


JOHN LOCKE'S EDUCATIONAL PHILOSOPHY: RELEVANCE AND APPLICATION TO CONTEMPORARY VIETNAMESE EDUCATION

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ABSTRACT:

This study examines John Locke's educational philosophy and explores its relevance and potential application in the context of contemporary Vietnamese education. John Locke (1632–1704), a pivotal figure in English philosophy, developed a comprehensive educational framework emphasizing intellectual, moral, and physical development. His approach is distinguished by its focus on moral education, the cultivation of good habits, and the use of gentle, persuasive teaching methods rather than punitive measures. Locke advocated for individualized education tailored to each child's unique characteristics, an idea that continues to resonate in modern educational practices. This paper analyzes Locke's educational objectives, content, and methods, highlighting their progressive nature and how they can be integrated into Vietnam's ongoing educational reforms. By drawing on the positive elements of Locke's philosophy, this study provides insights into how Vietnam can enhance its education system to better meet the needs of its students and align with international educational standards.

KEYWORDS: John Locke, education; Philosophy; Educational methods; Vietnam.

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1. Introduction

John Locke (1632–1704) is often regarded as a seminal figure in the development of modern educational philosophy. His influential work, “*Some Thoughts Concerning Education*,” has profoundly shaped educational thought and practice, starting in England and extending throughout Europe, influencing various global educational frameworks, including in Vietnam (Locke, 2009; Nguyen, 2006). As nations seek to modernize their educational systems, Locke’s ideas have gained renewed relevance, particularly his emphasis on rationality, experiential learning, and character development. These foundational elements of Locke’s educational philosophy continue to inform contemporary teaching methodologies and are pertinent to Vietnam’s ongoing educational reforms (Nguyen; Nguyen, 2021; Nguyen, 2022a; b; Nguyen; Phung; Le, 2021).

Overview of John Locke’s Influence on Education

Locke’s educational philosophy is predicated on the development of the whole person through three core components: intellectual education, moral education, and physical education (Locke, 2009). He proposed that education should not be limited to formal academic subjects but should also include practical skills and moral virtues, thus departing from the rigid, authoritarian educational practices of the feudal era. Locke’s innovative approach to education, focusing on habit formation and discipline, underscored the need for a more flexible and responsive educational system that could adapt to the unique characteristics and learning needs of each child (Nascimento, 2011). This philosophy challenged the prevailing educational norms of the 17th century, which were often characterized by strict discipline and rote learning, advocating instead for a more personalized approach that respects individual differences and promotes holistic development (Jakopec, 2020; Locke, 2009).

Locke’s educational philosophy also introduced progressive ideas about the treatment of children in educational settings. He argued against the use of fear and punishment, suggesting that children should be guided gently and treated with respect, a view that was considered radical at the time (Nguyen, 2007). Locke’s belief in a nurturing and supportive learning environment marked a significant shift from the dominant educational practices of his era, laying the groundwork for modern educational theories that emphasize student-centered learning and the cultivation of critical thinking skills (Jakopec, 2020).

Relevance of Locke’s Philosophy to Vietnamese Education

In Vietnam, Locke’s educational philosophy provides a critical framework for the ongoing reform of the national education system. As Vietnam transitions toward a socialist rule-of-law state, there is a pressing need for a robust and comprehensive educational framework that supports this socio-political evolution. The current reforms in Vietnam’s education and training sectors necessitate a departure from traditional rote learning methods toward more dynamic, student-centered approaches, akin to those advocated by Locke (Nguyen, 2009; Ta, 2006). This shift reflects a broader recognition of the need to develop educational practices that not only impart knowledge but also foster critical thinking, creativity, and moral development.

Locke’s emphasis on moral education and the cultivation of personal virtues aligns closely with Vietnam’s educational goals, which prioritize not only intellectual development but also the formation of character and civic responsibility (Do; Valco, 2021; Tran, 2010). Vietnam’s

educational policies increasingly recognize the importance of fostering a well-rounded education that prepares students to contribute meaningfully to society. Locke's holistic approach, which integrates physical education, moral instruction, and intellectual development, resonates with these objectives, offering a model for nurturing well-rounded individuals capable of thriving in a rapidly changing world (Do; Valco, 2022; Do; Nguyen, 2022).

