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**FOSTERING FOR PRIMARY TEACHERS' COMPETENCY IN ORGANIZING
EXPERIENTIAL ACTIVITIES**

SUMMARY OF THE DISSERTATION

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INTRODUCTION

1. Reason for choosing the topic

Experiential activities are new educational activities, compulsory from primary school to form the main qualities, general competencies and some specific competencies for primary students. However, the process of implementing experiential activities in primary school is still quite difficult because primary school teachers have not been trained and fostered in terms of experiential activities, competency of primary teachers in managing experiential activities is not good. Therefore, in order to effectively organize experiential activities, it is necessary to consolidate and develop the competency of primary teachers in organizing experiential activities.

Fostering on experiential activities and competency of primary teachers in organizing experiential activities has been carried out, but there are many problems that need to be overcome. There have been a number of studies on experiential learning for elementary school teachers however, no large-scale studies have been conducted on the competency of primary teachers in organizing experiential activities. Therefore, continuing research to determine the required competency of primary teachers in organizing experiential activities framework and to propose topics and refresher plans to foster competency of primary teachers in organizing experiential activities, helping the elementary school teacher to effectively implement experiential activities in the current period is necessary. That is the reason why the author chose to implement the dissertation "*Fostering for primary teachers' competency in organizing experiential activities*".

2. Objectives of the study: Research to propose topics and plans for fostering primary teachers' competency in organizing experiential activities to implement experiential activities in elementary schools.

3. Objects and research subjects

Research object: Fostering teaching competence for elementary school teachers.

Research subjects: Fostering activities for primary teachers' competency in organizing experiential activities.

4. Research mission

- Develop a theoretical basis for fostering the primary teachers' competency in organizing experiential activities.

- Assess 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.

- Proposing topics and fostering plans to foster 3 competencies to organize experiential activities for primary teachers.

- Testing and evaluating the feasibility, appropriateness and effectiveness of the three topics and the fostering plan for primary teachers' competency in organizing experiential activities.

5. Research hypothesis

If the topics and plans for fostering the primary teachers' competency in organizing experiential activities are feasible, appropriate and effective, it will develop the professional competence of experiential activities, the competence to coordinate educational forces to organize experiential activities and the competency to organize the implementation of experiential activities of elementary school teachers.

6. Limiting the scope of research

Content limitations: focus on studying theoretical and practical research on the primary teachers' competency in organizing experiential activities to propose topics and plans for fostering primary teachers' competency in organizing experiential activities.

Limited time: evaluate the practice of organizing experiential activities, the primary teachers' competency in organizing experiential activities and the fostering of the primary teachers' competency in organizing experiential activities in the two school years 2020 – 2021 and 2021 – 2022.

7. **Research approaches:** systematic approach, historical approach and practical approach.

8. **Research methods:** research documents, questionnaire surveys, in-depth interviews, experts, experiments, data processing.

9. Contribution of the dissertation

- *Theoretically:* Developing a competency framework for the primary teachers' competency in organizing experiential activities with 6 competencies and 34 competency indicators; System, building a theory on fostering primary teachers' competency in organizing experiential activities

- *On the practical side:* Clarifying the situation of the organization of experiential activities of elementary school teachers; The situation of the primary teachers' competency in organizing experiential activities; Current status of fostering activities to primary teachers' competency in organizing experiential activities; Proposing three topics and fostering plans to foster the professional competence of experiential activities, the competence to coordinate educational forces to organize experience activities and the competence to organize the implementation of experiential activities of elementary school teachers.

10. Structures of the dissertation

In addition to the introduction, conclusions, recommendations and references, the dissertation has 5 chapters. Specific contents of the dissertation include:

Chapter 1: Literature review on fostering for primary teachers' competency in organizing experiential activities

Chapter 2: Theoretical basis of fostering for primary teachers' competency in organizing experiential activities

Chapter 3: The current situation of fostering for primary teachers' competency in organizing experiential activities

Chapter 4: Organize fostering for primary teachers' competency in organizing experiential activities

Chapter 5: Testing and evaluation

CHAPTER 1

LITERATURE REVIEW ON FOSTERING FOR PRIMARY TEACHER'S COMPETENCY IN ORGANIXING EXPERIENTIAL ACTIVITIES

1.1. Research on organizing experiences in primary school

Experiential activities are a topic that attracts the research of many domestic and foreign authors. The authors have focused on the concept, role, organizational form as well as the way of evaluating results, the role of teachers in experiential learning as well as integrating experiential activities into teaching in primary school and the practice of experiential activities in primary school, and there has not been much research on experiential activities as an independent activity.

1.2. Research on the primary teachers' competency in organizing experiential activities

Research works by domestic and foreign authors have identified the core qualities and competencies of teachers and elementary school teachers. There have also been some studies on organizational competency and competency in organizing experiential activities however, the studies are still highly generalized, not to mention specifically the primary teachers' competency in organizing experiential activities.

1.3. Research on fostering the primary teachers' competency in organizing experiential activities

Domestic and foreign studies have clarified the concept, purpose, role, content and form of fostering activities in general as well as fostering for elementary teachers to implement the ongoing general education program in our country. However, there have not been many studies on fostering the primary teachers' competency in organizing experiential activities.

CONCLUSION OF CHAPTER 1

From the research results, the following comments can be drawn:

- Studies on the organization of experiential activities have identified and analyzed the basic characteristics of experiential activities, but there are no in-depth and large-scale studies on the organization of experiential activities in general education programs, which are being implemented in Vietnam.
- Studies mainly clarify the basic competencies of the elementary school teacher but there is not much research on the primary teachers' competency in organizing experiential activities.
- Studies have generalized the basic characteristics of fostering for elementary school teachers, however, large - scale and in-depth research on fostering the primary teachers' competency in organizing experiential activities has not been interested in and studied.

CHAPTER 2

THEORETICAL BASIS OF FOSTERING FOR PRIMARY TEACHER'S COMPETENCY IN ORGANIZING EXPERIENTIAL ACTIVITIES

2.1. Basic concepts

2.1.1. Experiential activities

Experiential activities are educational activities organized by teachers, schools, and cooperative forces so that students can experience school life and social practices to also strengthen, acquire, and develop the knowledge, abilities, and qualities necessary for learning and life activities.

