MINISTRY OF EDUCATION AND TRAINING
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DEVELOPING THE COMPETENCE OF ORGANIZING
EXPERIENTIAL ACTIVITIES FOR PEDAGOGICAL STUDENTS

Major: Education Studies
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DOCTORAL THESIS ABSTRACT

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BEGIN

1. Reasons to choose the topic

Recognizing the importance of Experiential activities, the Ministry of Education and Training has made Experiential activities and vocational training a compulsory educational activity in the 2018 General Education Program. In order to successfully implement Experiential activities and Experiential activities, vocational guidance under the General Education Program 2018 requires teachers to have certain organizational competencies. This competency is formed and developed from the training stage at pedagogical schools.

In PS training programs in Vietnam, developing teaching competence and student education competence are two important goals, integrated into many different modules and educational activities. Traditional teaching and education competencies have been effectively developed by pedagogical schools through various pedagogical professional training activities. However, some new competencies to meet the General Education Program 2018 such as differentiated teaching competence, integrated teaching, especially the competence to organize Experiential activities and Experimential activities, vocational guidance (referred to as the competence to organize EAs) have not been implemented or implemented without being assessed for effectiveness. This may affect the effectiveness of training, reducing the ability of pedagogical fields to complete the output standard.

In response to the above requirements, the study "*Developing the competence to organize experiential activities for pedagogical students*" has high theoretical and practical significance, which will positively contribute to the process of teacher training and educational reform in Vietnam.

2. Research objective

This study aims to propose measures to develop the competence of EAs organization for students at Vietnamese universities, thereby contributing to

improving the quality of training of students in the teacher training sector at higher education institutions.

3. Research purposes

- Study the theoretical basis for developing the competence of the EAs for PS -
- Surveying, analyzing, assessing the current situation of developing the competence to organize EAs for students at Vietnamese universities.
- Proposing measures to develop the competence of EAs for students at Vietnamese universities.

4. Research population and research subject

4.1. Research population

Training activities at pedagogical institutions.

4.2. Research subject

Developing the competence to organize EAs for students at Vietnamese universities.

5. Research Questions

The thesis focuses on answering the following research questions:

- Question 1: On what basis is PS's organizational competence development and theoretical framework?
- Question 2: What is the competence of students to organize UTIs at Vietnamese universities today?
- Question 3: What is the current situation of developing the competence to organize EAs for students at Vietnamese universities?
- Question 4: What measures can contribute to the development of the competence of EAs for students at Vietnamese universities?

6. Scope of research

6.1. About research content

The competence of PS in this thesis is considered as an educational competence of the (future) high school teacher to meet the requirements of implementing the EAs program in the general education program 2018; PS's competence development activities are organized during the training process at

the university, through the form of teaching modules (Education), training, thematic and practical organization, pedagogical practice, Union-Association activities, and self-development individuals.

6.2. About the research area

The thesis carried out research at 3 universities in Vietnam: HNU, HUE, and HCMUE.

6.3. About the survey object:

Respondents included 02 groups: Group 1: Teachers teaching Education modules at HCMUE; Group 2: Students (except students of Early Childhood Education, Special Education) at HCMUE.

6.4. About experimental measures

The thesis only experimented with the method of developing the process of organizing the teaching of the Education module in order to develop the competence of students to organize the EAS at HCMUE.

6.5. About the duration of the study

From the 2019-2020 school year to the 2022-2023 school year.

