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Teaching and learning classic works of the philosophy of Karl Marx - Lenin

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Abstract

In our country today, teaching and learning classic works of Marxist-Leninist philosophy is a mandatory task for students of philosophy majors, graduate students and graduate students of philosophy majors, and some other specialties. In teaching Marxist - Leninist philosophy, teaching the philosophical works of Marx, Engels, and V.I. Lenin plays

an important role, but there are many difficulties. We would like to present some thoughts on teaching and learning the classic philosophical works of Marx, Engels, and V.I. Lenin (referred to as classics) to improve the quality and effectiveness outcomes of this teaching and learning.

Keywords: Teaching, Learning, Philosophy, Karl Marx – Lenin, Empiricism

1. The role of teaching and learning the classics

According to the "Vietnamese Dictionary", "classic" means "with exemplary value, representing a doctrine, a doctrine"(1). Accordingly, we can understand that the classic works of Marxist - Leninist philosophy are valuable and exemplary philosophical works of C. Marx, Phenghen, and V.I. Lenin. Classical works were written by C. Marx, Phenghen, and V.I. Lenin in the period from the early 40s of the nineteenth century to the early 20s of the twentieth century (V.I. Lenin died in 1924). These works are all products of genius thinking, generalized from revolutionary practice and selectively inherited from the treasure of human knowledge. Those works have great scientific value; are the worldview and scientific methodology for human cognitive and practical activities. The knowledge in these works shows humanism, humanity and has profound realism. Classical works of Marxist-Leninist philosophy of our country today include both originals and translations, but most of them are translations of many publishers, printed in complete volumes, anthologies, or books in individual editions. In particular, the complete book sets are most commonly used in teaching in academies and universities today. Although each classic work has its own characteristics, the content is revolutionary and scientific in nature are worldview, scientific methodology for cognitive thinking and practical activities of people. In many works, the classics do not present their philosophical ideas and views in a purely philosophical form, but combine them with other theoretical ideas (such as scientific socialism and political economy). For example, in the set of "Capital", V.I. Lenin said that, C. Marx did not leave us "Logic" (with a capital L), but left us the logic of the set of "Capital". Almost, in the classic works, Marx, Engels and V.I. Lenin all focus on problems that meet specific practical and cognitive requirements. Those works mentioned many fields of philosophy such as ethics, aesthetics, religion..., but basically dialectical materialism and historical materialism. Each major work clearly shows the contributions to Marx, Engels and V.I. Lenin to the development of human philosophy; All clearly show the process of formation and development of Marxism-Leninism in general and Marxism-Leninism in particular. Many classics is presented as critiques of old or opposing views.

The thought in the classics is the foundation of revolutionary and scientific reasoning. The classic works of Marxist - Leninist philosophy have outstanding value in terms of worldview and methodology. Facing the new situation with the increasing complexity of the political and ideological struggles, it is even more necessary to improve the efficiency of the teaching and learning process of the classics. Because that ensures the content of learning political theory has depth; has great effects on training learners' ability to think logically and scientific thinking methods; helps learners understand the ideas of the classics.

2. The situation of teaching and learning classics

Due to the great valuable classics, at university and postgraduate level, the training program for many subjects with the content of teaching and learning classics. In many training institutions, the 3rd year university training program for philosophical classes has the subject of classics. The study of classics for graduate students and graduate students in philosophy is identified as a specialized subject. The program for graduate students and graduate students in some other majors also taught and learned

a number of classic works. Teaching classics in learning Marxist - Lenin philosophy has always been the attention of leaders and management of training institutions. However, the teaching of classics in institutes and schools is in fact still limited and difficult.

Firstly, for the faculty, there are very few who study the classics from the original. Many lecturers, although teaching classics, have not studied the classics thoroughly. There are even lecturers who do not read the work, but only grasp the content through other people's introductory materials before introducing them to learners. This leads to the situation of three copies being lost, or incorrectly representing the ideas of the canonists.

Secondly, for learners, a large number of students do not read classics or have a very low reading rate in specific works (especially difficult works such as *Anti-Druids*, *Dialectics of Nature*). *Philosopher's Notebook*). Many students consider it normal not to read classics during their studies. If they do, they just read through the speakers, roughly.

Thirdly, the time, program, and content of teaching Marxist-Leninist theoretical subjects, including Marxist-Leninist philosophy, have been reduced and narrowed down. That leads to the fact that it is very difficult to study the classics, whether just the spirit, thesis or part of the classics.