2.1.2. Competency in organizing experiential activities

The primary teachers' competency in organizing experiential activities is the ability of the elementary school teacher to mobilize and synthesize knowledge, skills, attitudes, and other personal attributes to plan, organize, operate, coordinate, evaluate results, and solve tasks set out in the process of organizing experiential activities for elementary school students.

2.1.3. Fostering experiential activities for primary school teachers

Fostering for primary teachers' competency in organizing experiential activities is the process of supplementing, updating, strengthening, and developing the organizational competency needed for elementary school teachers to meet the requirements of organization experience activities in elementary school, contributing to the improvement and enhancement

of the quality of education of the school and creating opportunities for the professional development of elementary school teachers.

2.2. Organization of experiential activities in elementary school

2.2.1. Characteristics of experiential activities in primary schools

About the nature of the activity: experiential activities are compulsory educational activities with 105 periods/school year. Experiential activities are carried out with rich and diverse content, forms, methods. Experiential activities are organized with many different sizes, in many locations inside and outside the school and attract the participation, association and coordination of many educational forces.

2.2.2. Objectives of organizing experiential activities in primary schools

The process of organizing experiential activities aims at the following objectives: Forming in students positive habits in daily life, hard work; Performing the responsibilities of students at home, at school and locally; Knowing self-assessment and self-regulation; Facilitating the formation and development of cultural communication and behavior behaviors; Developing in students a sense of group cooperation; Forming problem-solving capacity in practice.

2.2.3. Contents of organizing experiential activities in primary schools

The process of organizing experiential activities to implement the following contents: self-discovery activities; self-training; family care; building schools; building communities where to live; learn and preserve natural landscapes; learn and protect the living environment and learn about the professional world.

2.2.4. Form and method of organizing experiential activities in primary schools

It is possible to use the forms of sightseeing, plays, contests, games, humanitarian volunteer activities, technological and artistic creative activities to organize experiential activities. Elementary school teachers apply methods such as example; collective education; persuasion; debate; practice; encouragement; encouragement; create products to organize experiential activities for students.

2.2.5. Educational forces of organizing experiential activities in primary schools

Educational forces participating in coordinating the organization of experiential activities include: classroom homeroom teachers, subject teachers, primary school administrators, parents, local authorities, agencies, organizations, businesses...

2.2.6. Evaluate the results of organizing experiential activities in primary schools

The results of the experience are assessed by the elementary school teacher's assessment; the student's self-assessment; the student's peer assessment; the parent's assessment; the community assessment.

2.2.7. Factors affecting the organization of experiential activities in primary schools: The process of organizing experiential activities in primary schools is affected by many factors inside and outside of primary schools.

2.3. The primary teachers' competency in organizing experiential activities

2.3.1. The role of primary teachers in organizing experiential activities: Primary teachers have a leading role in the process of organizing experiential activities.

2.3.2. Competency framework to organize experiential activities of primary school teachers

Based on the requirements for the organization of experiential activities in primary education; regulations on professional standards for teachers of general education institutions, tasks and professional standards for elementary school teachers, the dissertation proposes a

competency framework for the the primary teachers' competency in organizing experiential activities with 6 competencies and 34 indicators. In particular:

Professional competence in experiential activities of elementary school teachers, concretized with the following competencies indicators:

- Describe the characteristics of the general education curriculum;
- Determine the objectives of the experience at the primary level;
- Be able to analyze the requirements for qualities and competencies of elementary school students according to each activity and the content circuit of the experience activities;
- Inherit and select the content circuit of the experience activity for primary school students;
- Identify the type and type of experiential activity in primary school;
- Be aware of the requirements needed to implement the experience program.

Competency to develop plans to organize experiential activities of elementary school teachers, concretized through indicators:

- Analyze the purpose and requirements of developing an experience operation plan;
- Point out how to collect, analyze and process information related to the organization of experience activities;
- Identify appropriate objectives and contents for each type of experience operation plan;
- Determine the appropriate form and method of organizing the implementation of the plan;
- Identify appropriate forces, means, and support conditions to implement the experience plan;
- Make an experience plan for elementary school students.

Competency to organize and implement experiential activities of elementary school teachers, concretized with indicators:

- Develop plans and processes for the organization of experience activities;
- Implementing the planned activities;
- Proficiently apply forms and methods of organization of experiential activities;
- Organize, control and guide students and educational forces to carry out activities according to the plan;
- Be able to use a combination of means and resources to organize experiential activities;
- Evaluate the results of the student's participation in the experiential activity.

Competency to coordinate educational forces in and out of school to organize experience activities of elementary school teacher, as demonstrated by the following competency indicators:

- Mobilize relevant educational forces to organize experiential activities;
- Determine the specific roles and tasks of each educational force;
- Determine the objectives and contents of coordination activities;
- Determine the form and method of implementing coordination activities;
- Develop a plan, communication networks/channels for coordination;
- Mobilize the necessary resources to conduct coordination activities.

Competency to evaluate the results of the organization experience activities of elementary school teacher, including the following competency indicators:

- Identify the purpose and request the evaluation of the results of the experience activities;
- Be able to identify the content of the experience performance assessment;
- Be able to use the assessment form in accordance with the requirements of each type of experience activities;

- Instructed by the participating educational forces to evaluate the results of experiential activities;
- Be able to use assessment results from different sources to evaluate the results of experience activities;
- Be able to design exercises and criteria to evaluate the performance of students.

Competency to use resources, means, and equipment to organize the experience activities of the elementary school teacher, including the following indicators:

- Identify the resources, equipment, and facilities needed to organize the experience;
- Identify appropriate resources, equipment and means to organize experience activities according to the specific requirements of each activity;
- Be able to use equipment and means for the process of organizing experience activities;
- Be able to design types of equipment and means for the organization of experience activities;

2.4. Fostering the primary teachers' competency in organizing experiential activities

2.4.1. Characteristics and role of fostering activities for primary teachers

Fostering activities for primary school teachers have many characteristics and have an important role to strengthen and develop the primary teachers' competency in organizing experiential activities.

2.4.1. Objectives of fostering primary teachers' competency in organizing experiential activities

Fostering activities are aimed at consolidating and developing competencies belong to the competency framework of primary teachers' competency in organizing experiential activities.

