

Build qualities and competencies for students through activities experience

Phi Thi Hieu

Thai Nguyen University of education – Thai Nguyen
University
Thai Nguyen, Vietnam
hieusptn@gmail.com

Nguyen Do Huong Giang

Thai Nguyen University of agriculture and forestry – Thai
Nguyen University
Thai Nguyen, Vietnam
giangndh@gmail.com

Le Van Khuyen

Hue University of education – Hue University
Hue, Vietnam
khuyenspmoscow@gmail.com

Abstract – Practical experience is an important requirement of student-oriented teaching. The new general education program also requires hands-on experience activities. Although there have been studies on practical experience education and learning through experiences in the 80s of the twentieth century, in Vietnam, recently in-depth research and application have been focused. The paper discusses the role of practical activities to form capacity competencies for students and the methods to organize practical activities: practical problem solving, role-playing, games, teamwork.

Keywords— activities experience, team work, practical experience.

I. INTRODUCTION

The concept of experiential education has been around since ancient times, but it only really developed and became an orthodox educational thought and developed into a doctrine when there were successes [1-3]. Research process of famous psychologists, educators in the world. Since the end of the nineteenth century, the first model of practical experience teaching in the world has been developed for applied research and experimental training by psychologist Kurt Lewin. Lewin emphasizes the close combination of theory and practice. He found that learning can be most effective when there is a strong relationship between personal experience and analytical task-learning analysis. Referring to the theory of practical experience education, it must mention the viewpoint of "learning through work, learning from doing" by John Dewey [4]. With the philosophy of education emphasizing the role of experience, from the middle of the twentieth century, he made the view of the role of experience in education. He also pointed out that the experience helps improve the effectiveness of education by connecting learners and learning knowledge with real life, so it is necessary to include exercises such as gardening, weaving, carpentry into the school. David Kolb studies the learning cycle from experience[5]. According to him, the steps of experiential learning include specific experience, reflective observation, conceptualization and positive experimentation, in addition to many modern

educators such as Willingham, Conrad and Hedin, Druism, Owens and Owens, Karen Warren... [6-8] For countries with developed education, especially those approaching general education programs towards capacity development, practical experience activities are interested and implemented in many aspects. In Asia, since 1973, learning practical experience has been applied by Hong Kong through teaching through field trips. This idea continues to develop in other Asian countries such as Singapore, Taiwan, Korea, China ... Teaching creative experience has taken a more important step when in 2002, the program " Teaching for a sustainable future "was approved by UNESCO. In this program there is an important part of learning through practical experience.

In Vietnam, the National Assembly's Resolution 88/2014/QH13 mentioned "creating fundamental and comprehensive changes in the quality and effectiveness of general education; combining teaching of words, teaching of people and career orientation; contribute to transforming a heavy education on knowledge transfer to a comprehensive development education in both quality and competence, harmony of virtue, intellect, physicality, beauty and bringing into full play the potential of each student ". Concretizing that thought, the new general education program and the implementation roadmap issued by the Ministry of Education and Training 2017 point out the new points of the program and the roadmap for implementing a new education program. As in Vietnam, practical experience has been focused only recently. The paper discusses the role of practical activities to form capacity competencies for students and the methods to organize practical activities: practical problem solving, role-playing, games, teamwork.

II. .GENERAL THEORY OF PRACTICAL EXPERIENCE ACTIVITIES

Practical experience activities are practical educational activities conducted in parallel with teaching activities in schools. Practical experience activities are a part of the educational process, organized outside of class time in subjects in the classroom and have additional relationships, supporting teaching activities. Through hands-on activities,

specific jobs and student actions, hands-on experiences are purposeful, organized educational activities conducted inside or outside the school to deliver develop and improve the qualities and potentials of the students themselves, cultivate a sense of independence, and care about and share with those around them.

Practical experience activities are organized in various forms such as club activities, game organizers, forums,

interactive stages, field trips, contests, exchanges, and activities. humanitarian activities, community activities, collective activities, theater (drama, poetry, singing, puppet shows, skits, plays, ...), sports, organizing festivals, ... Each form activities all have certain educational meanings.

Comparison of subjects and practical experiences in the new program is shown in the below table:

TABLE I. COMPARISON OF SUBJECTS AND PRACTICAL EXPERIENCES IN THE NEW PROGRAM

Featured	Subject	Practical experience activities
Main purpose	- Base on establishing and developing the system of scientific knowledge, cognitive capacity and actives of students	- Establishing and developing of qualities, ideas, wills, emotions, values, life skills and common capacities needed by people in modern society
Body	- Scientific knowledge, based on associated with the professional field. - Established for chapter and post sections, closely and related logically	- Actual knowledge associated with life, locality, community, country, forwarding many fields of education and many subjects; application into practice - Established for open topics, don't request connection between the topics
Organizational form	- Diversity, strict process, limitations of space, time, scale and participants - The student has less experience - The teacher is the main learning activities directs and organizes	- Diversity, richness, flexibility, flexibility, openness in space, time, scale, object and quantity - The student has more experience - There are many forces involved in directing and organizing experience activities with different levels (teachers, parents, activists, government, businesses,
Process	- Mainly teachers and students - The teacher mail guides, the students main activities.	- Multidimensional - Students are self-motivated
Checking	- Emphasis on the capacity of thinking - Base on standard - The results is often achieved by scores	- Emphasis on experience, performance, experience. - According to individual requirements, individualization and differentiation - The results is offend achieved by comment.

