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PRE-SCHOOL EDUCATION OF CHILDREN VIA ORGANIZATION OF EXPERIENTIAL ACTIVITIES**Tran Thi Minh Hue**

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Abstract. The paper discusses content of experiential activities for pre-school children in Vietnam. Methods and processes of organization of experiential activities for pre-school children were offered.

Keywords: pre-school education; pre-school children; experiential activities; Vietnam.

1. The meaning of experiential activities for the development of pre-school children

Experiential activities are an important meaning for the formation and development of pre-school children's personality. In experiential activities children are immersed in the natural environment, breathe fresh air, carry out activities, games to help strengthen health, develop senses, train skills and skills copies and qualities of mobilization. Experiential activities with the content of observing and exploring the surrounding environment are a condition to satisfy curiosity, to help consolidation and accuracy, and enrich children's understanding of surrounding life and themselves [4]; to develop needs, emotional intellect, ability and cognitive excitement; the process of communicating with teachers, with people around in daily experiential activities. It helps children to learn pronunciation skills, expand vocabulary, use flexible sentences, coherent language, form comfortable confident communication styles; the content of experience according to the interest in the field of shaping and music helps children have conditions to discover, create and perceive beauty through the use of open materials; experience in labor is an opportunity and a condition to form simple labor skills, natural love, love of labor, a sense of preserving, protecting nature and protecting the environment.

One of the biggest benefits of experiential activities is to help children develop social skills. Children can establish relationships, learn how to resolve conflicts, negotiate and adjust behaviors; experiences in outdoor games are the conditions for forming a number of personality traits such as sympathy, sharing, inclusion, solidarity, compassion, courage, overcoming difficulties, facing defeat and accepting the loss.

2. The content of the experiential activities in the children educational program

The experiential activities suit for children, which are identified with many rich and diverse contents, but focusing on the basic issues as follows:

Content 1: Observing, exploring the elements of nature, society, themselves.

The content of organizing for children to observe in the experiential activities including Natural factors (animals, plants; some phenomena and natural existences such as weather, seasons; air, light; rock and sand, gravel); social factors (utensils, toys, transport means, characteristics and characteristics of the family environment, pre-school, society; children's relationship with family members, schools, society; some professions in society; scenic spots, festivals, cultural events); factors belong to the themselves (physical characteristics, interests, personal needs, strengths and survival).

Content 2. Playing physical training games, including acting games by Law (new games and folk games), free movement games (with equipment and no equipment), sports games.

Content 3. Experimental activities – experiments, free play with materials, utensils, toys; labor in nature, environmental sanitation.

This is the most attractive content when organizing the experiential activities for pre-school children. In this content, children are able to create new works and toys by using diverse skills and materials, especially natural materials such as sand, water, gravel, stone and leaves, trees, bean seeds... Besides, children also play the role of a scientist to perform simple experiments, an experience just as much as sand, water, light, air and diverse natural elements whose activities in the classroom environment do not have the potential to be effective [1].

Labor in nature and environmental sanitation is a very attractive and appealing content for children. The activities that children can do in this content are sowing seeds, planting saplings, watering plants and flowers; digging; picking up leaves, cleaning the schoolyard areas. It not only creates opportunities for children to play with nature, forming in the love of nature, the sense of preserving, caring and protecting nature but also educates children to love their living environment, skills and working habits.

In addition, the above basic contents, based on organizational conditions, teachers can build and organize for children to experience in the home and local environment, such as: Visiting and participating in activities in traditional villages; visit a friend's family near the school; visiting libraries, historical and cultural relics, museums and factories; explore the market or organize experience activities at places and service facilities for pre-school children in the locality.

3. Methods of organizing experiential activities for children

In order to implement the educational content of the experiential activities, teachers

need to select and effectively use the methods of organizing experiential activities for children. The method of organizing experiential activities for children is a coordinate system of teachers and children, children and children to carry out activities of activities. There are basic methods as follows:

Visual method: is a method for teachers to organize for children to observe and explore objects by using senses to consciously identify object characteristics [2]. Visual methods are closely related to the use of using real objects, symbolic objects in combination with the language of explanation, based on the characteristics of the content performed in activities, teachers organize for children to use in order to ensure the appropriateness and efficiency.

Method of assigning tasks: Assigning the task is the way to place children in a certain position so that they have the opportunity to perform their favorite jobs on the basis of their active selection. In the organization of the experiential activities, when using the method of assigning tasks, teachers need to help children identify the work and activities that groups and individuals need to perform; With 3–4 years old children, teachers need to help children identify tasks to perform, guide, motivate, create conditions for children to pursue the same job to create products; for preschoolers of 4–5 years old and 5–6 years old who have set goals of activities, have practical skills and positive motivation in performing work, teachers organize for each individual, group of children receive task or let children assign themselves (assigning work) to each other – creating a proactive mind for children when implementing and operating activities. That will help develop proactive, creative, responsive capabilities in every situation of children.