2.4.2. Content of fostering primary teachers' competency in organizing experiential activities

In order to achieve the objectives, it is necessary to focus on the content of experience activities for elementary school teachers, develop a plan to organize experience activities in elementary school, organize the implementation of experience activities in primary school, coordinate educational forces to organize experience activities in primary school, evaluate the results of experience activities in primary school, and use resources, means, and equipment to organize experience activities in primary school.

2.4.3. Form of fostering primary teachers' competency in organizing experiential activities

It is possible to apply the form of face-to-face and centralized training; face-to-face combined with online training; self-study of elementary school teachers; observation activities, lectures...to foster elementary school teachers.

2.4.4. Method of fostering primary teachers' competency in organizing experiential activities

Presentation, question and answer, observation, problem solving, situation, group discussion, practice are methods that can be used to foster elementary school teachers,

2.4.5. Evaluation of fostering results of primary teachers' competency in organizing experiential activities

Forms of assessment may be used by the fostering facility; the elementary school; the self-assessment by the elementary school teacher; the peer assessment by the elementary school teacher collective for assessment.

2.4.6. Factors affecting the organization of fostering primary teachers' competency in organizing experiential activities

Fostering activities to organize experiential activities for elementary school teachers are influenced by many factors in and out of primary school.

CONCLUSION OF CHAPTER 2

- Clarify the basic conceptual and instrumental system of the dissertation; identify the characteristics of the organization of experiential activities and the basic elements of the process of organizing experiential activities in primary schools.

- Propose the framework of primary teachers' competency in organizing experiential activities with 6 specific competencies, namely professional competence in experience activities; Competency to develop plans to organize experiential activities; Competency to organize and implement experiential activities of elementary school teachers; 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

- Clarify the characteristics and roles of fostering activities for elementary school teachers; identify the basic characteristics of the fostering activities for primary teachers' competency in organizing experiential activities.

Chapter 3

THE CURRENT SITUATION OF FOSTERING FOR PRIMARY TEACHER'S COMPETENCY IN ORGANIZING EXPERIENTIAL ACTIVITIES

3.1. Overview of the survey organization

3.1.1. Survey purpose: to assess the actual situation of the organization of experiential activities, primary teacher's competency in organizing experiential activities, and foster primary teacher's competency in organizing experiential activities in Ho Chi Minh City.

3.1.2. Survey content: the current situation of organization of experiential activities, primary teacher's competency in organizing experiential activities and foster primary teacher's competency in organizing experiential activities in Ho Chi Minh City.

3.1.3. Subjects and locations of the survey: 489 teachers are working at 19 elementary schools in Ho Chi Minh City.

3.1.4. Survey method and time

Survey method: questionnaire survey and in-depth interview.

Time: 8 weeks, from April, semester 2, school year 2021 – 2022.

3.2. The current situation of organizing experiential activities of primary school teachers

3.2.1. Primary school teachers' awareness of experiential activities

The primary school teachers had a good awareness of the experiential activity but the element the elementary school teacher showed the least understanding was "*Educational Objective of the experiential activity,*" with an average score of 3.84. Primary school teachers have also been involved in organizing/supporting to organize student experiences.

3.2.2. Level of implementation of experiential activities objectives of primary school teachers

Overall assessment is that the primary school teachers have implemented the goals of the experience as required by the primary school experience program.

3.2.3. Results of implementation of experiential activities of primary school teachers

Primary school teachers have implemented experiential activities according to the general education curriculum distribution of experiential activities at the primary level. In which, the most frequent implementation is "*Self-training activity*" (Average score = 4.13) and "*Self-discovery activity*" is the least implemented content by the primary school teacher (Average score = 3.89).

3.2.4. Results of applying the form and method of organizing experiential activities of primary school teachers

Many forms and methods have been applied to organize experiential activities for students, but because of many influencing factors, primary school teachers have not been able to apply synchronous forms and methods to organize experiential activities for students.

3.2.5. Results of coordinating educational forces to organize experiential activities of primary teachers

Primary school teachers coordinate the most with "*parents*" (Average Score = 4.16) to conduct experiential activities for students, however, teachers have not coordinated much with primary school administrators and local government leaders.

3.2.6. Evaluating the results of organizing experiential activities of primary school teachers

The primary school teacher assessed the results of students' experience activities in the forms of "*Students' self-assessment*" (Average Score = 4.16), "*Elementary school teacher's self-assessment*" (Average Score = 4.04). However, the primary school teachers did not promote the role of students' collective and parents in evaluating the results of students' experience activities.

3.2.7. General assessment of the results of the organization of experiential activities of primary school teachers

Primary school teachers have implemented and implemented experiential activities according to the distribution of general education curriculum at the primary level. However, the results of organizing experiential activities of primary school teachers are only at a basic level and there are many limitations when implementing the objectives, contents, forms, methods and checking and evaluating the results of experiential activities. The process of organizing experiential activities of primary school teachers is not really good due to many factors inside and outside the school.

3.3. The current status of capacity to organize experiential activities of primary school teachers

3.3.1. The current status of professional competence in experiential activities of primary school teachers

Basically, the primary school teachers have professional competence in experiential activities, but the level achieved is only quite basic with an average score of 3.84 to 4.08.

3.3.2. The current status of competence to develop plans to organize experiential activities of primary school teachers

The primary school teachers had the competence to develop an experiential activities plan, with an average score of 4.01 to 4.15.

3.3.3. The current status of primary school teachers's competence to organize and implement experiential activities

The primary school teachers had the ability to organize experiential activities, but the level of achievement was only good, not really outstanding, with an average score of 3.96 to 4.10.

3.3.4. The current status of competence to coordinate educational forces to organize experiential activities of primary teachers

Primary school teachers have had the ability to coordinate educational forces to conduct experiential activities at a fairly basic level, with average scores ranging from 3.88 to 4.04.

3.3.5. The current status of primary school teachers's competence to evaluate the results of experiential activities

Primary school teachers in Ho Chi Minh City have achieved a good level of competency in assessing the results of experiential activities with an average score of 3.98 to 4.17.

3.3.6. Current status of primary school teachers's competence to use resources, means and equipment to organize experiential activities

Primary school teachers already have this competency at a decent level with an average score between 4.00 and 4.18.