Moreover, Locke's insights into the importance of adapting educational methods to the individual needs and capacities of students provide a valuable framework for Vietnam's educational reforms. As Vietnam seeks to enhance the quality and inclusiveness of its education system, Locke's insistence that education should be tailored to the individual rather than standardized for the masses is particularly relevant (Ta, 2006; Thuy, 2020). This approach aligns with contemporary educational theories that advocate for differentiated instruction and personalized learning pathways to accommodate diverse student needs.

Locke's philosophy also offers practical guidance for addressing some of the systemic challenges facing Vietnam's education system today. For instance, the emphasis on character development and ethical education aligns with Vietnam's efforts to promote civic education and social responsibility among its youth (Do; Valco, 2021). Locke's advocacy for a balanced education, encompassing both academic and non-academic pursuits, supports Vietnam's objective of creating an education system that is not only effective in terms of knowledge acquisition but also inclusive and equitable, catering to the holistic development of every student (Nguyen, 2022b; Nguyen; Phung; Le, 2021).

John Locke's educational philosophy, with its focus on holistic development, individualized learning, and the moral and physical growth of students, offers a rich source of guidance for Vietnam as it continues to reform and refine its educational practices. His principles provide a valuable foundation for addressing contemporary educational challenges and aspirations, particularly in developing an education system that is both effective and inclusive. By integrating Locke's ideas into its educational reforms, Vietnam can draw on a tradition of educational thought that emphasizes not only the acquisition of knowledge but also the development of character and the nurturing of well-rounded, responsible citizens.

Locke's approach, which advocates for a more personalized and student-centered education, aligns well with the current direction of Vietnam's educational policies, which seek to balance traditional values with modern pedagogical practices. As Vietnam continues to evolve its education system in response to global trends and local needs, Locke's philosophy offers a framework that is both timeless and adaptable, providing a roadmap for creating an educational environment that fosters both intellectual and moral excellence.

2. John Locke's Educational Philosophy: An Analytical Overview

John Locke, a central figure in English philosophy, developed a comprehensive approach to education that has remained influential well beyond his time. His educational philosophy, primarily articulated in his seminal work, *Some Thoughts Concerning Education* (Locke, 2009), encompasses various aspects, including the purpose, content, and methods of education. Locke's ideas are grounded in his broader philosophical commitments to empiricism and the development of individual character, and they offer a framework that continues to be relevant in modern educational discourse. This analysis explores Locke's views on the goals of education, the educational content he proposed, and the methods he advocated, with particular attention to their application in contemporary educational reform, especially within Vietnam.

2.1 Purpose of Education

John Locke's educational philosophy is built upon the belief that the primary aim of education is to nurture the unique characteristics of each child rather than to homogenize or suppress individual differences. He argues that education should preserve and foster each child's "individuality," enabling it to flourish and helping the child develop into a well-rounded "gentleman" (Locke, 2009, p. 63). For Locke, the main objective of education is not the mere accumulation of knowledge but the cultivation of wisdom and virtue. This focus on character development places him in opposition to purely utilitarian views of education that prioritize knowledge and technical skills over personal growth and moral integrity (Do; Valco, 2021).

Locke's educational goals are closely tied to his moral philosophy, which aligns with Christian beliefs. He outlined five key elements within the educational process: virtue, religion, civility, wisdom, and learning. Among these, virtue occupies the foremost position and is particularly significant in the education of the aristocracy. According to Locke, virtue is based on faith in God, love, and reverence, which should be nurtured through actions such as morning and evening prayers and the study of the Bible (Tran, 2010). Locke posits that virtue is essential for achieving true happiness both in this life and in the afterlife, stating, "I place virtue as the first and most necessary of those endowments that belong to a man, whether learned or unlearned" (Locke, 2009, p. 63). This holistic approach to education, which integrates moral and religious instruction with intellectual development, reflects Locke's broader concern with fostering a balanced and well-rounded individual.

2.2 Educational Content

Locke's philosophy also provides a detailed outline of the content that should be included in a child's education. He identifies three primary components—physical education, moral education, and intellectual education—each of which plays a critical role in the development of a child's character and abilities.

Physical Education: Locke emphasized the importance of physical education as a foundational element for overall well-being and happiness. He famously advocated for the notion that a "sound mind in a sound body" is crucial for a fulfilling life. He suggested that children should be raised similarly to country folk, who are accustomed to a lifestyle that includes outdoor activities and exposure to natural elements (Locke, 2009, p. 1). This emphasis on physical robustness is not merely about health but also about fostering qualities such as agility, courage, and perseverance, which Locke believed were essential for a well-rounded individual capable of defending themselves and contributing to society (Nascimento, 2011).

