American Research Journal of Humanities & Social Science (ARJHSS)
E-ISSN: 2378-702X
Volume-08, Issue-12, pp-120-124
www.arjhss.com

Research Paper Open Access

Application of Information Technology in Teaching the Course of Marxist-Leninist Philosophy at Universities in Vietnam Today

Le Thi Su, Trinh Thi Nghia[1]
[1]PhD, College of Science, Thai Nguyen University, Thai Nguyen Province, Viet Nam
[2]PhD, College of Science, Thai Nguyen University, Thai Nguyen Province, Viet Nam

ABSTRACT:- In the context of the Fourth Industrial Revolution and the strong trend of digital transformation in higher education, the application of information technology (IT) in teaching social sciences and humanities, especially the subject of Marxist-Leninist Philosophy, has become urgent. The article analyzes the practice of applying IT in teaching Philosophy subjects, evaluates the current implementation status at Vietnamese universities, and proposes a number of solutions to improve the effectiveness of teaching and learning in the new period.

Keywords: Information technology, teaching Philosophy, university, digital transformation, teaching methods.

I. INTRODUCTION

Marxist-Leninist philosophy is a compulsory basic subject in the university training program in Vietnam. However, this is also a subject that is often considered abstract, dry, and difficult for students to access. In the context of a strongly developing knowledge and technology society, the requirement to innovate Philosophy teaching methods in the direction of promoting the positivity, self-study, and creativity of learners has become extremely necessary.

The application of information technology (IT) in teaching is not only an inevitable trend but also an important condition to realize the goal of modern education. IT contributes to changing the role of lecturers and students: Lecturers are not only knowledge transmitters, but also become guides and organizers of learning activities; students become active subjects in exploring, learning and creating knowledge.

This article focuses on clarifying the practical application of IT in teaching Philosophy subjects, thereby proposing feasible solutions to improve the quality of Philosophy teaching in Vietnamese universities.

II. CURRENT STATUS OF IT APPLICATION IN TEACHING PHILOSOPHY SUBJECTS AT VIETNAMESE UNIVERSITIES

The Communist Party of Vietnam affirms: "Firmly apply and creatively develop Marxism-Leninism, Ho Chi Minh thought; firmly adhere to the goal of national independence and socialism; firmly adhere to the Party's innovation policy; firmly adhere to the principles of Party building to firmly build and defend the socialist Fatherland of Vietnam" [1]. Marxist-Leninist philosophy is one of the three components of Marxism-Leninism, the first course in the Political Theory program at universities and colleges. The subject aims to build a worldview, outlook on life, and scientific methodology. Train students in the skills of analyzing, evaluating, and solving natural, social, and intellectual phenomena based on the dialectical materialist stance and dialectical materialist methodology. Know how to apply theoretical knowledge of the subject to approach specialized scientific subjects and to one's own practical activities in a dynamic and creative way. This is of particular importance to contribute to training high-quality human resources to meet the current requirements of building, protecting, and developing the country.

In the context of globalization and digital transformation taking place strongly, Vietnamese higher education is facing the need for comprehensive innovation in teaching methods, content, and organization. In

[1]PhD, College of Science, Thai Nguyen University, Thai Nguyen Province, Viet Nam
Email: nghiatt@tnus.edu.vn, sult@tnus.edu.vn

particular, the application of information technology (IT) has become an inevitable trend in training to improve the quality, efficiency and attractiveness of the teaching process. Philosophy in general and Marxist-Leninist Philosophy in particular is a highly theoretical subject, requiring the ability to think abstractly, logically and critically. The innovation of methods and content of teaching Philosophy in universities in Vietnam takes place regularly and continuously. The reconstruction of the curriculum, the allocation of course time and the efforts of lecturers in the process of changing methods have brought positive results. One of the factors that positively contributes to this content is the integration of IT, which can help realize abstract concepts through images, videos, simulations, discussion forums, or online interactive exercises, helping students understand, remember and be more interested.

