

## Building the Intellectual Workforce in Vietnam - From Ho Chi Minh's Ideology to the Perspectives of the Communist Party of Vietnam



**Phan Thi Thanh Hoa**

PhD of Philosophy Student, University of Social Sciences and Humanities, Vietnam National University  
Ho Chi Minh City, Vietnam

**ABSTRACT:** The intellectual workforce has made significant contributions to the cause of building and defending the socialist Republic of Vietnam. President Ho Chi Minh consistently emphasized the crucial role of intellectuals in the revolutionary cause. Today, in the context of the Fourth Industrial Revolution, the intellectual workforce, especially young intellectuals, reaffirms their pioneering position and role in the endeavor to build and protect the socialist Republic of Vietnam. In the current context of industrialization and modernization, there is a need to continue building and strongly promoting the role of the intellectual workforce to develop the country. This article examines Ho Chi Minh's ideology and the perspectives of the Communist Party of Vietnam on building the intellectual workforce. From this foundation, it proposes initial directions for building the intellectual workforce in Vietnam in the new situation.

**KEYWORDS:** Ideology, Ho Chi Minh, Communist Party of Vietnam, intellectuals.

### INTRODUCTION

The intellectual workforce comprises individuals engaged in intellectual labor, possessing high educational levels and deep expertise in a specific field, with the ability to think independently and creatively. They are characterized by a strong sense of patriotism, revolutionary ethics and ideals, and a commitment to the Party, the State, and the nation. This group plays a crucial role in the alliance of the working class and the peasantry under the Party's leadership. They bear the responsibility of leading the way in producing high-quality intellectual and material products for society, serving as a special resource in the development of the knowledge economy, industrialization, modernization, international integration, and the advancement of a progressive Vietnamese culture rich in national identity. Intellectuals are vital in raising public knowledge, training human resources, nurturing talent, enhancing the nation's intellect and strength, and making significant contributions to the cause of renovation, nation-building, and defense. Building a strong and comprehensive intellectual workforce is the responsibility of the Party, the State, the political system, and society. Emphasis should be placed on developing the intellectual workforce both domestically and internationally, implementing breakthrough mechanisms and policies to attract and utilize intellectuals, especially elite intellectuals, leading experts, and national talents. Attention must also be given to training and nurturing the next generation of young intellectuals. A thorough understanding of Ho Chi Minh's ideology regarding intellectuals and the Party's application of this ideology in establishing viewpoints, policies, and strategies for building and developing the intellectual workforce is crucial in the current conditions of industrialization and modernization.

### CONTENT

#### Ho Chi Minh's Ideology on Intellectuals

Marx and Engels, the founders of the socialist and communist theories, were themselves great intellectuals. Therefore, Marx and Engels placed significant importance on the development of society's education system and valued intellectuals highly. When evaluating the social classes within capitalist society, Marx particularly emphasized the role and position of intellectuals in social production. Because of their exceptional knowledge and profound humanitarian sentiments, intellectuals were able to understand the laws of historical development early on and proposed the socialist theory, subsequently spreading awareness to the pioneering class. They became representatives of the aspirations and fundamental interests of the working masses. According to Engels, for previous bourgeois revolutions, it sufficed to have university-trained lawyers, as good raw materials to form politicians. However, to liberate the working class, in addition to this, it was necessary to have doctors, engineers, aesthetic scientists, and other specialists. This is because to manage the administrative apparatus and the entire social production system, solid knowledge was required.

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Lenin, the brilliant theorist and great leader of the working class and laboring people worldwide, made immense contributions to the treasury of human thought. One of the significant aspects of his ideology was his views on intellectuals. According to Lenin, the intellectual class comprises not only literary figures but all cultured individuals, those engaged in liberal professions, and representatives of intellectual labor, distinguishing them from manual laborers. In his work "One Step Forward, Two Steps Back," Lenin asserted: "No one would dare to deny that, generally speaking, the characteristics of intellectuals as a special class in developed capitalist societies..." (Lenin, 1979, vol. 8, p. 300).