7. Methodology and research methods

7.1. Research methodology

7.1.1. System-structure approach

7.1.2. Practical approach

7.1.3. Learner competence development approach
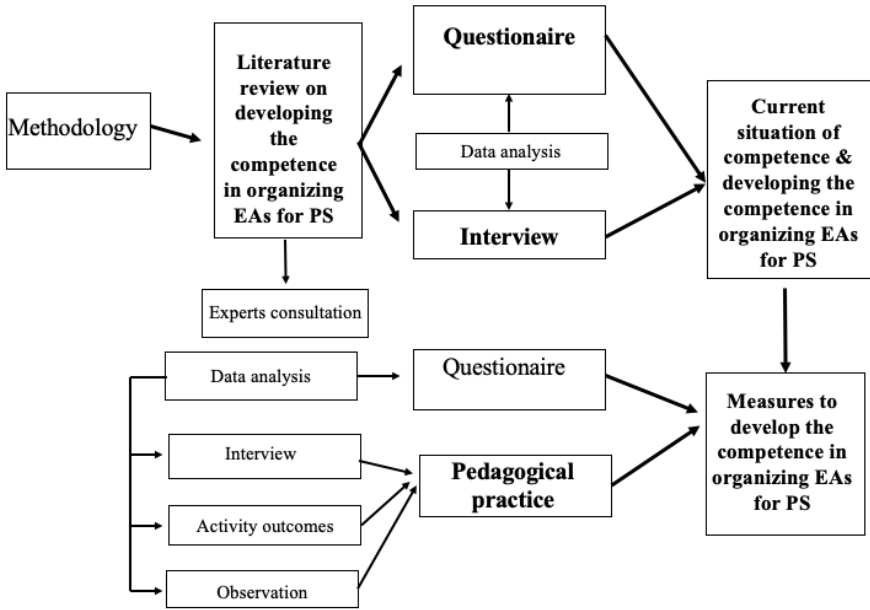
7.2. Research methods

Figure 1. *Model using the research method of the thesis*

8. New contributions of the thesis

8.1. In terms of theory

The thesis proposes a framework for the organization of the EAs for PS, including groups of organizational planning competence, implementation competence and competence for inspection and evaluation of Experiential activities. In addition, the thesis develops a theoretical framework for developing the competence of organizing the EAs for PS, including the objectives, contents, forms, examination, and evaluation of the results of the development of the competence of the EAs for PS.

8.2. In terms of practice

The thesis assessed the current status of the competence of students to organize EAs and develop the competence to organize EAs for students at 3 universities in Vietnam. Defining the relationship between the competence

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development of the EAs for PS and the competence of the pedagogical students to organize the EAs. Since then, the thesisproposes 5 necessary and feasible measures to develop the organizational competence of EAs for PSs.

9. Thesis structure

In addition to the introduction, conclusion - recommendations, references, appendices, the thesis is divided into 4 chapters, which include:

Chapter 1. Research overview on competence development for EAs for PS.

Chapter 2. Theoretical basis for competence development for EAs for PS.

Chapter 3. Current status of competence development for EAs for students at Vietnamese universities.

Chapter 4. Measures to develop the competence to organize EAs for students at Vietnamese universities.

CHAPTER 1.
RESEARCH OVERVIEW
ON THE DEVELOPMENT OF ORGANIZATIONAL COMPETENCE
EXPERIENCE FOR PS

1.1. Research on experiential activities in schools
1.1.1. Theoretical research on experiential learning

The theoretical research on experiential learning in the world and Vietnam in the field of education is extremely rich and diverse. Although the idea of experiential learning has appeared for a long time in human history, it was officially developed into a theory in the mid-20th century associated with the names of Western psychologists and educators. Some typical authors often cited in studies in this area are Dewey, Lewin, Piaget, and Kolb. So far, the discussion on EAs or experiential learning has become more and more complete, from concepts, cycles to specific ways of implementation. In Vietnam, many educators have been interested in this field since the second decade of the 21st century and there are many theoretical and practical additions.

1.1.2. Research on the organization of experiential activities in schools

The studies focused on assessing the current situation and proposing measures to organize different EAs. The organization for learners to experience by typical methods such as projects, research, internships, reality, watching movies and games, has shown a lot of value on the part of learners. For research on EAs as an independent educational activity (equivalent to subjects) has been interested in research in recent years in Vietnam according to the implementation of the General Education Program 2018.

1.2. Research on competence development to organize experiential activities for pedagogical students

1.2.1. Research on educational competence development for pedagogical students

In general, in the last 10 years, research on educational competence development has been quite interested, from Asia to Europe, both developing and developed countries, including Vietnam. They often combine qualitative and quantitative methods, most typically questionnaires, interviews, and experiments. The content of the competencies studied is quite diverse, from the competence of class leader, counseling parents of students, environmental protection education, student assessment to handling students' errors, educating students to self-adjust. Many ways to develop educational competencies for students are built or applied to a specific module/course (real-time coaching, peer training, classroom videotapes, museum internships), with a focus on students experiencing, practice, interact and practice through many stages, many steps. Comparison of studies in the world with Vietnam shows differences in implementation content.