Moral Education: Central to Locke's educational philosophy is moral education, which he views as the cornerstone of all virtue and worth. He asserts that the foundation of all virtue lies in the ability to deny oneself the satisfaction of one's desires when reason does not authorize them (Locke, 2009). Locke believed that parents should establish a sense of authority and moral strength in their children from an early age. This approach emphasizes self-control and the development of a moral compass, which is cultivated through consistent and positive examples set by parents and educators. Locke was critical of both overindulgence and the excessive use of punishment, suggesting that parents should model good behavior and maintain their authority without allowing external influences, such as servants, to undermine their position (Thuy, 2020).

Intellectual Education: For Locke, intellectual education should focus on practical knowledge and skills rather than abstract or overly theoretical learning. He advocated for an approach that begins with simple, easy-to-understand concepts, building gradually upon a child's

existing knowledge base to foster a genuine love of learning. He recommended that parents seek tutors who can not only teach basic skills such as reading and writing but also help children develop good habits and correct bad ones (Locke, 2009). This emphasis on practical, experience-based learning reflects Locke's empiricist philosophy, which prioritizes direct experience and observation as the primary sources of knowledge (Do; Valco, 2021).

2.3 Educational Methods

Locke's approach to education is characterized by a set of methods designed to be adaptable to the individual characteristics of each child. He believed that effective education requires a tailored approach, in which educators observe children in their natural states and adjust their methods accordingly to suit each child's unique qualities.

Method of Habit Formation: A key component of Locke's educational philosophy is the cultivation of good habits from an early age. He argued that education should teach children to govern themselves according to reason and to develop habits that align with moral and social norms (Locke, 2009). Locke proposed a gentle and patient approach to habit formation, advocating for methods that encourage children to understand the benefits of good habits rather than imposing them through harshness or coercion. This emphasis on habit formation reflects Locke's belief in the importance of consistency and repetition in shaping behavior and character (Jakopec, 2020).

Method of Punishment: Locke recognized the necessity of discipline in maintaining order and preventing misconduct, but he cautioned against excessive punishment, which he believed could desensitize children and hinder their capacity for growth. Instead, he advocated for moderate and proportionate punishment, combined with explanations to help children understand their mistakes and learn from them (Locke, 2009). This approach to discipline is intended to foster a balanced sense of accountability and self-regulation, without resorting to fear or resentment (Nascimento, 2011).

Method of Rewards and Setting Examples: Locke also emphasized the importance of positive reinforcement and setting good examples. He argued that rewards should be given judiciously to reinforce good behavior, while the behavior of adults should serve as a model for children to emulate (Locke, 2009). Locke believed that these methods should be used in conjunction to cultivate a sense of honor and shame, which he saw as powerful motivators for ethical behavior. This approach aligns with his broader educational philosophy, which prioritizes the development of a moral compass and a strong sense of personal responsibility (Do; Valco, 2021).

Method of Conversation: Finally, Locke championed the use of conversation as an instructional method, particularly in the context of language learning. He criticized traditional methods that focused narrowly on grammar, which he believed made learning tedious and disengaging. Instead, he advocated for a more conversational approach, which encourages natural language acquisition and practical communication skills (Locke, 2009). This method reflects Locke's commitment to experiential learning and his belief that education should be both meaningful and engaging for the learner (Thuy, 2020).

John Locke's educational philosophy offers a rich source of insights for contemporary education systems, including Vietnam's. His emphasis on the development of individual character, the importance of moral education, and the use of tailored educational methods continues to provide valuable guidance for educators seeking to foster well-rounded, ethical, and competent individuals. While there are challenges in adapting his ideas to modern contexts, particularly regarding inclusivity and cultural specificity, Locke's philosophy remains a vital

touchstone for discussions on educational reform and the future of learning. His work underscores the enduring relevance of a balanced, empirically grounded approach to education that seeks to nurture both the mind and character of the learner.

By engaging with Locke's philosophy, educators can draw on a legacy of thought that emphasizes both intellectual rigor and moral integrity, providing a robust framework for developing education systems that are responsive to the needs of contemporary society.