3.3.7. General assessment of the primary school teachers's competence to organize experiential activities in Ho Chi Minh City

Primary school teachers already have the competence to conduct experiential activities with a fairly basic grade point average, ranging from 3.98 to 4.11, which basically meets the requirement to organize experiential activities for students. However, the level of primary school teachers's competence to organize experiential activities is not consistent, the ability to coordinate educational forces to organize experiential activities (Average score =4.04); The ability to organize experiential activities (Average score = 4.03) and the professional competence of experiential activities (Average score =3.98) are competencies that teachers have not yet excelled and have a desire to be fostered. There are also disparities in the level of competence achieved by primary school teachers by gender, teaching seniority, and age. Based on the results of achieving the primary school teachers's competence to organize experiential activities; considering the wishes of the primary school teacher, in the current period, it is necessary to continue to strengthen and develop the three competencies of the primary school teacher: the competence to organize the implementation of experiential activities; the professional competence of experiential activities and the competence to coordinate educational forces to organize experimental activities.

3.4. The current situation of fostering primary school teachers's competence in Ho Chi Minh City

3.4.1. Competency fostering activities for primary school teachers's competence

There have been a number of experiential fostering activities for primary school teachers, of which "*regular fostering as prescribed by the education and fostering sector*" (66.7%) is the most involved teacher activities. However, there are not many fostering programs on the competency to organize experiential activities, the percentage of primary school teachers participating in fostering is still low.

3.4.2. The results of implementation of objectives of fostering activities and programs on primary school teachers's competence

Fostering activities have partly implemented the goal of consolidating and developing the primary school teachers's competence to organize experiential activities, but the level of goal

implementation is uneven, "*Strengthening and developing professional competencies in experiential activities*" (Average score = 3.83) is the lowest rated goal.

3.4.3. The result of implementation of fostering content on primary school teachers's competence to organize experiential activities

Primary school teachers are trained on some of the contents of the competence to organize experiential activities. "*Objectives and requirements to be met in terms of quality and capacity of primary school students*" (Average score = 3.82), "*Coordination of educational forces to organize experiential activities*" (Average score = 3.87) are the least fostered contents.

3.4.4. The result of implementation of form and method of fostering primary school teachers's competence to organize experiential activities

Primary school teachers participate in fostering in some forms, with only 46.1% of elementary school teachers "*Self-fostering*" in terms of experiential activities and capacity to organize experiential activities. Several methods have also been used to foster teachers.

3.4.5. The results of performing assessment activities of fostering results for primary school teachers's competence to organize experiential activities

"*Primary school teacher self-assessment*" (Average Score = 4.14), "*Teacher collective peer assessment*" (Average Score = 4.11) are the most commonly used forms of assessment, however, some primary school teachers believe not to have been assessed.

3.4.6. General assessment of the results of fostering for primary school teachers's competence to organize experiential activities

Fostering activities for primary school teachers on experiential activities and teachers's competence to organize experiential activities have been implemented and achieved initial results, but there are not many fostering programs and activities for each experiential activities competency. The objectives, contents and forms of fostering have not been implemented synchronously and diversely; The percentage of primary school teachers performing self-feeding is low. The results of the fostering have not met the needs of the primary school teachers. Thus, in order to develop the primary school teachers's competence to organize experiential activities, it is necessary to continue to improve fostering activities, focus on fostering the competencies of organizing experiential activities for teachers that have not been achieved well and have the need for fostering.

CONCLUSION OF CHAPTER 3

From the practical research results in Chapter 3, it can be concluded as follows:

- Experiential activities under the general education program have been implemented and achieved initial results, however, due to many impact causes, primary school teachers have not been well aware of the goals of experiential activities; the content, form, and method of organizing experiential activities have not been synchronously implemented, and primary school teachers have not effectively coordinated educational forces to organize experiential activities.

- Primary school teachers already have good experiential competency, basically meeting the requirements for experiential activities for students. However, the level of professional competency in experiential activities, the ability to coordinate educational forces, and the competency of the elementary school teacher to conduct experiential activities has not been exceeded. Therefore, it is necessary to continue to develop these competencies for primary teachers.

- Fostering activities on experiential activities and competency to organize experiential activities for primary school teachers have been carried out, however, there have not been many fostering activities and programs for each competency to organize experiential activities. The percentage of primary school teachers participating in fostering and self-feeding is low; the content and form of fostering are not diversified, the results of fostering have not met the expectations of primary school teachers, have not effectively developed organizational capacity experiencefor teachers. Thus, in order to develop the competency to organize experiential activities for primary school teachers, it is necessary to continue researching and improving fostering activities, developing topics and fostering plans for each competency. experience. focus on fostering the competencies of primary school teachers who have not yet surpassed and have the need for fostering as professional competencies in experiential activities, the competency to coordinate educational forces to organize experiential activities and competency to organize and implement experiential activities.

Chapter 4

ORGANIZE FOSTERING FOR PRIMARY TEACHERS' COMPETENCY IN ORGANIZING EXPERIENTIAL ACTIVITIES

4.1. Principles for fostering primary teachers' competency in organizing experiential activities

Fostering activities should comply with the principles of scientificity, inheritance, practicality, systemicity and integrity and efficiency.

4.2. Competency in organizing experiential activities that need to be fostered for primary school teachers

Compare with the actual situation of the organization of experience activities; the level of achievement in each competency of the primary school teacher's experience activities; the results of organizational fostering of competency in organizing experiential activities; the needs of the primary school teachers in terms of the competency in organizing experiential activities that need to be fostered, it is necessary to continue to promote the fostering for the primary school teachers in the following three competencies: professional competencies in experience activities; organizational competency to implement experiential activities and competency to coordinate educational forces to organize experiential activities.

4.3. The topic of fostering primary teachers' competency in organizing experiential activities

The dissertstion develops and proposes three fostering topics for the following competencies: Professional competencies in experience activities – Themes "experiential activities for primary teachers"; organizational competency to implement experiential activities – Themes "Organization of experiential activities in primary schools"; competency to coordinate educational forces to organize experiential activities" – Themes "Coordination of educational forces to organize experiential activities in primary schools".

4.3.1. Topic 1: Experiences for primary school teachers

4.3.1.1. Fostering objectives:

After participating in experiential competence fostering, the primary school teachers have the ability to: Describe the characteristics of the experiential activity program; Explain the objectives of experiential activity at the primary level; Analyze be required to achieve the qualities and competencies of primary school students according to each activity and content circuit of experience activities; Explain the content circuit of experience activities for primary

school students; Determine the form and type of experience activities in primary school; Receive be aware of the requirements necessary to implement the experience program.

