

Methods of Marxist dialectical logic with orientation for working of district-level cadres in Vietnam today

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ABSTRACT

The method of historical-logical unity and the method of progress from the abstract to the concrete are the two most basic methods of Marxist dialectical logic, which is of great value to people in their perception and practical activities. In this paper, the author has presented and analyzed the contents of these two methods and applied them to orient the working activities of the Vietnamese district-level cadres in the process of organizing and implementing the guidelines, lines of the Party, and policies laws of the State. This application not only highlights the great value of the Marxist dialectical logic methods, but it also provides tools for the current Vietnamese district-level cadres to perform their duties and responsibilities well, which contributes to the renovation process, making the country more and more powerful.

1. Introduction

Marxist dialectical logic is a study on dialectical thinking and the dialectic of thinking from the point of view of Marxist-Leninist classics. This science has great significance because it embodies the spirit of the materialist dialectics, providing people with the means and tools for effective perception and practical activities, affirming the great strength of Marx's philosophy in particular and Marxism in general. This is precisely what K. Marx once said that philosophers have only explained the world; the problem is improving the world. The method of historical-logical unity and the method of progress from the abstract to the concrete are two specific research methods of Marxist dialectical logic, which helps people grasp the nature of objects theoretically and integrated manner, orient the impact improvement of objects according to the law. These two methods have important implications for people's thinking, in general, including the district-level cadres in Vietnam today. These people will organize the implementation of the Party's guidelines and lines, the State's policies and laws in their localities and agencies, which have a significant impact on people's material and spiritual lives. The application of the method of historical - logical unity and the method of progress from the abstract to the concrete in the direction of the work of this team at all stages, therefore, becomes very necessary, both giving opening up for the cadres to handle their work in accordance with the spirit of the basic principles of the Marxist-Leninist philosophy, and confirming the great methodological role of the Marxist-Leninist philosophy in many aspects of social life.

2. Methods of Marxist dialectical logic

2.1. The method of historical – logical unity

First, according to Marxist-Leninist classics, the concept of “history” refers to “a process

of human development itself, and the task of current thinking is to keep track of progress and sequence the process through all its twists and prove its internal law through all the contingencies” (Marx & Engels, 1994, p. 40). Thus, the history here is understood as the birth, development, and death of things and phenomena in the objectively real world. However, it can also be *the history of thinking*, and especially the history of concepts. History is considered “history in itself” when it has not been discovered and studied by man but becomes *historicity* if it is perceived. In other words, the movement, development, change of nature, society, and thought, once becoming the object of interpretation of perception, are considered historicity. The method is used to reproduce and reflect history, which is the historical method. Accordingly, delineating the process of arising and developing of things and phenomena through events based on chronological order is the central task of this method: “The historical method is a way of understanding, considering issues in a concrete way, events taking place in a certain social context, in a chronological sequence from the origin, development to end, concerning other events to point out the characteristics of the event or issue and distinguish it from other events and issues” (D. B. Nguyen, 2014, p. 42).

If history is seen as the development process of things, phenomena or thoughts, then logic is the law and necessity of that process. Unlike historicity which is full of coincidences, logicity is the historicity that has been perceived, expressed in terms of concepts, discarding all superficiality, winding associated with a specific time, space to “distill” a throughout the red line. Logic is also the basis for learning about the logical method. This method aims to penetrate the contemporary State of the object to grasp the objective laws and reproduce the object in thinking through the logic of the concept. The historical-logical unity method is built based on the unity between the historical method and the logical method.

There is a separation between these two methods in the empirical thinking ladder because the historical method describes random, winding, and unique things in chronological order. In contrast, the logical approach deals with the realm of nature and universality. However, when advancing to the level of theoretical thinking, the two above methods become a unified method: the method of historical-logical unity. Accordingly, the historical method is the logical method that incarnates into each specific field. In contrast, the logical method is the historical method but has been “liberated” from the winding, random, mixed, only remaining the most essential and basic elements. From the above basis, the method of historical – logical unity is concretized based on the following contents: *first*, K. Marx said that “human anatomy is the key to monkey anatomy and thus the capitalist economy gives us the key to understanding the ancient economy” (Marx & Engels, 1998, p. 71), so the subject needs to penetrate the present State of the object, to analyze the properties of the object, thereby providing a starting point for the study of the object, and at the same time this is also the first appearance in terms of time in the object’s development history; *second*, reconstructing the object in thought with a conceptual system, so that this system has relative consistency with the object’s development history at the starting point and basic stages of development for the object to the contemporary State of the object; *third*, building a conceptual system of an object with a relatively unified logic to the cognitive history of the object. However, the observance of the principles mentioned above can only be successfully realized with the assistance of the progress’s method from the abstract to the concrete, a particular method of dialectical logic.