The implementation practices at Vietnamese universities in recent years show that IT has been increasingly integrated into the teaching and learning of Philosophy. Major universities such as Hanoi National University, Ho Chi Minh City National University, National Economics University, Hanoi National University of Education, and schools under Thai Nguyen University have actively deployed learning management systems (LMS) and online learning platforms such as Moodle, Microsoft Teams, Zoom, or Google Classroom. This process has many advantages such as: The State's policy strongly encourages digital transformation in education [2]; IT infrastructure at universities is increasingly improved; new generation students have the skills to use high-tech equipment, easily adapt to online learning. The emergence of platforms such as LMS (Learning Management System), Google Classroom, Microsoft Teams, Zoom, or Moodle has strongly supported the process of organizing online and blended classes. In particular, after the COVID-19 pandemic, the IT capacity of both lecturers and students has increased significantly. Most lecturers have been able to design electronic lectures, build multiple-choice question banks, organize blended classes and proficiently use support tools such as PowerPoint, Canva, Prezi, Kahoot, Quizizz, Mentimeter. Digitizing lectures, compiling electronic documents and sharing learning materials online has become a popular trend, helping students be more proactive in accessing and reviewing knowledge.

Some typical implementation models and practical experiences

Many higher education institutions in Vietnam have achieved remarkable results in applying IT to teaching the Marxist-Leninist Philosophy subject.

Ho Chi Minh City National University has built 81 video lectures for the Marxist-Leninist Philosophy subject with vivid, diverse and attractive visual forms for learners. This video system does not cover the entire content of the subject and completely replaces direct teaching in the classroom. The exchange between lecturers and students in the classroom will focus on applying knowledge to perceive and solve problems arising in practice. In addition to multiple choice questions in learning resources, some videos have questions that suggest thinking [3]. Hanoi National Economics University has applied and demonstrated the effectiveness of the Blended Learning method in teaching philosophy [4]. Schools under Thai Nguyen University commonly use Canva, Quizizz software and digital learning data for teaching political theory subjects in general and philosophy in particular.

In addition, the integration of artificial intelligence (AI) technology into teaching and learning Philosophy has been initially tested. Some lecturers use ChatGPT to support students in learning philosophical concepts, explaining terms or building discussion situations. However, the use of AI still needs clear pedagogical orientation to ensure scientificity, avoid knowledge deviation or excessive dependence on technology.

However, in political theory subjects, the application of IT still has many limitations: lack of digital learning materials, if not to say the digital learning materials system for Philosophy subjects is still poor. Digitizing learning materials is difficult because Philosophy knowledge has a lot of abstract content. Digitizing (video, simulation) a category like "contradiction," "quantity and quality" is much more difficult than experimental subjects. The lack of high-quality, pedagogical digital learning materials is the biggest obstacle. Currently, many digital documents are simply PDFs of textbooks or lecture slides, lacking interactive elements, simulations or animations to illustrate abstract philosophical categories and laws (for example, how to visualize "dialectical contradiction" or "the transformation from quantity to quality"). Lack of Case Study Bank (Practical situations) The lack of practical, updated and diverse examples (related to Vietnamese and world economics, politics, technology, society) systematically analyzed under the lens of Marxist-Leninist Philosophy makes the subject easily become dry and difficult to apply. Moreover, the digital learning materials of Marxist-Leninist Philosophy need to ensure theoretical accuracy, political viewpoints and must be carefully censored, slowing down the process of diverse development. Applying IT is not just using PowerPoint or Quizizz. The problem is in the way of integrating technology to promote higher-level thinking (analysis, synthesis, evaluation, creativity). Most applications still stop at illustration (clarification) and multiple choice (memorization), not really using digital tools to organize online academic debates (online debates), writing critical essays (e-portfolios) or analyzing big data (data analysis) to illustrate the correctness of Dialectical Materialism

Philosophy. Some lecturers are still hesitant or not proficient in using new technology tools; online testing and evaluation work does not have common criteria and tools suitable for the specific characteristics of theoretical subjects.