During the period of building socialism, alongside creating a new socialist intellectual class, the working class had to focus on reforming the intellectuals from the old regime, as socialism required a larger number of intellectuals than capitalism. This was necessary not only to manage the state apparatus but also to build and govern the entire national economy. Based on the developmental needs of Russia, Lenin placed great importance on attracting bourgeois specialists to the task of building the new socialist economy and culture. In the process of building socialism, Lenin emphasized three key points: first, building socialism on the scientific and technical achievements created by capitalism; second, utilizing the organizational and managerial experience of the capitalist socio-economic system; and third, employing bourgeois specialists (Lenin, 1977, vol. 38, p. 66). Lenin believed that we must embrace all science, technology, knowledge, and art. Without these, we cannot construct a communist society. Furthermore, science, technology, and art are in the hands and minds of specialists. Without the guidance of experts knowledgeable in various scientific and technical fields and with experience, it is impossible to transition to socialism. Socialism requires a conscious and mass-driven step forward to achieve a higher productivity level than capitalism, based on the achievements that capitalism has attained.

Thus, it can be seen that the Marxist-Leninist doctrine represents the pinnacle of contemporary human knowledge, championed by progressive intellectuals such as Marx, Engels, and Lenin. In their doctrine, they affirmed a fundamental truth: in the struggle against capitalism, the proletariat can only fulfill its historical mission through an alliance with the peasantry and the progressive intellectual class. To lead a successful socialist revolution, communists must value the intellectual workforce and address intellectual issues correctly throughout the revolutionary struggle. Conversely, only by aligning with the revolution and embracing the proletarian revolutionary cause can intellectuals be liberated from all forms of oppression and exploitation, allowing them the freedom to work and create.

Ho Chi Minh greatly valued and early recognized the role and position of intellectuals in society. He acknowledged a reality that, under the feudal system, scholars held the highest position among social classes. Throughout his revolutionary career, he stood alongside workers, peasants, intellectuals, and the entire Vietnamese laboring population to fight for national independence and a prosperous, free, and happy life for all Vietnamese people. Regarding intellectuals specifically, he paid significant attention to supporting, mentoring, and training them, understanding each person's capabilities to utilize them effectively. He actively mobilized and recruited patriotic young intellectuals, training and nurturing them into a pioneering revolutionary force. Ho Chi Minh believed that for a revolution to succeed, a large revolutionary force must be built, stating, "it is necessary to draw the petty bourgeoisie, intellectuals, and middle peasants to the side of the proletariat" (Ho Chi Minh, 2011, vol. 3, p.54).

In the Ten Policies of the Viet Minh (1941) and the Appeal to Compatriots (June 6, 1941), Ho Chi Minh placed "parents" and "sages and intellectuals" at the forefront. After the Viet Minh Front was established, many intellectual organizations emerged, such as the Vietnamese Cultural Association for National Salvation (1943) and the Vietnamese Democratic Party (1944). The mobilization of forces leading to the victory of the August Revolution included workers, peasants, soldiers, intellectuals, students, women, merchants, civil servants, and children. In essence, it was the strength of the great national unity bloc. When the August Revolution of 1945 broke out, Ho Chi Minh called on intellectuals to join the revolution. Consequently, many intellectuals integrated into the revolutionary movement. Some intellectuals abroad responded to his call, returning home to join the people and the nation in the resistance against the French and Americans.

Immediately after the people's government was established nationwide, President Ho Chi Minh addressed the issue of talents and nation-building. According to him, the construction of the country required diplomatic, economic, military, and educational talents. On November 20, 1946, President Ho Chi Minh issued a directive "Seeking Talented and Virtuous Individuals." At the beginning of this directive, he emphasized the significant role of talents: "The country needs to be built. To build, we need talents. Among the 20 million compatriots, surely, there are no shortage of talented and virtuous people. However, because the government cannot hear or see everything, such talented and virtuous people have not been discovered. I acknowledge this shortcoming. Now, to rectify this and to utilize worthy individuals, localities must immediately investigate and report to the government anyone with talent and virtue capable of contributing to the country" (Ho Chi Minh, 2011, vol. 3, p. 451).

When forming the government at the second session of the First National Assembly (November 3, 1946), Ho Chi Minh proposed including many non-Party intellectuals. These included Minister of Home Affairs Huynh Thuc Khang, Minister of Education Nguyen Van Huyen, Minister of Transport and Public Works Tran Dang Khoa, Minister of Health Hoang Tich Tri, Minister of Justice Vu Dinh Hoe, Minister of Agriculture Ngo Tan Nhon, Minister of Social Relief Chu Ba Phuong, and Ministers Nguyen Van To and Bo Xuan Luat. In addition to the intellectuals in the government, Ho Chi Minh also took great care of non-Party intellectuals

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participating directly in education, health, and science sectors, such as professors Ho Dac Di, Ton That Tung, Dang Van Ngu, Tran Huu Tuoc, Dang Van Chung, Do Xuan Hop, Nguyen Nhu Kontum, Nguyen Xien, Nguyen Lan, Tran Van Giap, Tran Van Khang, Nguyen Thuc Hao, Nguyen Thac Cat, Ngo Thuc Lanh, Tran Dai Nghia, and others.