2.2. The method of progress from the abstract to the concrete

K. Marx once asserted that: “the method of progress from the abstract to the concrete is just a method by which thinking grasps the concrete and recreate it as a concrete in thought”

(Marx & Engels, 1998, p. 64). Therefore, this method plays a key role in reproducing the sensitive concrete into human thinking to build the rational concrete. This method consists of two phases that are essentially opposite but are unified, complementary, and mutually reinforcing.

Firstly, at the stage of progress from the concrete to the abstract, this method requires the perceiving subject to start from the sensory concrete to “distill” the abstract. K. Marx said that the above period “is the historical path that the faculty of the political economy went through in its first appearance” (Marx & Engels, 1998, p. 63). Accordingly, human thinking at the stage of progress from the concrete to the abstract will analyze sensitive objects (or things, phenomena) into different components and slices based on the certain criteria. Through this manipulation, the subject has the ability to find out the similarities and differences between the parts and properties of things and phenomena. However, analysis is only the first step, a necessary condition, drawing the abstract on that basis is a sufficient condition that is the endpoint of the stage from concrete to abstract, because “from the available concrete in the symbol, one goes to increasingly poorer abstractions, until to the simplest prescriptive properties” (Marx & Engels, 1998, p. 62). The “goes to” here that K. Marx refers to is the thinking that performs the scientific abstraction operation to extract the essence of the object through temporarily discarding the non-essentials, or in other words: “On the first way, all of the symbols turn subtly into an abstract normative nature” (Marx & Engels, 1998, p. 63). The first stage of this method ends only when the “simplest determinisms” are born so that there is a basis for determining the abstraction coming from the next process - the process of progress from the abstract to the concrete.

Secondly, at the stage of progress from the abstract to the concrete, thinking moves from the “abstract” to reconstruct the sensory concrete, forming the “rational concrete.” K. Marx argues that the nature of this stage is opposite to the first stage because: “On the second path, the abstract prescribes lead to the re-description of the concrete by way of thought” (Marx & Engels, 1998, p. 63). This stage is done through two basic steps: the first one is identifying the starting abstract of the process of progress from the abstract to the concrete; the second is determining how to build a specific rational concrete based on the starting point. First of all, the starting abstract must be the simplest thing, the “cell,” the “embryo” from which the object reaches the mature State of development at present. Therefore, it must be, essentially, the one appearing first in terms of time in the historical process of the object, containing internal contradictions whose resolution “triggers” development, the subject’s maturity in the contemporary State. Finally, after determining the starting point of the process from the abstract to the concrete, the way to implement this process is carried out sequentially, following the movement logic of the concepts from the starting point, through the intermediate stages and until the reality of the object to be perceived is recreated. The process by which K. Marx develops the conceptual system in *Capital* coincides with the sequence of concepts in Hegel’s “Science of Logic” when analyzing the capitalist mode of production. This is considered as a “standard” model in defining and implementing the method of progress from the abstract to the concrete: Commodities (existence) - money (appearance) - production (essence) - exchange (phenomenon) - the entire process of capitalist production (reality).

3. The directional significance of methods of Marxist dialectical logic for the organization and implementation of guidelines, lines, and policies, laws of district-level cadres in Vietnam today

The district level is an administrative level in the political system in our country, acting

as a bridge between the provincial and grassroots levels: “The district level is an independent administrative unit with a full apparatus of the Party and the Government, unions of people. Key officials at the district level are the heads of political and social organizations, departments of the district, who lead, manage and organize the implementation of the guidelines, policies of the Party and laws of the State; at the same time, they are also the ones who discover and generalize the creative abilities and new factors from the grassroots and the people to contribute to the improvement of the guidelines and policies, laws of the Party and the State” (D. Q. Nguyen, 2005, pp. 61-62).