Many lecturers are proficient in tools (know how to use Zoom, know how to make beautiful slides) but are not proficient in integrating technology into lesson design (know how to ask interactive questions to stimulate critical thinking, know how to organize effective online group activities). They still teach "old" on "new" platforms. • A number of lecturers, especially older lecturers, are hesitant to learn and apply new technology due to fear of technical problems or feeling that it takes more time than traditional methods. Teaching Philosophy is used to direct exchanges and dialogues in class, moving to a digital environment requires major changes in classroom management and student interaction. The challenge of Testing and Evaluation is a highly specific issue for political theory subjects, especially Philosophy. Current online testing mainly focuses on objective multiple choice or basic essay tests, which are easy to perform but difficult to assess the depth of thinking, logical reasoning and the ability to apply Philosophy to practical analysis. Organizing exams that require high-level thinking (analysis, synthesis, evaluation) in an online environment is prone to cheating and ensures seriousness and objectivity. There are no general criteria or procedures for online assessment that are suitable for the theoretical and ideological nature of Philosophy.

It can be affirmed that the application of IT in teaching Marxist-Leninist Philosophy at Vietnamese universities has made important progress, especially in the post-COVID-19 period. IT has contributed to making lecture content more vivid, innovating teaching methods, and at the same time promoting learners to become more proactive and creative in accessing philosophical knowledge. However, limitations in infrastructure, digital capacity, learning materials and research are still significant barriers. In the context of the current digital transformation of education, improving the effectiveness of IT application is not only a technical issue, but also a requirement for comprehensive innovation in philosophical pedagogical thinking.

III. SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF APPLYING INFORMATION TECHNOLOGY IN TEACHING MARXIST-LENINIST PHILOSOPHY AT UNIVERSITIES IN VIETNAM

In the process of innovating teaching methods at the university level, information technology is not only a supporting tool but also a factor promoting fundamental changes in the classroom organization model. In order to effectively apply IT in teaching Philosophy, it is necessary to synchronously deploy the following groups of solutions:

Innovate teaching methods in the direction of promoting the role of technology

Traditional teaching methods that focus on presentations make students passive in absorbing philosophical knowledge. In the new context, the shift from "teaching and communicating" to "teaching and creating knowledge" is an inevitable trend. IT plays a central role in this model, creating an environment for students to actively explore and construct philosophical knowledge.

The blended learning model is considered the optimal method, helping lecturers flexibly adjust teaching and learning activities. The use of simulation software such as MindMeister, ConceptBoard supports students in building philosophical mind maps, forming analytical and synthetic skills. Interactive learning tools such as Kahoot, Quizizz, Plickers help with quick testing, creating a vibrant learning atmosphere, stimulating cognitive motivation and interest in learning.

Developing specialized digital learning materials for Philosophy

One of the major limitations today is that the source of digital learning materials for Marxist-Leninist Philosophy is still poor. Therefore, building a specialized digital learning material warehouse is a prerequisite for the application of IT to achieve sustainable effectiveness. Specific implementation directions:

Digitize lectures: Each lecturer builds a set of electronic lecture slides that integrate images, sounds, and illustrative videos; can add direct interaction via QR codes leading to reference materials.

Short learning videos (microlearning): 5-10 minute clips explaining each difficult content, such as categories in the Dialectical Materialism section, or laws in the Historical Materialism section.

Repository of practical philosophical situations: A collection of real-life thinking situations (such as ethical issues in AI, environmental protection, social justice, etc.) for students to apply philosophical principles to analysis.

Build an online philosophical discussion forum: Lecturers post open topics for students to discuss and debate, thereby training critical thinking and logical reasoning skills.

Specialized digital learning materials not only help philosophy become closer and more vivid, but also contribute to personalizing the learning process, increasing self-study and the ability to apply knowledge to practice.

Improving digital capacity for lecturers and students

The human factor is at the center of every digital transformation process in education. Equipping lecturers and students with digital capacity is a decisive condition for the effectiveness of IT application in teaching.

