

UDC 371

**SOME THEORETICAL ISSUES ON ORGANIZATION  
OF EXPERIMENTAL EXPERIENCE FOR STUDENTS  
AT ELEMENTARY SCHOOL**

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**Abstract.** In the article objectives and contents of experiential activities of primary school students of Vietnam were discussed. Some issues and problems arising when implementing those activities were covered and plans, measures and programs for improvement were found out and offered.

**Keywords:** primary school; experimental experience; experiential activities; Vietnam.

### 1. Overview

In the context of Vietnamese education in general, primary education is implementing an education program with breakthrough changes. Schools, teachers, parents, and local people all would like to implement very well the educational goal of comprehensive development of personality for students. Studying and proposing measures to organize effectively the educational program in general, the program of experiential activities for students in primary schools has a particularly important meaning.

### 2. Research content

#### *2.1. Objectives and contents of experiential activities for primary school students*

The educational goal of the activity is to create opportunities for students to mobilize and synthesize knowledge and skills of different subjects and educational fields to experience practices in the school, family, and society in order to form basic personality qualities, habits and life skills; forming for students a positive way of living, the ability to explore, adjust themselves, methods of organizing life and work responsibly; self-assessment skills and self-regulation; forming communication and behavioral acts culturally; consciousness to participate in labor activities, social activities, community service activities. Especially in activities and

through activities, students identify their capabilities, strengths and prepare some basic competencies for future workers and responsible citizens.

Experimental activities of students from grade 1 to grade 5 have a focus on personal developing activities, life skills, and relationships with friends, teachers, and family members, working activities, social activities and get acquainted with a number of closes, educational-oriented professions for students with qualities and competencies as follows:

- Loved living and share: Actively participating in social and political activities, charity activities, environmental protection activities, cultural heritage; participate in labor activities, activities in families, schools ...; showing the interest, love and share with friends, teachers, relatives and people in society.

- Self-control living: Actively implementing acts in accordance with requirements or regulations for students and not violate the law.

- Responsible living: Implementing assigned tasks; knowing how to help other people in activities; showing concern about the results of the operation.

- Self-study ability: Having the attitude of learning teachers, and other people and applying the skills of observation, recording,

synthesizing and reporting from learning activities to life.

- Ability to solve problems and creativity: Detecting and solving the problem of operational content as well as flexible interpersonal relationships and problems, in accordance with practical situations, effective.

- Communication capacity: Demonstrating appropriate communication skills for everyone in the course of operation or interaction; having persuasion, negotiation, presentation skills ... according to the purpose, object, and content of the activity.

- Collaboration capacity: Coordinating with other people to prepare, plan, organize activities and solve problems; demonstrating help, support, sharing resources to accomplish common tasks [2].

- Calculation capacity: Establishing the operation plan, quantifying the time for the operation, developing the budget plan, identifying resources, evaluating for operation.

### **2.2. Duration of implementation, type, and form of organizing experiential activities for students**

The time spent on the experience is 3 hours/week, organized in the form of activities: Self-directed activities (accounting for 60 % of the total organization time), social-oriented activities (accounting for 20 % of the total) organization time); activities oriented to nature (accounting for 10 % of total organization time), career-oriented activities (accounting for 10% of total organization time).

In particular, the program is implemented in the following types of activities: Activities under the flag, class activities, subject activities (including regular experiential activities and periodic experiential activities), club activities. In which:

- *Activities under the flag* are activities that are organized according to the school's scale. The content of activities under the flag is attached to the content of the educational subject's activities, oriented and prepared for the activities of the week and the month.

- *Class activities* are activities that are organized according to class size. The content of class activities is associated with the activities of the educational theme, preliminary activities of the week, preparing for the activities of the next week and month, fun activities according to student's needs. Homeroom teachers create opportunities for all students in the class to participate in activities.

- *Theme-based activities*: Theme-based activities include regular experiential activities and periodic experiential activities.

- *Regular experiential activities* are carried out regularly every week or month, done at school and at home with the same task assigned to each student. Experimental activities regularly ensure the process of forming the capacity and quality for students is actually taking place; Teachers work with parents to guide, monitor and evaluate student performance [1].

- *Periodic experience activities* are conducted at a certain time, for example, 2 activities/semesters or 2 activities/school year. Periodic experiential activities carry out more general content, opening up wider space opportunities and a larger playground for students to increase their experience as well as express themselves.

- *Club activities*: Club activities are activities based on needs, interests, aptitudes and career-oriented activities performed outside school hours of cultural subjects and are a form of self-electiveness.

Activities are carried out in 4 forms: discoverable form (fieldwork – reality, sightseeing, camping, games, etc.); experimental and interactive forms (forums, exchanges, theater, etc.); a form of dedication (labor practice; volunteer, humanities, etc.); researched form (project and scientific research, active by interest group). Here are some basic forms:

*Organizing games*: is a form of leisure and relaxation activities through which the development of educational objectives is achieved; organizing games, playing activities in accordance with educational goals and needs, characteristics of students to help stu-

dents promote creativity and easily acquire new knowledge from the transfer and use of knowledge in many different fields in playing content; creating a friendly atmosphere; educating of agile style, solidarity, discipline and capacity for collective activities.

*Forum organization* is a form of organizational activity that is used to promote student's participation through a direct, proactive expression of their opinions with a large number of friends, teachers, parents and other adults are concerned about student's concerns, helping students to assert themselves and promote the realization of child rights in schools.

*Interactive scene:* is an interactive art form based on acting, in which the play has only the beginning, the situation; the rest of the performances were created by the participants – it was a sharing, discussion between the performers and the audience. The purpose of using this method is to increase awareness and motivate students to give their views, thoughts and ways to handle real-life situations that they encounter in life, create opportunities for students to practice skill to find problems, analytical skills, decision-making to solve problems, train the ability to cope with the changes of life.

*Sightseeing:* is an attractive form of practical learning with the aim of students to visit, learn and learn knowledge and contact historical, cultural works and manufactures far from where students are living, studying, helping students gain practical experiences, which apply to life.

*Contest/competition* is a form of organizing activities that are attractive and highly effective in gathering, educating, training and orienting values for students. Organizing competitions with various forms and contents suit for educational objectives and student's characteristics; attracting students to participate; meeting the demand for entertainment, cognitive development, attraction students' talents, and creativity; fostering student's motivation to learn and shape positive living values.

Each of these forms has advantages in implementing educational goals, teachers need to study to effectively use in organizing activities for students.

### **2.3. Developing plans, organizing and evaluating the results of experience activities**

In order to organize experiential activities effectively in education, teachers should implement the steps very well 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 educational programs, resources to identify the operating system and each specific activity organized for the students 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 students to follow specific characteristics of class and school 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 education 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 [3].

### *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 students 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 students progress in the next stage.

The assessment ensures objectivity; responsiveness and suitability of students' characteristics, education and development to help teachers and schools have the right information about student's development and having measures to help students 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 students.

### **3. Conclusion**

In order to implement the goal of educating primary students 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 students through the role of students 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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