Thus, the district level and key cadres at the district level play a very important role in the locality’s socio-economic development. However, the article aims to apply Marxist dialectic logic to orient the district-level cadres in general, not just key officials. This orientation will cover the most basic activities of district-level staff, including awareness of guidelines, lines, and policies, laws; management decision-making; development of work plans/action plans; assignment and coordination; inspection and supervision; summarizing the practice.

3.1. The directional significance of method of Marxist dialectical logic for the awareness of guidelines, lines, and policies, laws of district-level cadres

The correct awareness of guidelines, lines, and policies, laws of district-level cadre is shown through their grasping and understanding of this system of documents both in terms of content, and the reasons for proposing and promulgating those guidelines, lines, and policies, laws thereby creating a solid premise for the implementation process to achieve the expected efficiency.

In order to fulfill the above requirement, *district-level cadres need to accurately grasp the basic concepts in guidelines, lines, and policies, laws* because these documents are always created from a system of concepts having a close relationship with each other, thereby highlighting the basic content of those texts. Thus, when accurately grasping a certain concept in the documents, district-level cadres will thoroughly understand the direction, ideas and orientations of the Party and the State, and at the same time follow those directions of the Party and State and accurately spread their “souls” to other subjects.

Firstly, the method of progress from the abstract to the concrete affects the grasping of concepts in theoretical thinking (here is the thinking of our Party and State expressed in guidelines, lines, and policies, laws). This is because theoretical thinking constructs, deploys, and arranges concepts into a system that can relatively and fully describe the nature of the object. Thus, in grasping concepts belonging to the system of guidelines, lines, and policies, laws it is necessary to adhere to the principle that *when grasping concepts belonging to the system of guidelines, lines, and policies, laws in a single field, it is necessary to consider those concepts in previous texts and at the same time, to determine the most abstract and simplest concept, which determines the appearance of the system of other concepts in the current texts.* Because, following the principle of progress from the abstract to the concrete, at first, thinking will build preliminary concepts about objects, so they can only reflect each facet and each essential relationship, which is one-sided. This process will start from the sensory concrete and end when the simplest abstraction is established but must already contain the profound nature of the object in its embryonic form.

Secondly, the method of historical - logical unity affects the grasping of concepts in theoretical thinking (here is our Party’s thinking expressed in guidelines, lines, and policies, laws) expressed in two following aspects:

First, the systematic implementation of concepts, in general, is consistent with the historical development of the object. The conceptual system of an object is closely dependent on the object itself. When the object changes, the mind reflecting the object also needs to change. That change manifests in implementing the concepts that need to be compatible with the object in the current State. Thus, in grasping the concepts of the system of guidelines, lines, and policies, laws *it is necessary to clearly define the relationship between concepts in the system of guidelines, lines, and policies, laws through the history of object's development that the concept reflects.*

Second, the conceptual development in human and social thinking is the summary, generalization, and elevation of its highest historical level in the general - overall perception. The concept develops in the cognitive history of humankind will contain complex, random, and complicated steps. However, when human social thinking captures and purifies the conceptual history of concepts from these mixed appearances, laws in the movement of the concept will manifest. This aspect requires grasping the concepts of the system of guidelines, lines, and policies, laws upon which *it is required to understand the process of perception of other localities and departments about the above concepts to serve as a basis for a better in-depth understanding of those concepts.*

3.2. The directional significance of methods of the Marxist dialectical logic for the management decision-making of district-level cadres

The decision is the result of choosing one or more solutions to solve a problem, posed a situation, or perform a particular task in life. Decision-making is how the cognitive subject considers, analyzes the situation, determines, and chooses ways to resolve the problem. The activity is particularly important for district-level cadres, especially key officials. Because if they make the right decisions, they will solve urgent problems and promote socio-economic development; otherwise, it will inhibit development and even cause unpredictable consequences. In the decision-making process, identifying and analyzing the decision-making problem is the first and very important step because it helps district-level cadres grasp the cause of the problem.

