and grasp scientific knowledge more subtle, deeper, against the method of stereotypical thinking, one-sided thinking.

Students are equipped with a system of concepts, categories, principles, perspectives, etc. to have beliefs to orient their learning and scientific research activities, to have the right orientation for the next courses, and to have beliefs into the guidelines and policies of the Party and State. Each principle, category and rule of Marxism - Leninism, when teaching in the competency -based approach, gives students the most general understanding of practical issues that have been and are taking place in life, has a way of thinking, a dialectical view of what is happening in nature, society and thought and is closely related to practical problems when students participate in the lectures at universities.

## ***2.2. Some shortcomings in competency-based education of Marxist-Leninist philosophy for students at universities today***

The competency-based education of Marxist-Leninist philosophy for students at universities today, in addition to many positive aspects that have been achieved, still have limitations in both from the teaching staff and from students

### *Teachers*

Many teachers teaching Marxist-Leninist philosophy at universities today are young, fresh graduates from universities, despite having high degrees, but lacking experience, practical teaching skills and general knowledge of social sciences and humanities... In fact, in order to teach Marxist-Leninist philosophy well in addition to reading books and studying documents, the teachers need practical experience, rich experience, and knowledge about real life that happened in the past as well as what is happening every day through books and magazines.

On the other hand, in teaching, they must know how to choose images, content, and stories that take place in practice and put them into their lectures to suit each content, problem, and subsection to demonstrate. But in order to have many suitable images, content, and stories, it requires teachers to invest a lot of time in the process of researching and updating news every day.

Although competency-based education of philosophy has been carried out in many universities, many teachers still use the traditional method, which is a one-way monologue, a teacher-centered method. Teachers and students listen and take notes passively to receive knowledge. We can't deny that this method still has the advantage that the teachers will be proactive in managing all classroom activities as well as conveying more extensive knowledge to students. However, this method makes the theoretical content arid, abstract, away from this reality, so it makes students very passive, difficult to absorb knowledge, highly dependent on the knowledge and views of the teacher. Poor receptivity, lack of confidence, lack of creativity, listening - taking notes - also lead to the consequences that students are very lazy to read books, update information little and are very weak in handling situations when teachers set out questions.

Besides, with the short course duration for the vast amount of knowledge, the interaction process between teachers and students is almost nonexistent. Therefore, it greatly affects the transmission and acquisition of knowledge as well as not being interested in creating and improving students' thinking through each lesson.

On the other hand, sometimes even teachers who teach this subject think that this is a common subject, students don't like it when hear about the subject, student do not focus and respect this subject, so they do not need a lot of investment. Therefore, many teachers go to class mainly with the mentality of teaching to finish, teaching until the end of the lesson and the end of time like that, making the subject become more abstract, arid, not attached to reality in each lecture.

### *Students*

Because the subject is abstract and arid, university students don't care, pay much attention, or even fear when they have to learn. But because this is a general subject, it is a compulsory subject for most students at universities to study reluctantly. Students only rote what the teachers convey, but do not deeply understand the nature of the knowledge they have learned so that they can draw practical meaning and apply it flexibly and creatively to each specific situation in learning and daily life.

Some students also make mistakes when applying the principles of Marxist-Leninist philosophy to solve practical problems, do not understand and master the objective principle, so their way of thinking and doing still express the recklessness and haste that do not come from actual circumstances, existing conditions of their family and themselves, so they fall into illusions.

Moreover, students often think that this is a arid, boring subject that does not help much for specialized courses, has little practical value after graduation, and does not help them when they go to work. This is something that managers also realize that students have misconceptions about the subject, about the foundational knowledge when building the training program framework. When studying Marxist-Leninist philosophy, students often have a common mentality that this is a arid subject, difficult to remember, so it easily leads to a psychology of boredom, not taking it seriously, thinking that this subject will not be useful after graduation. Therefore, it is a habit, the common psychology that comes with learning to pass the subject, coming to class with an almost uncooperative attitude because of being forced to take this subject, not because of liking or voluntarily signing up for the course. This subject has a very high logic, the lessons are systematic, but most students come to class to sit mainly for enough periods if there is a attendance inspection, or study because it is a compulsory subject, so after studying it, when being asked the knowledge taught before, almost students do not remember. Or when the teacher gives a situation that requires students to handle, or explain a certain event or action in society, almost students are very confused and do not know how to recall and apply the knowledge learned for problem solving.

