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**ORGANIZATIONAL CAPACITY OF EXPERIENTIAL ACTIVITIES OF STUDENTS
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Abstract. The paper focuses on analyzing the organizational capacity of experiential activities for pedagogical students at the Ho Chi Minh City University of Education today, which are the competency groups: capacity to prepare organizing experiential activities; design capacity; implementation capacity; ability to coordinate educational forces and the capacity to evaluate the organizational results of experiential activities. In Vietnam today organizing experiential activities for high school students is one of the new features in innovating educational programs. Therefore, on the basis of the situation study, the authors propose recommendations to develop the organization of experiential activities for pedagogical students to help pedagogical schools have orientations and adjusting the training program to suit the practice of innovation in Vietnamese high school education.

Keywords: capacity; organization of experiential activities; experiential organizational competence of pedagogical students; Ho Chi Minh University of Education.

1. Overview

The capacity to organize experiential activities is one of the important competencies that must be formed and developed for students in the process of training at the University of Education. In our view, basing on the logic of the organization of experiential activities, this capacity is expressed through many specific competencies:

- Capacity group to prepare for the organization of experiential activities.
- Capacity group to design an action plan.
- Capacity group to implement the experiential plan.
- Capacity group to coordinate forces in the experiential organization.

- Capacity group to evaluate results and adjust experiential activities.

2. Objects and method of surveying the situation

We surveyed 420 pedagogical students in the 3rd year; 50 lecturers and staff of Youth Union, Student Association of the Ho Chi Minh City University of Education. The survey period is the school year 2017–2018. In order to study about the situation of organizational capacity of experiential activities for students in Ho Chi Minh University of Education Vietnam, we have used research methods including Questionnaires, in-depth interviews, observation and research of active products (studying about lesson plans are designed by students), survey data are conventional as follows:

Table 1

Data processing convention

Average point (ĐTB)	Level of capacity	Encoding convention
<i>1,00 -> 1,80</i>	Very low	1
<i>1,81 ->2,61</i>	Low	2
<i>2,62 -> 3,42</i>	Normal	3
<i>3,42 -> 4,22</i>	High	4
<i>Above 4.22</i>	Very high	5

2.3 Surveying results of the situation of organizational capacity of experiential activities for students in the Ho Chi Minh University of Education.

2.3.1 The capacity group prepares the organization for experiential activities

Evaluation of this activity, managers, and teachers stated that the implementation capacity of the students is relatively high (surveying point 2.83), the students rated at the normal level (surveying point 2.78). About the capacity to understand the characteristics of students and students when they experience the reality: the lecturer's surveying score is 3.28, the student is 2.80. The assignment of specific tasks for students to perform experiential activities, managers and teachers assess at the level of average height 4.06, students also rated at average height 3.33. Contents of preparation of materials for the experiential organization: According to managers and teachers, this activity is not well implemented (average 3.14), the assessment score of students is higher (average 3.33). Thus, the ability to estimate, plan as well as the capacity to mobilize some resources to support the student experience is limited. For the content of the financial plan, the experiential organization also has similar scores. Managers and teachers highly appreciate more than students (average 3.92 compares to the average score of students is 3.77).

Since then, it can be seen that the experience is undergone by managers and teachers' life in reality. It has great significance in planning financial resources for different activities. Therefore, the lecturers see the problem closely and get more real. Students reasonably divide financial resources for different activities in relatively difficult experience; they are not really assured and believed in the ability to divide effectively, so it is subjectively evaluated. The content of mobilizing and coordinating forces to organize experience activities: The average score of managers is 2.54, of students, is 3.38. The results show that faculty members have not really recognized the true capacity of students to apply and coordinate with different resources. For contents of preparation of facilities and technical facilities to organize experiential activities: Managers and teachers have an average score of 3.26, of students is 3.43.

Through the process of observing the students' preparation before organizing the experiential activity, we found that the most convenient for them is the division of work to organize activities. This may be due in part to the characteristics of the age of students who are active and responsible in their tasks. In addition, the work of unifying the time and place of operation to suit the topic to be organized is often the most difficult for them to

face. In fact, the credit-based training program also causes some difficulties to agree on the class schedule between students, the suitable venue for the topic also needs to be carefully selected and thoughtful to meet the target [3].