3. Reference Values from John Locke's Educational Philosophy for Vietnam

John Locke's educational philosophy, characterized by its comprehensive approach to human development and emphasis on individualized learning, provides a compelling framework for modern education in Vietnam. His ideas offer substantial insights for enhancing educational practices by adapting content to individual needs, integrating diverse pedagogical methods, focusing on holistic child development, and fostering critical thinking and language skills. These principles are particularly relevant in the context of Vietnam's ongoing educational reforms, which aim for a fundamental and comprehensive renewal of the system (Communist Party of Vietnam, 2021). This discussion explores the potential applications of Locke's philosophy in Vietnam, arguing that his educational principles can guide effective reforms in curriculum design, pedagogical integration, child development, and skill enhancement, thereby contributing to the modernization and globalization of Vietnamese education.

3.1 Adaptation of Educational Content

A core tenet of John Locke's philosophy is the importance of customizing educational content to align with the psychological and developmental characteristics of each child. Locke's belief that every child possesses unique traits and that a standardized, one-size-fits-all approach to education is inherently flawed resonates strongly with contemporary educational challenges in Vietnam. Locke famously argued, "Every person has distinctive characteristics; these traits, along with facial features, distinguish one person from another; and there cannot be two children whom we can educate using the same method" (Locke, 2009, p. 80). This perspective encourages educators to acknowledge and respect individual differences, thereby fostering the development of age-appropriate educational programs tailored to the varied psychological and developmental needs of students.

In Vietnam, the education system has traditionally favored a standardized curriculum, often leading to student overload and content that is not always age-appropriate (Ta, 2006). This approach has been critiqued for its rigidity and inability to accommodate the diverse needs of students, potentially stifling effective learning and personal development (Nguyen; Nguyen, 2021; Nguyen; Phung; Le, 2021). The rigidity of this system often results in a lack of engagement and reduced learning outcomes, particularly for students whose learning styles or developmental needs do not align with the standardized curriculum (Nguyen; Phung; Le, 2021).

Locke's philosophy offers a progressive model that Vietnam can adopt to overcome these challenges. By emphasizing the need to adapt educational methods and content to the individual learner, Locke's approach promotes more effective learning outcomes and supports personal growth. This philosophy aligns with the contemporary educational goals of Vietnam, which seek to move towards a more differentiated instructional approach that accommodates diverse learning paths and experiences. By recognizing the importance of individuality in education, Vietnam can better address the varying needs of its student population, thereby enhancing the overall quality and inclusivity of its educational system.

3.2 Integration of Pedagogical Methods

Locke's emphasis on the integration of various pedagogical methods to create a more effective and engaging learning environment is another vital aspect of his philosophy. He advocated for a balanced approach that combines theory and practice, acknowledging the limitations of a purely theoretical education. Locke criticized the traditional education system for its heavy reliance on rote memorization and theoretical instruction, arguing instead for the value of learning through practical engagement and real-life experiences (Locke, 2009). This critique aligns closely with current educational challenges in Vietnam, where there is a noticeable gap in the practical application of theoretical knowledge.

Recent studies have shown that the Vietnamese education system often lacks essential skills training because it has not fully embraced the dual objectives of "learning coupled with practice" (Communist Party of Vietnam, 2021, p. 296). This gap underscores the need for more experiential learning opportunities that can better prepare students for real-world challenges. Locke's educational methods, which include habit formation, moral education, and the integration of rewards and punishments, provide meaningful guidance for Vietnamese educators in developing more well-rounded pedagogical strategies that address both academic and character development needs (Shvetsova, 2021).

By adopting Locke's holistic approach, Vietnam could create more engaging and practical learning environments that foster both intellectual growth and moral character. This approach would not only enhance students' academic skills but also prepare them to become ethical and responsible citizens, capable of contributing positively to society. The integration of diverse teaching methods, such as project-based learning, collaborative activities, and ethical debates, can help bridge the gap between theory and practice, making education more relevant and impactful.

3.3 Focus on Comprehensive Child Development

Locke's educational philosophy also underscores the importance of nurturing all aspects of a child's development—physical, emotional, intellectual, and moral. He advocated for a comprehensive education that prepares children not only intellectually but also physically and morally to lead fulfilling lives. Locke's assertion that "A sound mind in a sound body is a short but full description of a happy state in this world" (Locke, 2009, p. 1) reflects his belief in the holistic development of the individual. This holistic approach aligns well with contemporary Vietnamese educational goals, which aim to foster well-rounded development in children (Ngo, 2013).