For lecturers, there should be regular training programs on designing digital learning materials, using online learning platforms (LMS), and exploiting learning data (learning analytics) to assess learners' capacity. Schools need to encourage lecturers to share their experiences through professional practice communities (Community of Practice), and at the same time have a reward mechanism for teaching initiatives using technology.

For students, there should be guidance on effective online learning skills, time management, and the use of learning support software. Integrating the content of "citizen digital capacity" into the first week of citizen activities, helping students realize their roles and responsibilities in the online learning environment. Some schools have built completely free short-term courses on popularizing digital education for students - this is an important orientation to help students quickly and in the right direction on digital transformation issues in learning.

Perfecting infrastructure and support policies

IT infrastructure and policy mechanisms are two fundamental factors to ensure the effective application of technology in teaching. Schools need to invest in upgrading Internet connections, stable learning management systems (LMS), with the ability to store and secure large data. Smart classrooms, interactive boards and lecture recording devices need to be equipped synchronously to support the blended learning model.

Regarding policies, there needs to be a mechanism to record and reward lecturers participating in developing digital learning materials. Digital learning materials should be considered as an applied research product, which is scored for competition or considered for rewards. At the same time, a set of criteria should be issued to evaluate the effectiveness of IT application in teaching political theory, including feedback from students to ensure transparency and continuous improvement.

Strengthen research, cooperation and sharing of digital knowledge

The application of IT in teaching Philosophy does not stop at using tools but needs to aim at forming new digital pedagogical models. Therefore, it is necessary to promote applied pedagogical research in teaching Marxist-Leninist Philosophy.

Universities can establish research groups to develop methods for teaching Philosophy using technology, evaluate the effectiveness of tools such as artificial intelligence (ChatGPT), virtual reality simulation (VR), or intelligent learning analytics. Inter-school cooperation in sharing open educational materials (OER) helps avoid duplication, save resources and spread knowledge. In addition, organizing online seminars and academic discussions on "Philosophy in the digital age" will contribute to updating international trends and enhancing academic exchanges between lecturers.

Strengthening assessment, feedback and continuous adjustment

IT allows the collection of learning data (learning analytics), from which lecturers can analyze the level of participation and learning outcomes of students to adjust content and methods in a timely manner. It is necessary to build a two-way feedback system: students give feedback on the quality of digital lectures, and lecturers evaluate students' learning ability on an online platform.

Thus, the application of IT in teaching Philosophy does not stop at "bringing technology into the classroom", but must be seen as a process of comprehensive pedagogical thinking transformation – from lesson design, classroom organization, assessment to research and scientific cooperation. If the above solutions are implemented synchronously, Philosophy will no longer be an abstract subject, far from reality, but will become a lively thinking space, where students can both study, experience and create knowledge.

IV. CONCLUSION

Students are a high-quality human resource, directly meeting the requirements of innovation, integration and development of the country in the future. They are the embodiment of today's and tomorrow's intellectuals, who are trained in depth in certain fields to take on and shoulder the important responsibilities of society in general and of the country's science in particular. Therefore, it can be affirmed that equipping and fostering philosophical knowledge as a subject that provides worldview, methodology and dialectical thinking for students is an urgent requirement, vital to ensuring the political regime and the path to socialism in Vietnam.

Applying IT in teaching Philosophy subjects at universities is an inevitable trend, contributing to improving the quality of political theory education in the digital transformation period. Effective application of

IT not only helps students understand the subject content more deeply but also develops critical thinking capacity and lifelong learning skills - essential qualities of citizens in the 4.0 era. To achieve that goal, there needs to be synchronous coordination between management levels, training institutions, teaching staff and students. If Philosophy is taught with modern technology, it will become closer, more attractive and more practical than ever.

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[1]Le Thi Su, Trinh Thi Nghia[2]
[1]PhD, College of Science, Thai Nguyen University, Thai Nguyen Province, Viet Nam
[2]PhD, College of Science, Thai Nguyen University, Thai Nguyen Province, Viet Nam

[2]PhD, College of Science, Thai Nguyen University, Thai Nguyen Province, Viet Nam
Email: nghiatt@tnus.edu.vn, sult@tnus.edu.vn