III. METHODS OF ORGANIZING PRACTICAL EXPERIENCE ACTIVITIES

A. Methods to solve practical problems

Practical problem solving is an educational method aimed at developing students' ability to think, create and solve problems. They are placed in problematic situations, through practical problem solving that helps students acquire knowledge, skills, and methods.

In organizing practical experience activities, problem-solving methods are often applied when students analyze, consider and propose solutions to a phenomenon or incident that arises in the course of operation.

The above method is carried out according to the following specific steps

Step 1: Identify the problem

In this step, the teacher needs to analyze the posed situation to help students identify problems to meet the requirements and goals. Therefore, the issues here should be presented clearly and understandable to students.

Step 2: Find a solution

In order to find practical problem-solving options, students need to compare and relate to similar problem-solving or

existing experience and find new solutions. The found solutions need to be arranged and systematized for processing at the next stage. When there is difficulty or no solution is found, it is necessary to return to the problem identification to re-examine and understand the problem.

Step 3: Decide on a resolution plan

The teachers need to decide on practical problem-solving plans, when finding and analyzing, comparing and evaluating whether problem-solving is possible. If there are many possible solutions, comparisons should be made to determine the optimal plan. If the proposed options do not solve the problem, look for another solution. When the decision is made that the appropriate plan is finished, practical problem solving will end.

B. Shoulder shopping method

Role-playing is an educational method that helps students practice their behaviors, expressing attitudes in hypothetical situations, or on the basis of their imagination and creativity. Shoulder shoulders often do not have a given scenario that students build during operation. This is a method that helps students think deeply about a problem by focusing on the specific behavior they observe. "Acting" is not the most important part of this method, but handling the situation while acting and discussing after the performance.

Shoulder shopping is of great significance in shaping and developing communication possibilities for learning. Through role-playing, students are trained, practiced behaviors and expressed attitudes in a safe environment before practicing in reality, creating conditions for developing their creativity and

encouraging change. attitude and behavior in a positive direction towards a problem or object.

Psychologically, through behaviors, individuals who are more aware of and better solve their problems, the perceived role in the role play process allows students to adapt to life better. In games as well as in life, they want to have a favorite role, as they play a student role coming out of themselves.

This becomes a means to express their joys, sorrows, concerns, concerns, desire to share, hesitation, hesitation, ... Through roles played in the game, students show different aspects of their personality such as: affection, affection, understanding of the character they are playing and the friends they play. Along with their actions is particularly important, has many aspects for students.

The role-playing method is conducted according to certain steps including:

- Indicate the role play situation (suitable for the activity topic; must be an open situation; suitable for the student's level).

- Send the group to prepare the role (can be prepared before starting the activity): ask the role-play group to build a scenario showing the situation so vivid, attractive, dramatic but without giving words. solution or how to solve a situation. Ending the role-play is an open outcome for everyone to discuss.

- Discuss after the role-playing: when the role-playing role has ended, the host presents relevant questions for the students to discuss.

- Agree and finalize comments after discussion.

C. Method of the game

Games are organized for students to learn a problem or to perform actions, jobs or form attitudes through a game.

The game is limited by space and time, with organized rules (rules of play are defined by the content of the game). This feature will determine the size, number of players, conditions, and materials, as well as determine the nature, method of action, organization and control of behavior as well as the mutual relationships of the players. .

The game is a highly creative activity, reflected in the selection of playing themes, role-playing creating situations, playing situations, using alternative means in creative games, choosing the means awake action and play situation division to solve the task of playing in law games.

Games are a means of education and comprehensive development of students, helping them improve their understanding of the real world around them, stimulate intelligence, curiosity, and learn how to solve tasks.

In addition, games are a means of educating students' personality qualities. The personality qualities that are formed through play such as cooperation, teamwork, collectivism, discipline, self-control, positive, independent, creative, caring attention to others, real rather, brave, patient, ... The game is

also a means of physical education for students, aesthetic education, forming communication skills, social skills, ...

The game is a positive, effective and entertaining way to bring joy, excitement, innocence, love life to students, so that they can continue learning and practicing better.