4.3.1.2. *Equipment and tools for fostering*: computers (laptops), projectors, blackboards, wireless microphones, A0 paper, markers, chalk for writing boards

4.3.1.3. *Fostering contents*:

Content 1: General introduction to the general education program of experiential and vocational activities; Content 2: Objectives and requirements for meeting the qualities and competencies of primary school students participating experience activities in primary school; Content 3: Experience activities content in primary school; Content 4: Organization methods, types of activities and methods of organizing experience activities primary school; Content 5: Program experience according to the experienceactivity textbook for grades 1, 2, 3 (Creative Horizon Set).

4.3.1.4. *Form and method of fostering*

- *Form of fostering*: direct, concentrated fostering by the elementary school for all primary school teachers of the school.

- Fostering methods: presentations, interviews, group discussions.

4.3.1.5. *Fostering duration*: 20 periods, 1 period/50 minutes

4.3.1.6. *Fostering plan*

Content of the fostering	Periods	Fostering activities	
		Teacher activity	Learner activity
Overview of the organization	1	Overview of objectives, topic content, duration, methods, requirements for primary school teachers	Listen; Ask questions/suggest ideas (if any); Agree on how to participate in the fostering
Content 1: General introduction to the general education program of experiential and experiential activities, vocational guidance	4	- Teacher introduce an overview of the general education curriculum, experiential activities and vocational experience activities - Divide learners into small groups, work in groups to learn about the following topics: characteristics of experiential activities, experiential activities, vocational activities; Objectives of general education curriculum for experiential activities;	- Listen to an introduction to general education, experiential education, and vocational experience. -Coordinate teamwork, present teamwork results
Content 2: Objectives and requirements for meeting the qualities and competencies of primary	5	Organize learners to do their own research on the objectives and requirements to be met in terms of qualities and competencies of primary school students when participating in experiential activities	Self-study the content as required by the teacher Present the results of learning about the goals and requirements to be

Content of the fostering	Periods	Fostering activities	
		Teacher activity	Learner activity
school students participating in experiential activities in primary school		Organize learners to report on the results of self-study on the topic	met in terms of the qualities and competencies of elementary school students when participating in experiential activities
Content 3: Content of experiential activities at primary level	2	Organize learners to work in groups on the topic "Understanding the content flow of experienceactivities in elementary school" Organize learners to present teamwork results	Team work Presentation of group work results "Understanding the content flow of experienceactivities in elementary school"
Content 4: Organizational methods, types of activities and methods of organizing experiential activities in primary school	3	- Organize learners to work in groups on topics: Method of organizing experiential activities in elementary school; Type of experiential activities in primary school; method of organizing experiential activities in primary school - Organize learners to present teamwork results	- Teamwork as assigned by the teacher - Presentation of teamwork results - Discuss the content of the presentations of the groups and ask questions to the teachers (if any)
Content 5: experience program in grades 1, 2, 3 according to the experience activity text book (Creative Horizon set)	5	- Presentation specialist introduces an overview of the experience science textbook for grades 1, 2, 3 (Creative Horizons) - Pose a problem for primary school teachers to participate in sharing opinions on "Advantages and disadvantages of teachers when implementing experiential teaching books in practice"	- Acquire expert's sharing on experiential activities - Participate in sharing ideas with experts and colleagues on the implementation of the experiential activities textbook

4.3.1.7. *Assessment:* Assessment assignment name: Primary school teacher's harvest of experiential competence fostering results

4.3.2. **Topic 2: Conducting experiential activities in primary schools**

4.3.2.1. *Fostering objectives:* After participating in the fostering, the primary school teacher has the ability to: Develop a specific plan and process to organize experiential activities for students; Implement the content of activities according to the developed plan; Proficiently use forms and methods of organizing experiential activities; Organizing, controlling and guiding students and educational forces to carry out planned experiential activities; Using a combination of means and resources to organize experiential activities; Evaluating the results of participation in activities student experience.

4.3.2.2. *Fostering equipment and tools:* computers (laptops), projectors, blackboards, wireless microphones, A0 paper, markers, chalk for writing boards, images, pictures...

4.3.2.3. *Fostering content:* Content 1: Systematize the elements to organize experiential activities for students according to the *general education program 2018*; Content 2: Practice organizing experiential activities in primary school.

4.3.2.4. *Form and method of fostering*

- *Form of fostering:* direct and concentrated training; fostering through self-study of elementary school teachers; fostering through professional activities, attendance, sports.

- *Fostering methods:* presentation, interview, observation, practice

4.3.2.5. *Fostering duration:* 20 periods, 1 period/50 minutes

4.3.2.6. *Fostering plan*

Content of the fostering	Periods	Fostering activities	
		Teacher activity	Learner activity
Overview of the organization	1	- General introduction to objectives, fostering content, duration, how to proceed, requirements for learners	Listen, ask questions Agree on how to participate in fostering
Content 1: Systematize the elements to organize experiential activities for students according to the 2018 general education program	4	- System, synthesize, and answer questions for primary school teachers about the basic elements to organize experiential activities for students according to the requirements of the general education curriculum for experiential activities in primary school	- Listen to and synthesize the basic elements to organize experiential activities for students according to the requirements of the general education curriculum for experiential activities in primary school - Talk to teachers (if any)
Content 2: Practice organizing experiential activities in primary school	10	- Guide the process of organizing experiential activities for small group learners, giving specific requirements for the learners to practice organizing experiential activities for students. - Monitor and support the work process of learners to prepare for the planning and organization of learners' experience activities - Attend, record and evaluate the results of the experiential activities organized by the learners for elementary school students	- Listen to and record teachers' instructions on the process of organizing experiential activities according to each type of experiential activity - Select the type/content of the experiential activity to practice the experiential activity for students - Develop an experience activity plan for students according to the selected content and type of experience activities - Coordinate with colleagues to practice

Content of the fostering	Periods	Fostering activities	
		Teacher activity	Learner activity
			student experience activities
Content 2 (cont.): Evaluate and summarize the experience of organizing experiential activities for students	5	- General comments on the process of organizing the learners	- Sharing advantages, difficulties and experiences in the practice of organizing experiential activities

4.3.2.7. Assessment

Assessment Exercise 1: Develop a specific plan for providing a student experience.