Thus, the results of the group survey of preparing for organizing the experiential activities of the two respondents showed that there is not much difference in the level of identifying this activity of students. However, in some contents, the score is rather low, so it is necessary to have specific measures to strengthen this capacity group so that the implementation process of students can be confident and proactive in planning, and operate experiential plan qualitatively and effectively.

2.3.2 Capacity group to design experiential plans

Designing the experiential plan is the ability to system think of the whole activities, then allocating activities into smaller groups while mobilizing resources to support at different stages in order to string the entire operation into a unified implementation as well as implementing the plan.

This capacity group survey shows that the majority of managers and teachers' comments are lower than the students' assessment. Specifically: the content of naming for managers and lectures' experiential activities is 3.90, of students, is 4.15. Or determine the goals and tasks of educational activities is 3.34 and 3.72. Content to build the content of specific experiential activity: an average of managers and teachers is 3.20, of students, is 3.05. The content of determining the form of organizing experiential activities also has similar evaluation results. For the design of tools to evaluate the results of experiential activities: Managers and teachers have lower judgment than students, the lecturers' average is 2.50, and of the students is 2.86. In fact, this is a relatively difficult activity because it not only has the experience in this field and but also have the ability to comprehend the overall operation. In addition, it is necessary to have a connection string for other forms of

learning to be able to design an appropriate and accurate assessment tool. Therefore, managers and teachers evaluate this activity lower than students, which has a basis.

Through product research methods designed by students, we realize their design capacity from selection and expression of goals, determine the content and method of organizing the experiential activities quite clearly and carefully. The student-designed lesson plans are relatively consistent with highly feasible and experimental topics.

From the survey results, the competency team designed the experimental work plan, which the researcher found: most of the survey contents received positive reviews [1]. However, due to different capacities and experiences, there are different judgments in some contents. However, in general, the current design capacity of students on experiential planning is relatively good. If instructed and further trained on how to design assessment tools and streamline reasonable resources, the ability will be promoted better in the following years.

2.3.3 The capacity group to implement the experiential plan

This is a group of competencies related to the ability to link knowledge and implementation experience related to organizational design and control issues, adjusting plans. The survey results of these contents show that the majority of managers and teachers assess the students' performance capacity lower than the self-assessment students. Specifically, content "Plan dissemination of experiential activities for students", the average point of managers & teachers is 3.62, of students, is 3.50. This level indicates that the ability to implement plans for student's activities is absolutely satisfactory. Content "deploying forms, methods and techniques match the objectives and content of experiential activities": the level of the judgment of managers and teachers' scores is 3.38, the students' level is 3.39. Thus, it can be seen that in addition to the dissemination of the plan, the selection of methods and means

suits with the content of experience in education is also done quite well by pedagogical students. However, the content of "managing time of operating experience": Managers with an average score of 3.20, students are 3.45. Thus, the recognition of teachers has a higher expectation of the management activities of students with respect to the control of the whole process. This demonstrates mastery and stability in knowledge and helps students gain more experience in handling situations arising in the process of implementing tasks in a realistic educational environment. The lowest rated activity is "Monitoring, controlling and adjusting experiential activities". Managers have an average score of 2.80, students 3.06. In order to implement this content well, in addition to the organization having in-depth knowledge of the field being implemented also requires management experience. So, managers and teachers do not highly appreciate this activity of the students is completely reasonable.

Projecting, observing 20 hours of organizing student experience in simulated environment (students use the university's own classroom as a hypothetical environment for organizing experience) and in-depth interviews the lecturers all have the same opinion: the ability to implement experience of students is relatively good especially, the capabilities in implementing methods and forms of operation in order to convey content to achieve the objectives of the operation. However, the weakness of this capacity of students is the ability to handle situations taking place in the process of organizing experiential activities; many situations students are confused and quite clumsy in handling.

Through the survey score, the researcher found that for the capacity group deploying the current experiential activity plan of pedagogical students is quite good. However, there are still some contents of the activity that need to be fostered in terms of knowledge and organization for children to practice regularly as; Control and control operations throughout the period of the event.

Also guide students on how to handle situations that arise in the implementation process, to help students accumulate knowledge and equip career skills while studying in the school chair.