Regarding the use of non-Party intellectuals, Ho Chi Minh analyzed: Compared to the population, the number of Party members is minimal, with only one Party member for every few hundred people. Without the support of the people, the Party cannot accomplish anything. We need to cooperate with non-Party individuals. We must not despise or criticize them. Due to narrow-mindedness, we fail to recognize and utilize talents, trying to handle everything ourselves. Trying to handle everything ourselves inevitably leads to failure” (Ho Chi Minh, 2011, vol. 3, p. 238).

Alongside mobilizing, enlightening, and attracting the old intellectual class to contribute to the revolution, Ho Chi Minh also paid great attention to building a new intellectual workforce. According to him, the Party and the Government understood that resistance and nation-building required intellectuals in all sectors of the economy, finance, military, and culture. Thus, the Party and Government focused on assisting the progress and ideological transformation of old intellectuals while simultaneously training new intellectuals emerging from workers and peasants (Ho Chi Minh, 2011, vol. 3, p. 370). To build a new intellectual workforce, Ho Chi Minh emphasized the necessity of improving general education. Particularly, in a country where over 90% of the population was illiterate, the Government's primary task was to eliminate illiteracy and promote educational development.

In 1947, in his work "Modifying Working Styles," Ho Chi Minh provided a broad definition of intellectuals: “A person who graduates from university can be called an intellectual” (Ho Chi Minh, 2011, vol. 3, p. 275). He affirmed, “Intellectuals participating in the revolution and resistance are very valuable to the Party. Without them, the revolutionary work would be much more difficult” (Ho Chi Minh, 2011, vol. 3, p. 275). Intellectuals assist the Party in formulating resistance and nation-building strategies, mobilizing the people to fight against hunger, illiteracy, and foreign invaders. To assist the Party and mobilize the people, intellectuals themselves must possess a theoretical level; “Without theory, one is as confused as walking with closed eyes” (Ho Chi Minh, 2011, vol. 3, p. 274).

Ho Chi Minh's views on training intellectuals were concretized in the resolutions of the Fourth Central Cadres Conference (April 1947), the expanded meeting of the Central Executive Committee in January 1948, and later at the Cadres Conference in May 1948. Thanks to the efforts of the Party, the endeavors of the entire populace, and the patriotic intellectuals, within a short period, the Vietnamese nation fundamentally resolved the issue of illiteracy. The educational system, both general and higher education, gradually took shape. The modest initial results not only created essential conditions for integrating scientific knowledge into the labor life of millions but also provided fertile ground for the emergence of new intellectuals who would significantly contribute to the resistance and the nation's subsequent development.

Ho Chi Minh valued intellectuals not only in recognition of their position and role but also through numerous concrete actions aimed at building and organizing a robust intellectual workforce. After the August Revolution, Ho Chi Minh established the Vietnamese Socialist Party on July 22, 1946. This organization attracted and gathered intellectuals from various fields, including teachers, doctors, and those working in literature, arts, and science and technology. To each type of intellectual, Ho Chi Minh offered heartfelt and thoughtful guidance. To cultural workers and intellectuals, he emphasized, “Your pens are as sharp as weapons in the struggle for justice, and cultural workers and intellectuals must be as brave as soldiers in the resistance to reclaim the nation’s unity and independence.” He regarded teachers as “anonymous heroes,” whose work, though often unrecognized, was very valuable. Journalists were considered revolutionary fighters, with their pens and papers as their sharp weapons. To those in the medical field, he stressed that treating diseases and maintaining the people's health was a very honorable task.