Assessment Exercise 2: Practice Results of organizing experiences

4.3.3. Topic 3: Coordinating educational forces to organize experiential activities in primary schools.

4.3.3.1. Fostering objectives

After participating in the fostering, primary school teachers have the ability to: Mobilize relevant educational forces to organize experiential activities; Identify the specific roles and tasks of each educational force; Determine the objectives and contents of coordination activities; Determine the form and method of coordinating activities; Mobilize the necessary resources to conduct coordination activities; Develop a plan, communication networks/channels to coordinate.

4.3.3.2. *Fostering equipment and tools:* computer (laptop), projector, blackboard, wireless microphone, A0 paper, markers, chalkboard

4.3.3.3. *Fostering content:* Content 1: Educational forces participate in organizing experiential activities in primary school; Content 2: Roles and tasks of educational forces in the process of organizing experiential activities; Content 3: Objectives, principles, contents, forms, resources to coordinate educational forces to organize experiential activities for students; Content 4: Develop a plan to coordinate educational forces to organize experiential activities for students.

4.3.3.4. Form and method of fostering

- *Form of fostering:* Direct training, concentration and self-study training of elementary school teachers

- *Fostering methods:* presentations, quizzes, group discussions, practice.

4.3.3.5. *Fostering duration:* 20 periods, 1 period/50 minutes

4.3.3.6. Fostering plan

Content of the fostering	Periods	Fostering activities	
		Teacher activity	Learner activity
Overview of the organization	1	General introduction to objectives, training content, duration, requirements for learners	-Listen, ask questions -Agree on how to participate

Content of the fostering	Periods	Fostering activities	
		Teacher activity	Learner activity
Content 1: Educational force participating in the organization of experiential activities in elementary school	4	<ul style="list-style-type: none"> - Introduction to the concept of coordinating educational forces in elementary school - Ask learners to “List the specific educational forces that will participate in the student experience” 	<ul style="list-style-type: none"> - Identify the specific educational forces that will be involved in the student experience as required by the teacher
Content 2: Roles and tasks of educational forces in the process of organizing experiential activities for students	5	<ul style="list-style-type: none"> Organize learners to have group discussions on: Roles and tasks of the family, school, and social community in the process of educational forces organizing student experience activities - Organize learners to present work results/group discussions 	<ul style="list-style-type: none"> - Coordinate with colleagues to conduct group discussions on: - Present the results of the group discussion and ask questions to the teacher (if any). Summarize/record the issues to be noted
Content 3: objectives, principles, contents, forms and resources to coordinate educational forces to organize experiential activities for students	5	<ul style="list-style-type: none"> - Require learners to conduct their own research on objectives, principles, contents, forms and resources to coordinate educational forces to organize experiential activities for students - Organize learners to discuss the topic "Experience in coordinating educational forces to organize experiential activities in elementary school" 	<ul style="list-style-type: none"> Self-study on objectives, principles, contents, forms, resources to coordinate educational forces to organize experiential activities for students - Participate in exchanging personal experiences on the assigned topic
Content 4: Develop a plan to coordinate educational forces to organize student experience activities	5	<ul style="list-style-type: none"> - Organize learners to work in small groups (2-3 teachers/group), with the theme “Selecting a specific experiential activity to organize for students and develop a plan to organize experiential activities for students” 	<ul style="list-style-type: none"> - Working in small groups with the theme “Selecting a specific experience to organize for students and developing a plan to organize the experience for students”

4.3.3.7. Assessment

Assessment assignment name: Develop a plan to coordinate educational forces to conduct a specific student experience.

4.4. Master plan for fostering primary teachers’ competency in organizing experiential activities

Fostering professional competence in experiential activities, competency to coordinate educational forces to organize experiential activities and competency to organize the implementation of experiential activities for elementary teachers shall be implemented according to the overall plan as follows:

Objective Fostering	Periods	Content fostering	Form of fostering	Method	Assignment for evaluation
Professional competence in experiential activities					
Topic 1 - "Experiential activities for primary school teachers"					
<ul style="list-style-type: none"> - Describe the characteristics of the experience program; - Explain the objectives of the experience at the primary level; - Analyze the required achievements in terms of qualities and competencies of elementary school students according to each activity and content circuit of experiential activities; - Be able to explain the content circuit of experience activities for primary school students; - Identify the type and type of experiential activity in primary school; - Be aware of the requirements needed to implement the experience program. 	20	<p>Content 1: General introduction to the general education program of experiential and experiential activities, vocational guidance</p> <p>Content 2: Objectives and requirements for meeting the qualities and competencies of elementary school students participating in experiential activities in elementary school</p> <p>Content 3: Experiential activity content at primary school level</p> <p>Content 4: Organizational methods, types of activities and methods of organizing experiential activities in elementary school</p> <p>Content 5: experience program in grades 1, 2, 3 according to the experience activity textbook (Creative Horizon set)</p>	Direct, centralized primary school training for all elementary school teachers	Presentation; Q&A; Group discussion.	Primary school teacher's harvest of experiential competence training results
Competence to organize the implementation of experiential activities					
Topic 2 - "Organizing experiential activities in primary schools"					
- Develop a specific plan and process to organize experiences for students;	20	Content 1: Systematize the elements to organize experiential activities for students according to the 2018	Direct and concentrated training; self-study	Presentation; Q&A; Observation;	Develop a specific plan to conduct an elementary school

Objective Fostering	Periods	Content fostering	Form of fostering	Method	Assignment for evaluation
<ul style="list-style-type: none"> - Implementing the planned activities; - Proficient use of forms and methods of organization of experiential activities; - Organize, control, and instruct students and educational forces to carry out activities according to the plan; - Be able to use a combination of means and resources to organize experiential activities; - Evaluate the results of the student's participation in the experiential activity. 		<p>general education program</p> <p>Item 2: Practice organizing experiential activities in primary school</p>	<p>training of elementary school teachers;</p> <p>Training through professional activities, attendance, lectures</p>	<p>Practice, Practice</p>	<p>experience; Results of planned student experience practice</p>
<p>Competence to coordinate educational forces to organize experiential activities</p> <p>Topic 3 - “Coordinating educational forces to organize experiential activities in primary schools”</p>					
<ul style="list-style-type: none"> - Mobilize relevant educational forces to organize experiential activities; - Identify specific roles and tasks of each educational force; - Determine the objectives and contents of coordination of activities; 	<p>20</p>	<p>Content 1: Educational force participating in the organization of experiential activities in primary school</p> <p>Content 2: Roles and tasks of educational forces in the process of organizing experiential activities for students</p> <p>Content 3: Objectives, principles, contents, forms and resources to coordinate educational forces to organize</p>	<p>Direct and concentrated training; self-study training of elementary school teachers.</p>	<p>Presentation; Q&A; Group discussion; Practice.</p>	<p>Develop a plan to coordinate educational forces to conduct a specific student experience</p>