1.2.2. Researchon competence development to organize experiential activities for PS

A number of authors in Vietnam have been interested in clarifying the situation and proposing measures to develop the competence to organize educational activities and the competence to organize EAs in subjects. These studies largely use a mixed approach, using both qualitative and quantitative methods to collect the data. Measures to train students' competencies are often associated with pedagogical internships, which is also a trend used by some foreign authors that the thesis analyzed in the previous section. However, despite the similarities, these two competencies with the competence to organize the EAs (independent educational activities) have differences that need to be clarified theoretically as well as practically in the training of pedagogical students. In the context of reforming the General Education Program, research in this area should be conducted soon and appropriate recommendations are made for pedagogical schools.

CHAPTER 2.
RATIONALE FOR COMPETENCE DEVELOPMENT
ORGANIZING EXPERIENTIAL ACTIVITIES FOR PS

2.1. Basic concepts

2.1.1. Experiential activities

This project approaches EAs as an independent educational activity and uses the concept of EAs of the Ministry of Education and Training of Vietnam. Therefore, EAs is understood as an activity where students have practical access, experience emotions, perform practical tasks under the design, organization, and orientation of educators (Ministry of Education and Training of Vietnam, 2018b).

2.1.2. Competence to organize experiential activities of PS

The organizational framework of PS is the mobilization of knowledge, skills and attitudes to carry out the design, implementation and assessment of EAs for students to achieve desired outcomes under specific conditions.

2.1.3. Develop the competence to organize experiential activities for PS

Developing the competence of EAs for students is a deliberate process of impact to improve students regarding the design, implementation, and evaluation of EAs for students to achieve desired results under specific conditions.

2.2. Experiential activities in high school

2.2.1. Nature of experiential activities

EAs, like other educational activities, is a process of interaction between educators and educated people (students), taking place continuously, purposefully, closely organized, selected appropriate contents and methods (Tran Thi Huong & nnk., 2017). The mode of experience takes place when *students directly participate in practical activities of school, family, and society, reflect on them and form new experiences under the organization and orientation of educators*. This is also the nature of the EAs when considering the basic factors, the essence of the activity.

2.2.2. Objectives of experiential activities

EAs aims to develop in students 5 key qualities and 3 core common competencies according to the General Education Program (2018) including patriotic, compassionate, hardworking, honest, responsible, autonomous, and self-learning competencies, communication and cooperation, problem solving and creativity. Since then, EAs aims to develop in students 3 specific competencies including life adaptation competence, ability to design and organize activities, career orientation competence.

2.2.3. Content of experience activities

From the approach to the relationship system between students and related factors, the content of EAs is divided into 4 content groups (content circuits): self-directed activities, social-oriented activities, *nature-oriented activities, vocational activities*. The detailed contents of each group are selected in accordance with the orientation of the program's objectives and requirements, psychophysiological characteristics of high school students and are new and suitable to the Vietnamese social context, (Dinh Thi Kim Thoa & nnk., 2019).

2.2.4. Methods and means of organizing experiential activities

2.2.4.1. Methods of organizing experiential activities

In order to implement the contents of the EAs, meeting the requirements of the EAs program, it is possible to use many different methods, focusing on 4 groups: discovery, experiment-interaction, dedication, research.

2.2.4.2. Means of organizing experiential activities

Commonly used media include video clips, computers, projectors, smartphones, software, stories, character costumes, diaries, labor tools, tent sets, pictures, quizzes... (Ministry of Education & Training, 2018b).

2.2.5. Check and evaluate the results of experience activities

Evaluation of EAs results take place throughout the process of EAs by coordinating multiple assessment methods and tools.

2.2.6. Conditions for organizing experiential activities

The organization requires a number of conditions in terms of people, facilities, finance, and time, of which the human factor is decisive.

2.3. Competence to organize experiential activities of PS

2.3.1. Competency framework for organizing experiential activities of PS

2.3.1.1. Bases for developing a framework for organizing experience activities of PS

Professional standards of high school teachers, the outcomes of the bachelor of pedagogy training program, the characteristics of the EAs in high schools.

