RESEARCH RESULTS INFORMATION

Dissertation title: FOSTERING FOR PRIMARY TEACHERS’ COMPETENCY IN ORGANIZING EXPERIENTIAL ACTIVITIES

Major: Education Code: 9140101

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1. **Summary of dissertation content**

The dissertation consists of 5 chapters with the contents of an overview of the research topic, the theoretical basis for fostering the primary teachers’ competency in organizing experiential activities, the current status of fostering for primary teachers’ competency in organizing experiential activities in Ho Chi Minh City, propose topics and plans to organize fostering for primary teachers’ competency in organizing experiential activities and experiment in fostering the primary teachers’ competency in organizing experiential activities.

Developing the primary teachers’ competency in organizing experiential activities is one of the factors that ensure and determine the success of the implementation of experiential activities according to the 2018 general education program in Viet Nam. Fostering is both a right and a duty of the primary school teachers and it’s also a mandatory activity to develop the primary teachers’ competency in organizing experiential activities. The dissertation has generalized and analyzed the research overview of primary teachers’ competency in organizing experiential activities; systematized and built a theoretical basis for primary teachers’ competency in organizing experiential activities. The dissertation also conducted a survey, assessing the current status of organizing experiential activities, the primary teachers’ competency in organizing experiential activities and fostering for primary teachers’ competency in organizing experiential activities in Ho Chi Minh City. The research results of the dissertation have proposed topics and plans to foster the primary teachers’ competency in organizing experiential activities. Test results have confirmed the feasibility, suitability and effectiveness of topics and plans for fostering primary teachers’ competency in organizing experiential activities as proposed by the dissertation.

1. New contributions of dissertation

The experiential activity is the new educational activity in the elementary education program in our country. The dissertation has clarified the basic elements of the process of organizing experiential activities for elementary school students.

The competency in organizing experiential activities is the required competency of primary school teachers to organize experiential activities at the primary level. The results of the theoretical research have determined the competency framework for organizing experiential activities for primary teachers with 6 competencies (including professional competence in experience activities; competency to develop plans to organize experiential activities; competency to organize and implement experiential activities; competency to coordinate educational forces in and out of school to organize experience activities;competency to evaluate the results of the organization experience activities; competency to use resources, means, and equipment to organize the experience activities) and 34 competency indicators. On that basis, the dissertation has identified the basic elements of fostering the capacity to organize experiential activities for primary teachers.

The dissertation has conducted a fairly accurate assessment of the current status of organizing experiential activities, the current status of primary teachers’ competency in organizing experiential activities and the current status of organization fostering for primary teachers’ competency in organizing experiential activities in Ho Chi Minh City in the current periods. The practical research results of the dissertation are a valuable reference document for educational and training management agencies, elementary schools in the process of implementing activities to improve the primary teachers’ competency in organizing experiential activities.

From the results of theoretical and practical research, the dissertation has proposed topics and fostering plans for the three competencies in the competency framework for organizing experiential activities of primary teachers, including professional competence in experiential activities, organizational competency to implement experiential activities, and competency to coordinate educational forces to organize experiential activities. Experimenting fostering according to the topics and plans proposed in the dissertation has contributed to strengthening and developing the primary teachers’ competency in organizing experiential activities, so it is possible to apply the research results of the dissertation to organize fostering for primary teachers.

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