Objective Fostering	Periods	Content fostering	Form of fostering	Method	Assignment for evaluation
<ul style="list-style-type: none"> - Determine the form and method of implementing coordination activities; - Mobilize the necessary resources to conduct coordination activities. 		experiential activities for students Content 4: Develop a plan to coordinate educational forces to organize student experience activities			

CONCLUSION OF CHAPTER 4

Based on the results of Chapter 4, the following conclusions can be drawn:

- Propose principles for implementing experiential competence fostering for primary school teachers.

- Identify the three competencies in organizing experiential activities that need to be fostered for primary school teachers as professional competence in experiential activities, competency to coordinate educational forces to organize experiential activities and competency to organize the implementation of experiential activities.

- Proposing and designing in detail 3 themes to foster 3 competencies for experiential activities including Experiential activities for primary teachers; Organizing experiential activities in primary schools; Coordinating educational forces to organize experiential activities in primary schools.

- Develop a detailed fostering plan for each capacity of the experiential activities organization and an overall fostering plan to cultivate the three competencies in the experiential activities organization competency framework for primary school teachers

Chapter 5

TESTING AND EVALUATION

5.1. Purpose of testing

Test the feasibility, suitability and effectiveness of the topics and plans for fostering professional competencies in experience activities; organizational competency to implement experiential activities and competency to coordinate educational forces to organize experiential activities proposed by the dissertation, thereby proving the scientific hypothesis.

5.2. Contents and subjects of testing

5.2.1. Testing content: Assessing the feasibility, appropriateness and effectiveness of topics and plans for fostering primary teachers' competency in organizing experiential activities; the level of change in primary teachers' competency in organizing experiential activities.

5.2.2. Test subjects: 11 experts and 98 primary teachers.

5.3. Testing method

5.2.1. Expert method

Purpose: To test the feasibility and suitability of the proposed training topics and plans.

Content: Collect opinions and evaluations of experts on the feasibility and appropriateness of the topics and training plans proposed in the dissertation.

Survey tools: expert opinion form

Survey subjects: 11 experts from faculties and schools performing fostering tasks for primary school teachers, primary school managers, and primary school teachers.

5.2.2. Pedagogical experimental methods

Purpose: Evaluate the effectiveness of the themes and plans for fostering the three competencies proposed by the dissertation.

Content: fostering professional competencies in experience activities; organizational competency to implement experiential activities and competency to coordinate educational forces to organize experiential activities for primary teachers.

Implementation process: using experimental forms on the same group of primary teachers (Quasi – Experimental designs), assessing the change of teachers before and after the fostering impact (one-group pretest-post test design), thereby confirming the effectiveness of the topics and fostering plans proposed by the dissertation.

Subjects: 98 primary school teachers at 2 primary schools in Go Vap District, Ho Chi Minh City

Survey tools: pre- and post-impact assessment sheets for primary school teachers.

5.4. Test results

5.4.1. Test results by expert method

Through expert evaluation, the proposed fostering topics and plans are scientifically meaningful, practical, feasible, and can be applied to the fostering to develop professional competencies in experience activities; organizational competency to implement experiential activities and competency to coordinate educational forces to organize experiential activities for primary teachers. In order for the fostering activity to be more effective, it is possible to review and add a detailed fostering time frame so that the implementation of the fostering plan is strictly controlled.

5.4.2. Test results by pedagogical experimental method

5.4.2.1. Evaluation results of professional competencies in experiential activities of primary school teachers

Professional competence in experiential activities of primary school teachers (Average score from 4.45 to 4.60) has changed in an upward direction compared to before the experiment. The results of the Paired Sample T-Test also showed a statistically significant difference (Sig value. = 000 < 0.05) between before and after the experiment.

5.4.2.2. Assessment results on the competency to coordinate educational forces to organize experiential activities of primary teachers

There is a disparity in the level of capacity to coordinate educational forces to organize experiential activities. The average performance indicators of elementary school teachers (Average score from 4.45 to 4.53) are higher than before the experiment (Average score from 3.97 to 4.22). The mean difference test also showed a statistically significant difference (Sig value. = 000 < 0.05) between before and after the experiment.

5.4.2.3. Assessment results on the organizational competency to implement experiential activities of primary school teachers

The grade point average of the elementary school teacher's self-assessment changed for the better, clearly demonstrating the gap before the experiment. After participating in thematic fostering, the fostering plan is proposed by the dissertation, with the average score of indicators in this competency of the primary school teachers achieved from 4.35 to 4.56. The results of the Paired Sample T-Test show that there is a statistically significant difference (Sig value. = 000 < 0.05) in each pair of energy indicators between before and after the experiment.

5.4.2.4. General assessment of the results of the experiment on fostering the primary teachers' competency in organizing experiential activities.

The results of pedagogical experimentation for primary school teachers according to the proposed topics and plans have been effective. The professional competency in experiential activities, the competency to coordinate educational forces to organize experiential activities and the competency to organize the implementation of experiential activities of primary teachers has changed in an increasing direction, different from before participating in the experiment. Primary school teachers also assessed well the elements of the topics and fostering plans after participating in the experiment. So, this proposal can be used to implement fostering primary teachers' competency in organizing experiential activities.

CONCLUSION OF CHAPTER 5

Survey results by expert methods have highly appreciated the feasibility and suitability of topics and fostering plans on professional competency in experiential activities, the competency to coordinate educational forces to organize experiential activities and the competency to organize experiential activities for primary school teachers proposed by the dissertation.

The results of pedagogical experimentation have confirmed the effectiveness of fostering topics and plans. The results of the fostering experiment have changed and developed the professional competency in experiential activities, the competency to coordinate educational forces to organize experiential activities and the competency to organize experiential activities of teachers in the experimental group.