Historically, Vietnam's education system, heavily influenced by Buddhist (Nguyen; Pham; Nguyen, 2022; Nguyen; Nguyen; Do; Nguyen et al., 2024) and Confucian values (Nguyen, N. T.; Nguyen, Q. T., 2024; Nguyen; Pham; Lai, 2023; Nguyen, 2023; Pham; Nguyen; Nguyen; Do et al., 2023), prioritized intellectual and moral development over physical education (Ngo, 2013). Confucianism, in particular, emphasized moral education and the cultivation of virtue, while Buddhism stressed ethical living and mindfulness. However, following the August Revolution in 1945, there was a shift towards recognizing the importance of physical education, as advocated by leaders like Ho Chi Minh (Nguyen, P. T.; Nguyen, Q. T., 2024; Nguyen; Nguyen; Nguyen, 2023), who underscored the value of physical fitness in developing a strong and resilient population (Ngo, 2013).

Today, Locke's comprehensive approach remains relevant in Vietnam, providing a historical linkage that reinforces the importance of balanced development across all domains of

child growth. This holistic focus can help Vietnamese educators design programs that promote not only cognitive development but also physical well-being and emotional resilience. Such an approach is crucial for the overall development of children, enabling them to thrive in a rapidly changing world. By incorporating elements of physical education, mindfulness, and emotional learning into the curriculum, Vietnam can create a more inclusive and supportive educational environment that caters to the diverse needs of its students.

3.4 Encouraging Critical Thinking and Language Skills

Another valuable aspect of Locke's educational philosophy is his focus on reducing the overload of theoretical content and fostering the development of critical thinking and language skills. Locke was critical of the rigid and overly theoretical nature of education in his time, particularly the emphasis on rote learning and grammatical rules in language education. He advocated for a more conversational and practical approach to teaching languages and other subjects, aiming to stimulate curiosity and encourage a natural acquisition of knowledge (Locke, 2009).

For Vietnam, where educational content is often dense with theory and does not adequately foster critical thinking or inquiry (Nguyen; Nguyen, 2021; Nguyen; Nguyen; Nguyen, 2023; Nguyen; Phung; Le, 2021), Locke's ideas provide a blueprint for change. The Communist Party of Vietnam has recognized the need for educational reform to reduce content overload and focus more on developing life skills and critical thinking (Communist Party of Vietnam, 2021). By incorporating more interactive and inquiry-based learning methods, Vietnamese educators can foster a culture of critical thinking and problem-solving among students. This shift would encourage students to engage more deeply with content, think critically about complex issues, and develop the analytical skills necessary for success in a globalized world.

Locke's emphasis on language learning and intellectual inquiry can help reshape Vietnam's educational strategies to better prepare students for the demands of the 21st century. By prioritizing skills such as critical thinking, creativity, and effective communication, Vietnam can ensure that its students are not only well-versed in academic knowledge but also equipped to navigate the complexities of the modern world. This approach aligns with global educational trends that emphasize the importance of developing soft skills and lifelong learning habits in addition to technical expertise, such as AI (Nguyen; Lai; Nguyen, 2024).

Incorporating John Locke's educational philosophy into Vietnam's education system offers valuable insights and practical strategies for ongoing reforms. His emphasis on understanding individual needs, integrating diverse teaching methods, fostering comprehensive development, and encouraging critical thinking aligns well with Vietnam's goals for educational improvement. By selectively adopting these progressive elements, Vietnam can build a more adaptive, inclusive, and effective education system that prepares its youth for the challenges of the modern world. As Vietnam continues to modernize its educational infrastructure and approach, Locke's philosophy provides a strong foundation upon which to build a dynamic and responsive education system that respects individuality, promotes moral and intellectual growth, and prepares students for both national and global citizenship.

4. Challenges and Limitations of Locke's Educational Philosophy

While John Locke's educational philosophy offers progressive insights, particularly in advocating for habit formation, moral education, and individualized learning, it also presents several challenges and limitations when examined through the lens of modern education. These

limitations are primarily rooted in class distinctions, an overemphasis on environmental factors, and historical biases that reflect the socio-economic context of Locke's time.

4.1. Class Distinction in Education

A notable limitation of Locke's educational philosophy is its explicit distinction between social classes, particularly the aristocracy and commoners. Locke's educational ideas were primarily geared towards the needs of the aristocratic and bourgeois classes, often overlooking the educational requirements of the lower classes (Thuy, 2020). He argued that different social strata necessitated different forms of education: the upper classes needed a curriculum focused on moral and intellectual development, while the lower classes should receive practical training to fulfill their societal roles.