Thus, it can be seen that, in determining and analyzing the problem that needs to be decided, the cause is the starting point of the problem's research. By determining the cause of the problem, district-level cadres will grasp the nature of the matter, understand the problem systematically, realize why the problem occurs, and then develop solutions for the challenges. However, determining the cause of the problem is not easy, so there are many cases where district-level cadres get easily hesitant or confused, which leads to incorrect understanding about the cause of the ongoing problem by only capturing the phenomenon but not discovering the essence of the problem. However, decision-makers cannot stop at understanding the phenomenon, but the most important factor is discovering the cause of the phenomenon, that is, the decision-making problem. To solve this, we need to use the method of Marxist dialectical logic to give some principles in determining the cause of the problem:

First, it is necessary to separate problems, especially complex problems as a chaotic whole, into many different individual components for analysis: "The cognitive process is the process of dividing the concrete into many parts, finding the various relationships of things, and finally the nature of things is perceived" (T. V. Nguyen, & Nguyen, 2015, p. 114). However, this separation cannot happen arbitrarily, but needs to be based on criteria, because in fact, the problem will contain such separate parts and aspects. Each part of the problem will be different angles that reflect the nature of the problem. Then it is necessary to find out the connections between different things or the similarities between different things.

Second, to be able to properly assess problems and identify the causes of problems, it is necessary to have an information system of problems. Therefore, the role of information in management in general and the decision-making of district-level cadres is crucial. However, it is necessary to regularly check the accuracy and objectivity of information related to the issue, avoiding preconceived notions. It is necessary to have a critical attitude towards the information collected by comparing it with previously analyzed and dissected data on the issue.

Third, determining the cause of the problem cannot be based only on the analysis of the problem in its current State, but also on understanding the development history of the problem; thereby, discovering the “first cause”, i.e., the cause appears first in terms of the time from which the problem arises and develops. Usually, this will be the main reason for analysis focusing because it is the “source” of all phenomena later.

Fourth, in the cause of the problem, it is necessary to contain the contradictions to which the “growth” of those contradictions leads stimulates the formation of problems in the present. For example, “the management board of a university received information that some classes were absent too much, some classes missed up to one-third, and the phenomenon lasted for a long time. Administrators need to change this with a decision. The management board asked functional departments to clarify the cause. After a period of research, the functional departments discovered that the reason for the student’s absence was because the lecturer did not take attendance, even allowed students to choose to or not to attend class” (Doan & Nguyen, 2006, p. 87). Thus, for this reason, there is a contradiction that is the teacher’s actions contradict the rules and regulations of the school, according to which students are required to be present fully to be able to listen to lectures and accumulate knowledge. This has caused the phenomenon of too many students leaving school for a long time. Thus, the decisive issue is the lecturer, not the student.

3.3. The directional significance of methods of Marxist dialectical logic for the development of work plans/action plans of district-level cadres

The plan is the basis and tool for organizing the implementation of guidelines, lines, and policies, laws. In the process of developing a work plan/implementation action plan, guidelines and policies need to be accurately and identified explicitly with key contents and tasks. When the goals have been set, in particular, more specific objectives are planned, the implementation process will be more favorable. Typically, goals can be classified into general goals (developmental goals), component goals (partial goals), and results.

In order to determine the appropriate goals, applying the method of Marxist dialectical logic, we need to master the *principle of concretization* in determining the goals of the plan. Accordingly, it is necessary first to build a general goal as a starting abstract, and then moves increasingly to more detailed component goals and the most concrete results:

Firstly, it is necessary to generalize the plan’s overall goal based on analyzing the actual situation of the available means and resources, thereby pointing out strengths, weaknesses, opportunities, and challenges in the implementation process. This is the stage where it is necessary to grasp the overall resources and divide them into specific aspects to consider and evaluate. For example, they can be divided into resources of staff, resources of infrastructure ... The district-level cadre needs to identify the general goals, which are the long-term benefits that will be derived from the formulation of the plan, which is the desired long-term change after the plan ends.

Secondly, concretizing the common goal into component goals and then the achieved

results. The achieved results are the most specific and detailed goals, expressing the goal at the highest level of awareness. When concretized into results, goals are no longer just general goals, not just partial goals, but outputs and products of activities performed with acceptable resources. Providing expected results also shows that district-level cadres have mastered the principles of objectivity, efficiency, balance, flexibility, etc., in setting goals, thereby creating a solid basis for choosing a way of action to achieve that goal.

3.4. The directional significance of methods of Marxist dialectical logic for the assignment and coordination of district-level cadres

Firstly, to assign jobs based on the current professional qualifications and working experience of the cadres

First of all, assignment of work is the arrangement of human resources in different positions to solve and handle work. Therefore, an inevitable requirement is to arrange the right people and the right jobs for the most effective working process. To assign work effectively and accurately, leaders need to observe and collect relevant information to analyze staff characteristics, thereby grasping strengths and weaknesses as the basis for the assignment of work.