Psychologically, during the game all members of the group participate fully and from there they will experience, because each individual as well as the whole group is living in a situation. different from what you have lived in real life.

D. Methods of teamwork

Working in small team is a method of organizing teaching and learning, in which teachers arrange students into small team in the direction of creating direct interaction between members, from which students in the group give exchanging, helping and working together to complete common tasks of the group.

Teamwork means a great deal in:

- Promote the role of subject, self-discipline, positive, creative, dynamic, responsibility of students, create opportunities for them to express themselves, affirm their ability, perform well than assigned tasks.

- Help students develop social skills and necessary personality qualities such as organizational skills, management, problem solving, collaboration, high responsibility, teamwork, attention and close relationships, personal support and encouraging the spirit of learning from each other, determining the value of diversity and cohesion.

- Demonstrating equal, democratic and humane relationship: creating equal opportunities for each learner to be affirmed and developed. The working group will encourage students to communicate with each other and thus will help shy, lacking self-confidence students have many opportunities to integrate into the classroom,

For the method of teamwork to really work, teachers need to pay attention to the following issues:

a) Designing tasks that require interdependence

There are several ways to create dependencies among students in groups:

- Ask students to share materials;

- Create group goals;

- Give common points to the group;

- How to structure tasks so that students depend on each other's information;

- Assigning complementary and interrelated roles to perform common tasks of the group, thereby creating positive dependencies

b) Create tasks that match the students' skills and teamwork skills

When designing tasks for a group of teachers, the following should be noted:

- Provide tasks that are appropriate and ensure the time for students to participate fully but do not make them wait too long to be encouraged or tasks too heavy; regulate student movement around the classroom.

c) Assigning tasks fairly among groups and members

Teachers try to build the task of how each member of the group has specific jobs and responsibilities, thereby creating their position in the group and class. In order to do so, the tasks must be specifically designed, clearly assigned and each member must accept them and be responsible for collective and group work.

d) Guarantee of personal responsibility

To be personally responsible for their work teachers need to:

- Assign clear tasks to each team member;
- Regularly change the leader as well as the representative of the reporting group;
- Use small group sizes, especially with general tasks of understanding, collecting data or practical and experimental tasks;
- Assign students in the group to assume the different roles as analyzed above;
- Assess the level of individual participation in the group work results or require each student to complete the work before working in a team.

e) Use different workgroup arrangements.

There are many ways to organize groups of work:

- Form a group by task;
- Form learning groups according to random rules (counting by the order of numbers equivalent to the number of groups you want to form. Can be changed by counting by names of flowers, animals, ... for more fun);
- Divide the group into tables or several desks close together, or use the student's unit to make one or several groups, by gender, level, work habits, and abilities of the students;
- Some people like to have students choose, however, this is most appropriate for small classes, the ones that they know each other well.

g) Instructions students on teamwork methods and skills

Teamwork skills are the deciding factor for team learning success. To train teamwork skills effectively for students, when conducting teamwork in hands-on activities, teachers need to follow these steps:

Step 1. Prepare for the activity:

- Teachers guide students to discuss, propose issues, identify goals, tasks, how to implement and plan; self-select groups by content; assign team leader and other roles to each member;

- Instruct each group to assign the work reasonably, relevant and interdependent;

- Focusing students on some teamwork skills needed for the activity (choose 2-3 skills to emphasize): explain the need; clarify concepts and expressions; create situations to practice; organize student self-assessment and evaluation; Ask students to show those skills in the activity.

Step 2. Implementation:

- Teachers observe and capture information from students to see if the team understand the tasks ?, can they show teamwork skills, how can the roles be performed ?

- Helping the group operate in the right direction and maintain interdependent relationships in a positive way Encouraging and encouraging groups or individuals to do well;

- Intervene, adjust group activities when necessary, ...

Step 3. Evaluation of activities: At this step teachers need to:

- Entice students to comment, evaluate the group's performance, the level of participation of each member;

- Suggest for students to analyze the coordination of activities among group members, show team working skills;

- Adjust and supplement on the basis of assessing the efforts of each group, focusing on analyzing the skills that students have shown;

- Make conclusions about the performance and the level of showing teamwork skills (what did well, needs more training and how to train).

IV. CONCLUSION

Experimental activities are activities that play a very important role in the educational program. This activity helps students have many opportunities to apply their knowledge into practice, thereby forming practical competencies as well as promoting their creative potential. Although very important, to be able to implement practical experience activities in schools, it is necessary to build and systematize appropriate theoretical basis, with suggestions for teachers about how design and organize this type of activity, and create program flexibility to have a favorable basis in the construction of highly integrated topics between subjects or between intramural knowledge sections. There is a need for a teacher-training program on contents related to hands-on experience, building forums for teachers to exchange learning, to encourage and encourage timely. In this way, to improve the effectiveness of this type of application in schools

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