Ho Chi Minh's views on intellectuals were profound and comprehensive. First, he required and demanded that intellectuals integrate with the masses, serve the nation, the people, and the revolution, basing their work on the happiness of the people. Intellectuals possess knowledge of both natural and social sciences, and whatever their expertise, it must be applied in practice. Knowledge that is not practiced is akin to a “chest of books.” The overarching struggle was for national and social liberation, aiming to achieve independence, freedom, and happiness for the country and the people. Therefore, according to Ho Chi Minh, it was necessary for workers and peasants to become more intellectual and for intellectuals to understand and respect labor, enhancing the cultural and theoretical levels of workers and peasants. Speaking of intellectuals is inherently linked to the task of nation-building, a challenge even greater than fighting against imperialism and feudalism. Hence, Ho Chi Minh believed that intellectuals “have the heavy and honorable responsibility of setting an example for the people in all matters. Our people have fought very bravely. Naturally, the intellectual class must sacrifice and fight even more courageously to set an example for the people” (Ho Chi Minh, 2011, vol. 4, p. 153).

Ho Chi Minh not only demanded much from intellectuals but also created favorable conditions for them, from material benefits to dedicated efforts in training and nurturing a revolutionary intellectual workforce. According to him, intellectual labor played a crucial role in the resistance and nation-building efforts, in achieving new democracy and advancing towards socialism, and therefore needed to be encouraged, supported, and developed.

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### **The Perspective of the Communist Party of Vietnam**

"Intellectuals" is a concept with a broad connotation, described from various aspects. Depending on the perspective of each country, nation, and in different historical contexts and stages of development, the concept of intellectuals may change accordingly. In the Vietnamese Encyclopedia, intellectuals are defined as "a social class engaged in mental labor, primarily consisting of individuals with high education and profound knowledge in their field, possessing creativity and inventiveness. Intellectuals include scientists, engineers, technicians, teachers, doctors, lawyers, writers, artists..." (Vietnamese Encyclopedia, 2005, vol. 4, p. 582).

Specifically, Resolution No. 27-NQ/TW dated August 6, of the 7th Conference of the Central Committee of the Communist Party (10th term) on "Building the intellectual workforce in the period of promoting industrialization and modernization of the country" states: "Intellectuals are those engaged in mental labor, possessing high educational levels in a specific field of expertise, with the ability for independent and creative thinking, spreading and enriching knowledge, and creating valuable spiritual and material products for society" (Communist Party of Vietnam, 2008, p. 81).

Thus, it can be said that "intellectuals" is a term used to denote a social class with intellectual capacity and high professional qualifications, primarily engaged in mental labor, playing a key role in creating values in the fields of economy, culture, science, and technology, and contributing significantly to the process of industrialization and modernization of the country.

The Communist Party of Vietnam, right from its inception in 1930, emphasized the mobilization of revolutionary forces, particularly valuing the contribution of intellectuals. The Party's first political guideline affirmed that "students (intellectuals) are allies of the revolution." The 1935 Party Congress raised the issue of admitting intellectuals into the Party and included it in the Charter of the Indochinese Communist Party. At the Second Party Congress in 1951, the Party recognized: intellectuals, with revolutionary spirit, are trustworthy allies of the working class; therefore, the Party will admit enthusiastic workers, peasants, and intellectual laborers who are truly revolutionary. By the Fourth Party Congress, the Party highly appreciated the intellectual workforce: Intellectuals play an increasingly important role in building and developing the economy, culture, science, and technology.

In 1986, the country entered a period of comprehensive renewal following the Party's guidelines aimed at rescuing the Vietnamese economy from crisis and gradually stabilizing and developing it. One of the central issues that needed urgent attention was to unleash the creative potential and dedication of intellectuals for the country's development. The Sixth Party Congress in 1986 marked a comprehensive renewal, including a clear innovation in the Party's perspective on intellectuals: "For intellectuals, the most important thing is to ensure freedom of creativity. Assessing capabilities correctly and creating conditions for their proper use and development" (Communist Party of Vietnam, 1986, p. 15).

In the context of the world entering a new stage of the scientific and technological revolution and based on the country's practical situation, the urgent need to make science and technology a major driving force to accelerate the socio-economic development of the country becomes increasingly evident. The crucial role of the scientific and technological revolution in the socialist construction must be demonstrated in practice. Based on achievements, it is necessary to promote and complete the determination of the strategy for scientific and technological development, provide scientific basis for socio-economic development strategies, and guide scientific and technological activities (Communist Party of Vietnam, 1986, p. 21).