The analysis of personnel needs to be done based on evaluation in many aspects such as capacity, current job performance level, personality, moral character. However, because the analysis of personnel is related to the arrangement of cadres to perform tasks, the assessment of capacity is considered as the starting point, which is the basic factor when choosing staff. In the capacity structure of cadres, there are factors such as professional qualifications, skills, and experience. The analysis of cadres' capacity, on the one hand, needs to be conducted at present, that is, the capabilities that cadres reveal at the current stage, the most obvious being their professional qualifications. This can only be done when the leaders directly contact and observe the cadres. However, on the other hand, it is necessary to consider the cadres' working history over a certain period of time to recognize the depth of experience of that cadre, which is reflected in the fact that the cadres have previously handled such similar jobs or experience in different positions. In order to understand the work history of certain personnel, the leading cadres (especially the new leaders transferred from other positions and localities) need to collect information from many different sources and combine it with their data to make judgments.

Second, to coordinate work based on aiming for common interests to solve specific tasks

After each cadre assign the work and has completed his or her duties, coordination is an indispensable activity to complete all of the work.

First of all, coordination activities generally go through five basic stages: formation, conflict, shaping, stabilization, and dissolution. It can be said that the first two stages pose a lot of difficulties for coordination because, at that time, conflicts between members begin to manifest clearly, requiring leading cadres to take measures to resolve them. Conflict is generally divided into antagonistic conflict and non-antagonistic conflict, in which antagonistic conflict is a conflict of interest, considered relatively complex and challenging to resolve. However, even though each member is a separate subject when coexisting in a group, agency, or organization, certain binding and dependent relationships exist. Therefore, to link individuals together to coordinate at work effectively, leaders need to build common values of the agency and unit. But especially in the organization's values, it is necessary to aim for the common good as the starting point of coordination activities. Understanding the common interests of individuals in an organization requires leaders to have a subtle observation, analyze the strengths and weaknesses of their agency's cadres, temporarily set aside the differentiated interests they aim to identify one

(or several) common benefit for all. Because when a common voice is found and towards common values, conflicts will be partially resolved or thoroughly handled, creating a solid premise for smooth coordination.

Then, the shared values, after being clearly defined, are in turn concretized into a unified action plan into common operating principles when dealing with different specific tasks. The positive results of the coordinated activities will be reflected in the quality of the output products - the crystallization of the whole team's intellect, spirit, and efforts.

3.5. The directional significance of methods of Marxist dialectical logic for the inspection and supervision of district-level cadres

Inspection and supervision play an important role in organizing the implementation of guidelines, lines, policies, and laws and creating a premise for summarizing practice. Inspection and supervision are the monitoring so that the activities of organizations and individuals are consistent with their functions, responsibilities, and tasks. Inspection and supervision are also directly aimed at the performance of the assigned tasks to make timely adjustments, if necessary, to ensure the performance of the work, or to make conclusions and evaluations for summarizing practice, drawing lessons learned. Checking and monitoring can be carried out during the implementation process, i.e., *in-activity inspection (checking each stage of activity)* or also *after-activity inspection (checking results)*, depending on the subject of inspection and supervision and the form, content, and objectives of inspection and supervision.

Inspection and supervision have a very important role, because it helps district-level cadres, especially leaders, follow and promptly respond to changes in the implementation context; early detecting and preventing errors and misunderstandings that may occur in the implementation process, even during the direction and administration of the leading cadres; ensure the exercise of the power of inspection and supervision subjects; expertise the authenticity of guidelines, lines, and policies, laws.

First of all, the inspection and supervision need to be focused on targeting the essential areas of operation and the essential checkpoints

During the implementation process, problems may arise in many stages and factors; however, the cadres cannot check all activities and all processes. Therefore, it is necessary to set a focus and target to check and monitor. Essential operational areas are the aspects, areas, and factors that need to operate efficiently to ensure that the organizational process achieves the expected goals. In addition, the essential checkpoints are the focal points in the entire implementation process where it is necessary to conduct monitoring and collect feedback on the results. The above two factors can be considered as the starting point of inspection and supervision. To identify them most clearly, cadres need to observe and collect information about the entire implementation process. After that, it is necessary to analyze and carefully study the relationship between the stages to understand which stage determines the other stages. It is possible to classify the essential or secondary roles.