Fourthly, the impact from the world and domestic situation has unfavorable aspects. It was the collapse of socialism in the Soviet Union and some other countries in the late 80s and early 90s of the twentieth century; is the impact of the negative side of the market mechanism; is the advance of hostile forces to abolish Marxism-Leninism. These effects make teaching and learning classics difficult.

3. Some solutions to improve the efficiency of teaching and learning classics

In order to meet the requirements of the cause of innovation in the context of complicated developments of the struggle in the political and ideological fields, we need to improve the quality of teaching classics to students of institutions. undergraduate and graduate training. There are many solutions to improve the effectiveness of teaching classics, in which, in our opinion, there are some basic solutions as follows:

First, teaching classics must follow certain principles and adhere to the characteristics of philosophical works. When teaching classics, the teacher must first grasp the principle of objectivity, correctly present, and properly comment on what the classicists wrote. To violate this principle is to falsify the views of the classics. When teaching a certain classic work, the teacher must clearly demonstrate that the views of the classics in the work have both scientific value and practical value. Next, when teaching the classic work of Marxist-Leninist philosophy, the teacher must thoroughly grasp the principle of history - concreteness and development. That means, it is necessary to consider the views of the classics in the work associated with the specific time and space the work was born with, with the inheritance and development of previous views; must indicate the historical circumstances of the work, the name of the work, the author, the time and place where the work was written, the publication situation, and the urgent cognitive and practical requirements placed on the work., the meaning of the work. Teaching classic works of Marxist - Leninist philosophy must identify basic and typical contents from a

philosophical perspective; There are contents mentioned by Marx, Engels, and V.I. Lenin, but attention must be paid to specific features suitable to specific historical conditions and circumstances. Accordingly, when presenting specific content, it is necessary to compare, connect and develop according to the flow of history. For example, when referring to the natural historical process and the omission condition of socio-economic forms in V.I. Lenin's work "Imperialism - the ultimate stage of capitalism", It should be emphasized that this work is a genius continuation of Marx's "Capital" in the imperialist era, in which V.I. Lenin drew extremely important conclusions about the development of uneven development of capitalism and about how a socialist revolution can be won in a country. Those arguments are consistent with the new requirements of the times; enhanced the revolutionary initiative and activeness of the international working class and placed the proletarian revolution as a direct task on the agenda of the working class.

When teaching classic works of Marxist-Leninist philosophy, teachers need to thoroughly grasp the comprehensive principle. In particular, the ideas and views of the classics must be considered in close relation with each other, within their system; at the same time, consider in close connection with your other ideas, especially those on political economy and scientific socialism. However, the principle of comprehensiveness requires being focused, development-oriented, focused on the purpose of the work, going into the basic issues of philosophy and the content to be exploited. For example, the work "Materialism and Critical Empiricism" has a lot of rich content, when introducing this work, it is necessary to focus on exploiting the basic problem of philosophy. In matters such as reflective theory and criticism of the views of Mach, Avenarius, Kant, Plekhanov, Bazarov, Hemhomts, Bogdanov, etc., the teacher needs to clarify the Marxist view of the second aspect of the problem. fundamentals of philosophy. Or when introducing the content of V.I. Lenin's material definition in that work, the teacher needs to mention the views in history, the perspective of Marx - Engels and the point of view of V.I. Lenin. According to the principle of comprehensiveness, in teaching the classic work "The State and the Revolution", students must be oriented to focus on the origin and nature of the state, the new type of state, and the issue of government. the state in the social revolution, the Marxist view of the dictatorship of the proletariat, the state perishes. It is the same in other works, that is, it is necessary to point out important points for learners to focus on.

Teachers must pay attention to the characteristics that distinguish classic works of Marxist-Leninist philosophy from classic works of other scientific disciplines in terms of objects, tasks, functions, contents and application purposes. . In addition, teachers need to distinguish the features of the classics in two stages, the stage of free-competitive capitalism and the stage of imperialism, thereby identifying their own characteristics. of each work.

Second, improve the capacity of the lecturers. Lecturers of Marxist-Leninist philosophy need to be increased in quantity and quality. In order to build a teaching force that can ensure quantity and quality, training institutions need to pay attention to investing in, training and fostering a team of young scientists; it is necessary to create conditions for them to study classical works in a basic way; encourage basic and

academic research directions at training institutions. Lecturers are the force that directly transmits knowledge from classic works to learners. They must have a deep understanding of the classics; must be fostered and trained in the contents and methods of researching and teaching classic works, especially typical works.