2.3.4 The capacity group to coordinate forces in the experiential organization.

The surveying score of this capacity group shows that the majority of managers and teachers do not appreciate. In which the establishment and adjustment of relationships in advocacy, the lowest surveying score is 2.64. This is a relatively difficult activity for students. Firstly, they must have experience in the organization; secondly, they must be an existing relationship; thirdly, implementers must be reputable and finally, they must have an ability to recognize the overarching problem from which to identify the relationships to be established. For students, this is not a regularly organized activity and their participation often changes with friends in class so the way to implement it is not as expected. In order for this work to be better implemented, the school needs to have a plan for students to practice in practice or simulate situations similar to reality to help them have experiences to gain the experience. Content "Identify co-coordinating forces for the organization of experiential activities"; the evaluation score of managers is 2.78, of the students, is 3.10. "The content of applying the forms and measures of movement is appropriate for each object and specific circumstances", the average score of managers is 2.94, and the student's score is 3.04. From the above results, it can be seen that the managers and teachers are not really reassured about the students planning to identify related subjects in the experiential activities and appropriate application of specific methods in each activity. In addition, the student communes with the participants were also not high, the average score is 2.48.

Through the surveying results of the capacity group in collaborating with the force in the experiential activities of students, researchers found that the students basically

knew the approaches and applied appropriate methods and skills and the first has remarkable results. However, in the coming time students need to pay attention to practice some of the following necessary skills; skills in establishing and adjusting relationships, skills to apply appropriate methods and communication skills in experiential activities [4]. These are essential skills for students after graduation.

2.3.5 The capacity group to evaluate results and adjust experiential activities

Surveying results show that the evaluation of managers and teachers together with students has no big difference. These are essential skills for students when organizing activities. Through this activity, students can reconsider the organization process, implement the plan to achieve the goals as originally set or not, and help them accumulate more skills of evaluation, comment on educational activities. Therefore, this is a group of competencies that students need to accumulate and practice in the learning process as well as practical experience.

The survey shows that the majority of managers and teachers' opinions assess this activity of students is not high. In which the content with the lowest rating is determining the process, how to evaluate the results of the educational activities, the average is 2.70 and the content of developing standards for evaluating the results of educational activities, the average is 2.72. Thus, it can be seen that the experience of planning and implementing students' plans is not really good. So, the way to implement the evaluation process is still simple and does not reflect the true state of the problem. This is one of the relatively weak activities of students. For the content "determining the objective of evaluating educational performance results", the average score of managers and teachers is 2.80. The implementation plan depends very much on the target orientation for operation. If the goal is clear, the plan is detail, and the organization is not passive. Moreover, the process of regulating activities is also convenient.

From the survey results, the capacity group assessed the results and adjusted the student's experience. The researcher found that in some contents the students knew the implementation and had encouraging results. However, in some activities such as developing evaluation criteria, identifying weak processes. In the process of learning and training, teachers need to pay attention to the equipment and guide them these contents. In order to ensure this capacity group meets the requirements set by the training program.

Thus, from the surveying results of the capacity to organize students' experiential activities, we found that the current capacity groups of students who were equipped in the learning process were relatively good. The surveying process shows that some contents belong to different competency groups when performing experiential activities that students have made results. These are important prerequisites for developing the foundation of experiential performance for students in the following school years. However, the overall assessment of the organizational capacity of activities such as organizational preparation, plan design, implementation, coordination, and assessment needs to be fostered and further trained.

According to the overall assessment of the current capacity of organizing and implementing experiential activities for pedagogical students, managers and teachers think that the implementation level is regular, and for students, it is only normal. Since then, the correlation level between the judgments with the normal correlation coefficient of 0.352* indicates that the reliability of the relationship is very high. Test index (Cronbach's Alpha) for the survey of managers and students is 0.996 and of students is 0.995, both of these indicators show that the reliability of the scale is very high.

Conclusion

The capacity to organize experiential activities for pedagogical students is one of the most important issues in the context of fundamental and comprehensive innovation of

education and training today. In this study, we have pointed out the theoretical and practical bases of the capacity to organize students' experience activities. Besides, this study shows that in general the organization capacity of experiential activities for students has been equipped, but it is still at an average level. However, the capacity to organize experiential activities for pedagogical students is a relatively large problem, depending on many factors, many different educational paths, so in order to effectively organize this activity for students, we need to conduct further research on each path, each organizational capacity to experiential activities to serve the pedagogical training to fulfill the task develop the capacity to organize experiential activities for students.

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