To achieve this, the scientific and technical workforce needs to be reorganized, allocated, and utilized effectively. There should be mechanisms, policies, and appropriate measures to encourage and create favorable conditions for scientists and technicians to unleash their creative labor, focusing on production facilities and economically needy areas. Increasing investment in science and technology from various sources, expanding and enhancing the effectiveness of international cooperation in science and technology are essential. Collaboration should ensure rapid acquisition of scientific and technological achievements, avoiding duplication of research efforts, and tightly linking scientific and technical cooperation with economic collaboration. Building and implementing selective technology transfer policies, combined with domestic research and deployment efforts, are crucial. The Party Congress emphasized that the scientific and technological revolution is the people's cause. The Communist Party of Vietnam consistently promotes the mass movement into science and technology. This policy encourages initiatives, promotes the dissemination of scientific and technical knowledge, generalizes and widely applies advanced experiences and exemplary models, motivating tens of millions of people to engage in scientific and technical activities through their creative labor.

The Sixth Party Congress opened the clearest direction for the development of Vietnam's intellectual workforce. Our country is undergoing innovation and integration with the spirit of "self-reliance," with an underdeveloped economic foundation, which demands comprehensive contributions from intellectuals. According to the Party's assessment at the Seventh Congress (1991), the upheavals in the Soviet Union, Eastern Europe, and the Gulf caused market disruptions in exports and imports, hindering joint venture programs and labor agreements. External budget borrowing decreased significantly. Vietnam's economy had to adapt to the situation of no longer having "international subsidies." Faced with this situation, the Party advocates strengthening national unity, promoting self-reliance, and frugality in nation-building. According to the Party's perspective, science, technology, and education play a crucial role in the entire socialist construction and defense of the Fatherland, especially in economic development, serving as a driving force to gradually lift the country out of poverty and backwardness, advancing it to the world's advanced level (Communist Party of Vietnam, 1991, p. 25).

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Regarding the development of science and technology, the Party's directive emphasizes the need for strong reforms in training policies and the utilization of scientific and technological personnel and expertise. The focus should be on valuing skilled labor, intellectual labor, closely linking and effectively serving production and business activities to improve living and working conditions, and providing appropriate rewards based on work quality and effectiveness. This includes nurturing and valuing talent, ensuring democracy and correct orientation in academic activities, combating monopoly, and promoting the full role and function of scientific councils at all levels, enhancing the effectiveness of scientific and technological associations. Expanding and enhancing the effectiveness of international cooperation in science and technology should be linked to solving priority scientific and technological tasks, strengthening the capacity of personnel, especially key personnel, and technical infrastructure for key scientific agencies.

Concerning education and training, the Party identifies education as a powerful driving force for economic development and modernization. Investing in education is the most profitable investment. The direction of education and training aims to raise intellectual standards, train human resources, nurture talent, form a workforce with knowledge and skills, practical abilities, dynamism, and creativity, with socialist ideals and revolutionary ethics, inheriting the nation's good traditions and absorbing the essence of the times.

Thus, along with science and technology, education and training have been considered top national policies by the Seventh Congress. It is a driving force and a fundamental condition to ensure the achievement of socio-economic objectives, nation-building, and defense. Investing in education must be seen as one of the main directions of development investment, creating conditions for education to lead and effectively serve socio-economic development. Mobilizing the entire society for education, encouraging all social classes to contribute to building a national education system under state management, is also the spirit of Resolution No. 04-NQ/HNTW adopted at the Fourth Central Executive Committee Conference (VII term) on the continued renovation of education and training on January 14, 1993.

Continuing the spirit of the Sixth and Seventh Congresses, the Eighth Congress of the Party (1996) deeply analyzed the development of intellectual capacity among Vietnamese people in various fields such as science and technology, education, and training to enhance intellectual standards, train human resources, and nurture talent. The Congress took place against the backdrop of significant changes domestically and internationally. The socialist systems in the Soviet Union and Eastern Europe collapsed, the global economy entered a strong process of globalization, destructive wars were being pushed back, and scientific and technological achievements were increasingly widespread. Vietnam had successfully lifted the US economic embargo, having ample opportunities for integration and development. The Party identified the goal of striving to make Vietnam basically an industrialized country by 2020. To achieve this, it was necessary to develop and closely integrate the social sciences, humanities, natural sciences, and technology... as the scientific basis for implementing the Party's guidelines, the Constitution, determining the direction and steps of industrialization, modernization, building laws, policies, plans, and socio-economic programs. Building capacity to develop an advanced science and technology sector. Accelerating the training of scientific personnel both domestically and internationally. Urgently training a core group of experts. Effectively utilizing the existing scientific personnel; supplementing young staff for research and implementation agencies, universities. Reorganizing the scientific and technological workforce to integrate science and technology with education and training, linking research and development with production and services (Communist Party of Vietnam, 1996).