This approach reflects a form of elitism that contrasts sharply with contemporary views on universal education, which advocate for equal access to quality education for all children, irrespective of their social status (Nguyen; Pham; Lai, 2023). The exclusive focus on the privileged classes within Locke's philosophy has been critiqued for failing to support a comprehensive educational model that serves all members of society equally, a principle that underpins many modern educational reforms, including those in Vietnam (Nguyen, P. T.; Nguyen, Q. T., 2024).

4.2. Neglect of Broader Influences on Education

Another significant limitation in Locke's philosophy is his overemphasis on the role of the environment in shaping a child's development while downplaying other critical factors such as individual talents, interests, and innate abilities. Locke's strong belief in the formative power of the environment and experience led him to suggest that appropriate environmental conditions and habit formation are sufficient to mold a child's character and intellect (Nascimento, 2011). However, this view overlooks the importance of recognizing and nurturing each child's unique attributes.

Modern educational theories, particularly those rooted in cognitive and developmental psychology, emphasize the need to accommodate individual differences and promote personalized learning (Nguyen; Phung; Le, 2021). By focusing primarily on environmental influences and habit formation, Locke's philosophy appears less flexible and adaptable to the diverse needs of learners today. This rigidity limits its applicability in contemporary educational contexts, where inclusivity and the acknowledgment of diverse learning styles are critical.

4.3. Historical and Class-Based Limitations

Locke's educational philosophy is also shaped by the socio-political context of 17th-century England, reflecting the interests of an emerging bourgeoisie and aristocracy seeking to consolidate their power through education (Do; Valco, 2022). His educational ideas were tailored to create two distinct societal roles: one for the ruling class (the bourgeoisie and new aristocracy) and another for the working class (craftsmen and laborers). This class-based perspective reveals a limitation in Locke's philosophy, as it was designed to perpetuate the socio-economic structures of a capitalist society (Jakopec, 2020).

Furthermore, Locke's emphasis on practical education for the working classes and a more philosophical education for the elite underscores a bias that does not align with the egalitarian values of modern education, which strive to provide all children with the same opportunities for intellectual and moral development (Nguyen; Nguyen; Nguyen, 2023). Additionally, Locke's use

of religious education as a tool for maintaining social order within the bourgeois framework demonstrates a utilitarian approach that prioritizes societal control over the comprehensive development of the individual.

In summary, while John Locke's educational philosophy provides valuable insights into habit formation and moral education, it also presents several limitations that must be addressed in modern educational contexts. These include its class distinctions, overemphasis on environmental factors, and historical biases that reflect a specific socio-economic order. These limitations should be carefully considered when applying Locke's ideas to contemporary education systems, such as in Vietnam, where there is a strong emphasis on developing an inclusive and equitable education system that serves all members of society, regardless of their socio-economic background. By critically engaging with Locke's philosophy and adapting it to fit current educational goals, educators can develop more inclusive approaches that better serve the diverse needs of today's learners.

Conclusions

John Locke's educational philosophy, which emphasizes a comprehensive approach to human development through intellectual, moral, and physical education, remains highly relevant for contemporary educational systems, including Vietnam's. Locke's focus on habit formation and the gradual cultivation of discipline from an early age underscores his belief in a patient and consistent educational process tailored to each child's unique needs. He advocated for gentle and nurturing methods rather than harsh discipline, promoting the formation of positive habits and moral values in children.

The applicability of Locke's philosophy to modern Vietnamese education is evident in its potential to guide educational reforms aimed at building a socialist state that serves the people. Locke's emphasis on individualized education and aligning teaching methods with each child's needs offers a forward-looking framework that could improve Vietnam's educational approach. His ideas encourage the development of educational programs that are better suited to the psychological and developmental stages of students, addressing issues such as content overload and the lack of practical skills training.

Looking ahead, Locke's philosophy also suggests pathways for further educational reforms in Vietnam. As the country continues to seek comprehensive educational renewal, integrating and adapting Locke's progressive ideas could help establish a more dynamic, inclusive, and effective education system. This involves incorporating diverse pedagogical methods, balancing theoretical knowledge with practical application, and fostering critical thinking and language skills among students. By learning from Locke's educational philosophy and adapting its relevant aspects to local contexts, Vietnam can enhance its education system, ensuring it is responsive to the needs of its citizens in a rapidly evolving world.

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