In addition, deviation adjustment is detected during monitoring and inspection through perception, adjustment of action plan, or adjustment of assignment and coordination

When detecting deviations in the process of inspection and supervision, district-level cadres need to make adjustments to these errors. Adjustments can come from a re-study of the action plan. Because the results achieved in the plan as a rational concrete sometimes do not match the actual situation of the locality, the agency as a sensory concrete thing, or the general

goal as the starting abstract. Therefore, it is necessary to revise those goals to be more appropriate. After the plan is adjusted, it is still necessary to go through the specific activities of the cadres to remove the shortcomings that are happening in the implementation process, not just stop at identifying them. If the deviations come from the coordination of assignments, the leading cadres should reassign the work to other officials with more suitable capacity, or agree on the content of the work, or change the way to coordinate, change the common working principles to achieve the highest efficiency, so that the expected results do not deviate from the goals set out initially.

3.6. The directional significance of methods of Marxist dialectical logic for summarizing the practice of district-level cadres

It can be said that summarizing the practice (summing lessons learned) is the last step of the implementation process, but it has a significant meaning. Summarizing the practice “*on the one hand*, helping the subject draw valuable lessons from experience; *on the other hand*, it helps adjust decisions, even make new ones. Therefore, it needs to be practiced on a scientific basis” (Vu, 2007, p. 15). It can be said that summarizing the practice helps officials raise their awareness, discover new factors, good models to spread and replicate, and at the same time find limitations and shortcomings to take remedial and mitigation measures. In addition, summarizing the practice based on listening to comments and feedback from the people will make a significant contribution to perfecting guidelines, lines, and policies, laws making theory “germinate” on the practical land full of vitality. *Thus, summarizing the practices manifests specifically in identifying issues to be summed up, thereby drawing lessons learned and applying them to cognitive and practical activities.*

First of all, the practical review needs to identify the limitations in the implementation process to find their causes

The correct identification of the problem to be summed up is very important because those problems are either implemented by the practice or by theory and require a satisfactory answer. In other words, these are “problematic situations” where studying and illuminating them will create impetus for theoretical development as well as promote advocacy practice.

Accordingly, after the completion of the implementation process, district-level cadres in general and district-level leaders, in particular, will conduct an assessment of the implementation progress against the plan; compare and contrast the achieved results with the set goals and committed targets; from there, state the aspects that have been done and the limitations in the implementation process. This review is based not only on the data and the process of monitoring and observing but also on the cadres, who must be insightful, close to the people, and listen to the people’s thoughts, aspirations, and feedback. The analysis process will take place on an extensive basis, capturing all activities from which to point out the good and the bad. In particular, highlighting the shortcomings and limitations plays a very important role, serving as a starting point in summarizing the practice. These are the problematic situations that the officials must determine correctly, thereby identifying their causes. As starting abstract comes from the summation of reality, these causes will appear before the mentioned limitations. In addition, there must exist contradictions within themselves, through which inadequacies and defects can “escape”.

Next, summarizing the practice needs to draw lessons and experiences to guide the organization and implement guidelines, lines, and policies, laws in the same field as solutions to minimize the causes that lead to limitations

If the cause of the limitations is considered as a starting abstract when summarizing the reality, the lessons learned are considered as rational concrete when district-level cadres “reflect” on their work. Because lessons learned are drawn through the entire operation, synthesized and explained from achievements, limitations, causes in a certain process. Therefore, the “practice” appearing in the lessons learned is the practice that has been summed up, evaluated, and analyzed, not the “reality” before being summed up. The cadres have not paid attention and thought about it. And also, because it has the appearance of rational concrete, it contains the law. Therefore, it can affect the sensory concrete through human activities, that is, become a “handbook” to guide cadres in other organizational activities, with the same guidelines, lines, and policies, laws.

4. Conclusions

In summary, the method of historical-logical unity and the method of progress from the abstract to the concrete have great significance for people's cognitive activities and practical activities, including activities of district-level cadres in organizing the implementation of guidelines, lines of the Party and policies, laws of the State. Understanding and applying the content of these two above methods in organizing the performance of duties and responsibilities of district-level cadres will also demonstrate their dialectical thinking capacity. In the context that the country is on the way of renewal, integration, and development, the thinking tools of Marxist dialectical logic will become important baggage, which helps cadres in general and the district-level cadres in particular constantly train the capacity of dialectical thinking and contributes to building a more beautiful and civilized country.

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