Alongside science and technology, education and training have been assessed by the Party as the top national policies aimed at enhancing intellect, training human resources, and nurturing talents. The Party affirmed that in the development of education and training, "emphasis is placed on all three aspects: expanding the scale, improving the quality, and maximizing efficiency. Renewing training and fostering the team of teachers and education administrators. Utilizing teachers according to their capabilities, rewarding them fairly according to their efforts and talents with a spirit of respect and honor for the teaching profession" (Communist Party of Vietnam, 1996, p.33). On December 24, 1996, the Second Central Committee Conference (Eighth Tenure) issued a resolution on the strategic direction of science and technology development and tasks until 2000, in which it assessed: "Social sciences and humanities have contributed to supplementing, explaining, and clarifying the Party's viewpoints on the path to socialism in Vietnam. Many scientific conclusions have been used as a basis for drafting resolutions, determining Party and State policies, contributing to the success of the renewal process... Natural sciences provide the basis for building strategies and plans for socio-economic development, laying the foundation for the absorption and mastery of new technologies... The team of scientific and technological cadres has matured, gathered, and provided with conditions to unleash their capabilities and contribute to the common cause" (Communist Party of Vietnam, 1997, p.4).

To maximize the creative potential of intellectuals, the Party has instructed the construction of an intellectual team rich in patriotism, socialism, with great aspirations, and determination to bring the country to new heights. Striving to double the number of scientific research and technology deployment officials compared to the present and improve the efficiency of their utilization. Enhancing the basic infrastructure for science and technology. Implementing fair salary policies for scientific research and technology deployment officials. Providing rewards, allowances, and subsidies for valuable scientific and technological projects. Establishing mechanisms

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to ensure reasonable income for scientific and technological personnel through participation in research and deployment contracts. Nurturing the spirit of patriotism, socialism, aspirations, and enthusiasm for science among scientific and technological personnel; applying various forms of recognition and honoring the social status of leading scientists and technology experts. Encouraging and facilitating opportunities for scientific and technological personnel, especially young officials, to be trained and exchange experiences abroad.

### Orientation and Solutions for Building the Intellectual Team at Present

More than two years after the Party's 13th Congress, the global situation has basically evolved as predicted at the Congress. The world is undergoing significant, profound, complex, and unpredictable changes; conflicts due to geopolitical and political reasons, conflicts among major powers are intense and have global implications. This situation requires strategic thinking, high intellectual capacity, profound vision, and comprehensiveness to steer the country. This in itself underscores the importance of knowledge and the intellectual team.

To build the intellectual team at present, it is necessary to focus on implementing the following main orientations and solutions: Firstly, deeper, comprehensive, and stronger awareness of the role of Vietnam's intellectual team in the country's renovation and development, in safeguarding the Fatherland, building a Vietnamese intellectual team rich in patriotism, politically steadfast, professionally competent, dedicated to their profession, and aspiring to contribute to the prosperous and happy development of the nation.

Secondly, there should be breakthrough policies strong enough to encourage and attract scientific and technological talents, implementing measures to attract intellectuals. The strategy for building and developing the intellectual team needs to be closely linked with the strategies for socio-economic development, science and technology, and education and training.

Thirdly, honoring intellectuals. The state needs breakthrough policies on talent, outstanding policies for the intellectual team; investing in talent is the most profitable investment, so there needs to be a strategy to discover, attract, and employ talents. There should be policies that provide strong incentives for intellectuals to dedicate their talents and passion to the cause of building, developing the country, and safeguarding the socialist Vietnam in the new development stage.

### CONCLUSION

Ho Chi Minh's ideology about intellectuals is an important content, serving as a guiding principle to help us better carry out the tasks of discovering, training, nurturing, and utilizing intellectuals to meet the increasingly high demands for both quantity and quality in industrialization and modernization for the goal of a prosperous, strong, democratic, fair, and civilized nation. The Communist Party and the Vietnamese State apply Ho Chi Minh's ideology on building the intellectual team, which is critically meaningful in the renovation process, contributing to the construction of a more prosperous, civilized Vietnam.

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