Thus, the test results have confirmed the feasibility, suitability and effectiveness of the proposed fostering topics and plans; proved the research hypothesis of the dissertation, so these proposals can be applied to implement fostering for primary school teachers.

CONCLUSION AND RECOMMENDATION

1. CONCLUSION

From the results of theoretical and practical research on fostering for primary teachers' competency in organizing experiential activities, the author of the dissertation draws the following conclusions:

- The dissertation has been achieved the objectives, tasks and prove the hypothesis. A researched overview of primary school teachers' competency in organizing experiential activities, however, there are no in-depth studies on primary teachers' competency in organizing experiential activities according to the experimental general education program in our country.
- Systematize and clarify the main concepts of the dissertation. Identify and clarify the characteristics of the organization of experiential activities in primary school. Develop and propose a competency framework for the primary school teachers' competency in organizing

experiential activities with 6 competencies: professional competence in experiential activities; competency to develop a plan for organizing the activities of the school experience; Organizational competency to implement experiential activities; competency to coordinate educational forces to organize experiential activities; competency to evaluate the results of experiential activities; competency to evaluate the results of experiential activities; the use of resources, means, and equipment to organize experiential activities

- Identify and clarify the elements of fostering for primary school teachers' competency in organizing experiential activities. Assess the actual situation of experiential activities of primary school teachers in Ho Chi Minh City. The process of organizing experiential activities of primary school teachers also has many issues that need to be improved, such as primary school teachers not having a good awareness of the goals of experiential activities; some contents, forms and methods of organizing experiential activities have not been fully and regularly implemented; primary school teachers have not coordinated regularly with school and local leaders in the process of organizing experiential activities for students.

- The primary school teachers already has a fairly good level of competency in organizing experiential activities, however, the level of primary school teachers' competency in organizing experiential activities is not consistent; the professional competence in experiential activities, the competency to coordinate educational forces to organize experiential activities and the competency to organize experiential activities are competencies that need to be further strengthened and developed for elementary school students.

- Fostering on professional competence in experiential activities has been implemented, which has partly met the needs of primary school teachers. However, fostering activities to primary school teachers' competency in organizing experiential activities are also limited, so the fostering results are only acceptable.

- Identify and develop topics and plans to foster 3 competencies including professional competence in experiential activities; competency to coordinate educational forces to organize experiential activities and competency to organize experiential activities.

- The results of expert and empirical testing and evaluation of the topics and fostering plans proposed by the dissertation have confirmed the feasibility, suitability and effectiveness; have developed the professional competence in experiential activities; competency to coordinate educational forces to organize experiential activities and competency to organize experiential activities.

2. RECOMMENDATION

2.1. For education and training management agencies

Promote propaganda and dissemination of information to primary school teachers on experiential activities; on the role of refostering activities; Strengthen and thoroughly grasp the policy guidelines on fostering and take measures to direct, manage and implement declare and supervise the full implementation and quality of fostering activities for primary school teachers; Fully implement the contents of regular fostering programs, diversify fostering forms to attract the participation of all primary school teachers; Research, develop and implement fostering programs and activities on experiential activities and primary school teachers' competency in organizing experiential activities; Increase the fostering time, organize flexible fostering; Support budget, equipment and means for training activities for localities and primary schools to actively carry out fostering activities for teachers; Focus on providing fostering for core

primary school teachers so that teachers can participate in supporting and organizing fostering for primary school teachers of schools.

2.2. For primary school managers

Fully and promptly disseminate guidelines and policies on fostering activities for teachers; Strengthen the direction, management and supervision of the school's teachers' participation in fostering activities on experiential activities and primary school teachers' competency in organizing experiential activities; Actively seek, selection and development of fostering topics and implementation of fostering for teachers of their school on experiential activities and primary school teachers' competency in organizing experiential activities; Encourage and encourage teachers of the school to participate in fostering activities conducted by the agency manage local education and fostering as well as organize school experience activities and primary school teachers' competency in organizing experiential activities; Facilitate funding and time for primary school teachers to participate in experiential activities and primary school teachers' competency in organizing experiential activities according to needs and aspirations.

2.3. For primary school teachers

Actively learn and study to raise awareness of experiential activities; Participate fully and actively in fostering programs and activities provided by educational and training management agencies in the locality the ward and the primary school organize on experiential activities and primary school teachers' competency in organizing experiential activities; Actively seek to educate themselves and participate in experiential activities and primary school teachers' competency in organizing experiential activities in accordance with the needs their own needs and conditions.

LIST OF PUBLISHED RESEARCH PAPERS

1. Ha Van Tu, Hoang Mai Khanh (2023), *Organization of capacity training to organize experiential activities for primary teachers*, Journal of Science and Technology, Thai Nguyen University, T.228, S.04 (2023), ISSN 1859 – 2171, 2734 – 9098, pp.254-262.

2. Ha Van Tu, Vo Thi Ngoc Lan (2022), *Developing the capacity to organize experiential activities for primary teachers to meet the requirements of organizing experiential activities according to the 2018 general education program*, Journal of Educational Management, No. 11, November 2022, ISSN 1859 -2910, p. 31-37

3. Ha Van Tu, Vo Thi Ngoc Lan (2023), *Reality of training activities for primary teachers on experiential activities to meet the requirements of the implementation of the 2018 general education program in Ho Chi Minh City*, Journal of Educational Management, No. 3, March 2023, ISSN 1859-2910, p. 97 – 103.

4. Ha Van Tu, Vo Thi Ngoc Lan (2023), *Organizing experiential activities of primary school teachers in Ho Chi Minh City in the current period*, Journal of Education and Society, Special issue March 2023 (period 2), ISSN 1859 – 3917, pp.493 – 497

5. Ha Van Tu, Hoang Mai Khanh (2023), *Developing a capacity training program to organize experiential activities for primary teachers to meet the requirements of the 2018 general education curriculum*, National Scientific Conference "Capacity Development for Teachers and Educational Managers in the Digital Age", Ho Chi Minh City School of Education Management, May 2023, ISBN 978 – 604 – 399 – 250 – 2, p.400 – 410.

6. Ha Van Tu (2023), The reality of experience activities organization competence of elementary school teachers in Ho Chi Minh city, NATIONAL ACADEMY OF EDUCATION MANAGEMENT, Journal of Education Management, 2023, Vol. 15, No. 9, pp. 28-35 This paper is available online at <http://jem.naem.edu.vn>.