Third, learners must see the necessity of studying the classic works of Marxist-Leninist philosophy. They must have the spirit and attitude of serious study to grasp the classical knowledge. Serious learning attitude is the top requirement for learners; because as V.I. Lenin wrote: "Without spending a certain amount of effort, it is impossible to find the truth in any serious matter; and whoever is afraid to work hard will not find the truth" (2). Learners must actively study and improve their level of scientific reasoning to be able to study abstract and general problems of classic works. Learners must know how to apply the principles and methods of dialectical materialism and historical materialism in the study of classic works; know how to analyze the views of the classics from the achievements of science and current practice; does not turn the views of the classics into absolute truth. Learners must grasp the "god" of the classic work in terms of stances, opinions, beliefs, arguments, and polemic methods, rather than memorizing and mechanically accepting the points contained in the book. To study well in this subject, learners must have basic knowledge such as dialectical materialism, historical materialism, history of philosophy, ethics, aesthetics, religion, and philosophy in science. natural science, economics, philosophy, Marxism-Leninism. They must have the spirit and attitude of serious study to grasp the classical knowledge. Serious learning attitude is the top requirement for learners; because as V.I. Lenin wrote: "Without spending a certain amount of effort, it is impossible to find the truth in any serious matter; and whoever is afraid to work hard will not find the truth" (2). Learners must actively study and improve their level of scientific reasoning to be able to study abstract and general problems of classic works. Learners must know how to apply the principles and methods of dialectical materialism and historical materialism in the study of classic works; know how to analyze the views of the classics from the achievements of science and current practice; does not turn the views of the classics into absolute truth. Learners must grasp the "god" of the classic work in terms of stances, opinions, beliefs, arguments, and polemic methods, rather than memorizing and mechanically accepting the points contained in the book. To study well in this subject, learners must have basic knowledge such as dialectical materialism, historical materialism, history of philosophy, ethics, aesthetics, religion, and philosophy in science. natural science, economics

Fourth, it is necessary to innovate methods and forms in teaching and learning classics. To teach classics, teachers need to actively innovate methods of studying classics; teach learners how to approach each classic work. Each classic work has its own characteristics in terms of content and context of birth and method of presentation; Therefore, it is necessary to have a separate research method for each work. In some works (such as Anti-Dühring, Philosopher's Pen, Materialism and Critical Empiricism), learners need to focus on studying the views that the classicists criticize; because through that, learners can understand the views of

the classics. In some works, learners need to focus on understanding the historical and realistic values of the work. To study a certain classic work, it is necessary not only to study that work, but also to study the works of many scientists about that classic work. In addition, there should be creative methods in teaching and learning classics, using many different forms. For example, it is necessary to conduct seminars, exchanges, and seminars. In order to create interest in the study and transmission of classic works, it is necessary to "simplify" the complex, to use flexible teaching methods. Due to the limited study program, it is necessary to focus time on some large and difficult works. In other works, the lecturer can briefly introduce the content, and at the same time guide the methods for learners to read, research and harvest by themselves. In assessing the study of classics, learners should be encouraged to research and write essays on scholarly issues related to classics. In the content of the examination and examination, attention must be paid to citations and in-depth arguments according to certain contents of classic works; must evaluate closely and objectively; Only in this way can we create seriousness in learning.

Fifth, ensure good facilities for teaching and learning classics in academies and schools. The assurance of material facilities for teaching and learning classics must be suitable to the specific requirements and conditions of each training institution. However, like other subjects, teaching and learning classics needs to have favorable conditions for equipment for the teaching and learning process. Learners should have easy access to classic works printed in anthologies, volumes, and individual books. When learning a certain classic work, but the learners do not read that work, the effect will be very limited. Currently, due to the limited number of classic works, it is not easy for all students to obtain classics to study. To improve the effectiveness of teaching and learning classics, it is important to ensure that students have classic books to read. Classical works need to be digitized soon to facilitate learners' access to classics. It is necessary to invest in building and improving the operation quality of libraries and reading rooms in accordance with the activities of lecturers and students of each training institution. Products of research and study on classic works must be collected, stored, systematized, socialized, and exploited and used effectively.

4. Conclusion

Teaching and studying classic works of Marxist - Leninist philosophy have important meanings in studying Marxist - Leninist philosophy. In the face of the complicated upheaval of the times in recent decades, people see more clearly the values of the Marxist classics and the need to return to Marx. Currently, many training institutions are interested in teaching and learning classics, thereby improving the effectiveness of teaching Marxist-Leninist philosophy. However, the teaching and learning of classics is generally still limited. This has objective and subjective reasons. Through our practice of teaching Marxist-Leninist philosophical classics, we would like to highlight some of the above thoughts with the desire to contribute more ideas on continuing to innovate the content and methods of studying Marxist philosophy - Lenin.

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