Discussion method: a Discussion is a special form of group interaction in which members solve a problem of mutual concern in order to achieve an understanding, how to implement a common action. Discussion creates opportunities for children to form and

develop language skills, how to set and solve problems while respecting personal factors and expressing mutual learning and sharing in the collective when implementing the experiential activities.

Problem-solving method: Problem-solving method is an important way to promote children's positive. The problem is the question or task set out, but the resolution of them has no pre-existing rules as well as available knowledge and skills that are not enough to solve, it is still difficult to prevent. Pre-school children have a great need to discover, understand themselves and the surrounding world as well as the nature of the experiential activities, which has a lot of potentials to stimulate, develop needs, and create situations that need to be addressed immediately in the process of active participation. When using this method in the experiential activities for children, teachers need to help children discover basic problems, guide skills so that children can use existing experiences to solve problems actively.

Game method: The game method can be used in many different situations of the experiential activities, the nature of awareness and experience of pre-school children is learning through playing, so the organization of the experiential activities for children by game method if ensuring the requirements of the objectives, content and organizational conditions, the appropriateness of the child's characteristics will bring the meaning of education to children in a natural and effective way.

Practical and experimental methods: It is a process that teachers organize for children to explore and experience to identify the process of change, the existence and movement of objects through the use of utensils, toys, simple practical and experimental equipment. This method is often used in organizing children to explore the content of "Experiment – experiment, play freely with materials, utensils, toys; labor in nature, environmental sanitation".

These are some basic methods above that teachers can use in the experiential activities for pre-school children. In addition, to independently using the above methods, in the organization of the experiential activities, teachers need to coordinate the use of other methods, such as lecturing, talking, encouraging, praising children. This application of these methods needs to ensure flexibility, avoid machinery or stereotypes. In one activity, it is possible to intertwine different methods [5]. And using a variety of methods for children to truly promote their role as subjective, creative in activities will ensure the effectiveness of children's education in experiential activities.

4. Process of organizing experiential activities for children in pre-school

The organization of the experiential activities would like to achieve the effect of education; the teachers should pay attention to well implement the steps in the operational cycle as follows:

Step 1: Developing an action plan

Developing a plan for the organization of experience activities as a process of teachers based on pre-school educational programs, resources to identify the operating system and each specific activity organized for the children in the class in charge. Teachers need to develop long-term plans (school year, semester), medium-term plans (educational themes) and short-term plans (specific activities) to organize for children to follow specific characteristics of age educational program and school educational plan.

This work requires teachers to use the ability to analyze and evaluate the educational program of the studying level, the grade of class, the school educational program; surveying of student needs; analyzing the internal conditions of the school and the conditions of support from parents and the community; using information to determine the system of activities organized during the school year, semester and each theme of education scientifically and feasible.

The plan of a class's activity at the long-term planning or short-term planning level needs to specify issues such as: Time, venue; program/activity name; target; content; organizational method; organizational form; participating forces and organizing activities (main responsible person/implementer/ coordinator ...); implementation conditions; result evaluation; products that need to be obtained from students. The plan of experiential activities needs to be approved by the principal to ensure the legality and commitment of implementing qualitative activities for children

Step 2: Organizing the implementation of the operation plan

Based on the developed plan, the implementation should ensure effectiveness in relation to teaching activities and other activities of children in the general education program; ensuring close practice, flexible adjustment (if necessary) to match the educational activities that arise (if any).

Step 3: Evaluating performance and use assessment information in education

Evaluating the result of the experiential activities in the process of forming judgments about the development of students based on the analysis of the collected information, compared with the set objectives to help children progress in the next stage.

The assessment ensures objectivity; responsiveness and suitability of children's characteristics, education and development to help teachers and schools have the right information about children's development and having measures to help children promote their advantages and overcome problems after activities; the evaluating results are a scientific and practical basis for teachers and schools to develop an experiential educational program for students; assessing results are important information to help principals and teachers take measures to mobilize and use

resources to ensure effective education for children.

5. Conclusion

In order to implement the goal of educating pre-school children via organizing experiential activities very well each teacher and educational manager should provide good experiential conditions for students inside and outside the school; developing and expanding the opportunity of experience appropriate to the needs, matching the capacity of children through the role of children in the design, organization, and evaluation of performance; it must ensure that activities are designed and implemented in a variety of ways, providing each learner with the most suitable opportunity to implement his or her own development. In addition, the school and teachers need to build and use the relationship well with the parents' organizations and local social education forces to jointly implement this meaningful activity at all stages of the process, from planning organization to organizing activities and evaluating the results of students' experience in practice.

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