### **3. Some solutions for competency-based education of Marxist-Leninist philosophy**

#### ***3.1. Improving traditional teaching methods***

In order to improve the effectiveness of these teaching methods, teachers first need to master the requirements and proficiently use teaching techniques in preparing and conducting lessons, techniques for asking questions. Ask and process answers in conversation. However, traditional teaching methods have inevitable limitations, so besides traditional teaching methods, it is necessary to combine the use of new teaching methods, which can enhance the cognitive positivity of students in presentations and conversations from the point of view of teaching and solving problems.

#### ***3.2. Combining a variety of teaching methods***

The combination of diverse teaching methods and forms in the entire teaching process is an important direction to promote the positivity and improve the quality of competency-based education of Marxism-Leninism philosophy.

During the teaching process, teachers can teach the whole class, teach in groups (table group, pair group, group of three students, group of four students...), overcoming the unique status of whole class teaching and the abuse of methods special presentations through group work, increasing the activeness and initiative of students when acquiring knowledge.

#### ***3.3. Applying problem-solving teaching methods***

Problem-solving teaching (teaching to raise problems, teaching to recognize and solve problems) is a teaching perspective aimed at developing thinking capacity, ability to recognize and solve problems. This is a method with many advantages and should be applied when applying competency-based education of Marxist-Leninist philosophy.

When teaching, students are presented by the teachers in a problem situation associated with reality, which is a situation containing cognitive contradictions, for students to solve the problem, helping students to actively acquire knowledge, skills and cognitive methods. This is the basic way to promote the active awareness of students, learning goes hand in hand with practice, theory is associated with practice, which is also the goal that this subject is aiming for.

#### ***3.4. Applying case-based teaching methods***

This is a teaching perspective in which teaching is organized according to a complex theme associated with real-life and professional situations. The learning process is organized in a learning environment that enables students to construct knowledge individually and in the social interaction of learning. Complex teaching topics are those with subject-related content associated with practice.

Using this method for Marxist-Leninist philosophy has contributed to overcoming the disconnection from reality, training students to have the ability to solve complex problems, ability to solve a typical situation, associated with reality through group work. Applying teaching according to practical situations is an important way to link training at universities with real life, contributing to overcoming the situation of academic education, which is far from current reality.

### **3.5. Increase the rational use of teaching media and information technology to support teaching**

Teaching means play an important role in innovating teaching methods, in order to increase the visibility of teaching Marxist-Leninist philosophy. Multimedia and information technology are both teaching content and teaching means in modern teaching. In addition to using multimedia as a means of performance, it is necessary to increase the use of teaching software as well as teaching methods using electronic networks (E-Learning), connected school networks, Big School ...[2].

### **3.6. Fostering active learning methods for students**

Self-help learning method plays an important role in actively promoting and promoting students' creativity. There are common cognitive methods such as methods of information collection, processing and evaluation, work organization methods, group work methods, etc. In many different forms, it is necessary to train students with general learning methods and learning methods in the subject.

For the teaching of Marxist-Leninist philosophy, the teachers, when fostering many learning methods for students, help students to actively acquire knowledge, anytime, anywhere, in any process and to master own learning process.

## **CONCLUSION**

Teaching Marxist-Leninist philosophy plays an important role in the higher education program in Vietnam, in the new context that competency-based approach in Marxist-Leninist philosophy is an inevitable trend. It requires both teachers and students to take appropriate adjustments to make this subject to become the one where the learning is not only learning by theory, learning from books but also learning from practice, learning from people, learning from many different sources, thereby it will bring success, and student can gain a rich amount of knowledge.

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