2.3.1.2. Contents of the framework for organizing experiential activities of PS

Given the basis of teacher professional standards ingeneral education institutions, outcome standards of pedagogical bachelor training programs and characteristics of EAs in high schools, the organizational framework of PS includes 3 groups of competencies: **(1) Planning competence; (2) Deployment competence; (3) Competence to inspect** and **evaluate the results of the EAs.** Within each competency group there are component competencies; Each component competency contains the knowledge, skills, values, and attitudes described in each competency indicator. The development of the indicator is based on teacher training documents developed by the Ministry of Education and Training to implement the General Education Program (2018). The competency framework proposed by the thesis has also been consulted on the necessity and suitability of experts on the development of organizational competence for PS.

Table 2. 1*. Structure of competence to organize experiential activities of PS*

Group ability	Ability ingredient	Competence indicators
1. Develop a plan to organize the EAs	*1.1. Develop an education plan for the school year's EAs*	1.1.1. Analyze the contents of the distribution of the EAs program agreed upon by the departmental team. 1.1.2. Identify the names of topics corresponding to each type of EAs. 1.1.3. Determine the number of periods of each topic. 1.1.4. Determine the time and place of each topic

		1.1.5. Identify educational devices for each topic.
	1.2. Develop a plan to organize the EAs according to the topic	**Define educational topic objectives** 1.2.1. Determine the requirements to be met (of the EAs Program) that the topic aims for. 1.2.2. Identify establishments for characteristics of students and educational environment. 1.2.3. Specify what students can do (general competencies and specific competencies) in the topic according to the requirements of the program. 1.2.4. Specify the behavioral manifestation of qualities that students demonstrate in the topic.
		Define educational topic content 1.2.5. Identify institutions for selecting educational content. 1.2.6. List complete, relevant, and scientific educational contents. 1.2.7. Identify key educational contents.
		Design the sequence of educational activities 1.2.8. Design a series of activities suitable to the educational objectives and contents of the topic. 1.2.9. Design the objectives of each activity clearly and in accordance with the theme objectives. 1.2.10. Define the contents of each activity clearly and in accordance with the objectives of the activity. 1.2.11. Identify products of each activity clearly, in accordance with the objectives and contents of the activity. 1.2.12. Describe how to organize each activity clearly, in accordance with the objectives and contents of the activity. 1.2.13. Select educationalfacilities and learning materials suitable for each activity.
		Establish a plan for testing – evaluating educational results for the topic 1.2.14. Determine the purpose of the assessment in accordance with the topic.

		1.2.15. To select methods and tools for assessing qualities and competencies suitable to their purposes. 1.2.16. Design tools that are scientifically evaluated.
2. Implementation of the EAs	*2.1. Use of methods and means of organizing experience*	2.1.1. Transfer experience tasks to students in a vivid and attractive way. 2.1.2. Encourages students to actively participate in EAs. 2.1.3. Flexibly adjust activities in response to changes in practical conditions. 2.1.4. Use educational materials and facilities in accordance with the plan and bring about pedagogical effectively. 2.1.5. Handling situations arising in the process of using educational materials and facilities.
	2.2. Coordination with educational forces	2.3.1. Discuss with relevant educational forces the EAs plan (objectives, contents, methods). 2.3.2. Listen to and respond to opinions of other educational forces on EAs. 2.3.3. Seek human and material support from other educational forces. 2.3.4. Persuade other educational forces to agree to some offers of assistance.
3. Inspection and evaluation of the results of the EAs	*3.1. Deploying tools for testing and evaluating educational results*	3.1.1. Use designed testing and evaluation tools to collect all necessary data. 3.1.2. Guide students and stakeholders to use self-assessment and assessment tools in a clear, easy-to-understand manner. 3.1.3. Guide stakeholdersto use the tools in a clear and understandable manner 3.1.4. Demonstrate an objective attitude during data collection
	3.2. Analysis of test and evaluation results	3.2.1. Systematic recall and synthesis of student activity products and assessed tools. 3.2.2. Analyze the manifestations of qualities and abilities shown by students. 3.2.3. Make judgments about the level, quality and ability of each student and the class collective.

3.3. Application of test and evaluation results	3.3.1. Use test and assessment results to provide feedback and orientation for students to train themselves. 3.3.2. Adjusting and improving the quality of investment contracts. 3.3.3. Record comments and summarize educational results for students in the EAs.

The organizational strength of students at pedagogical schools is developed and achieved sequentially through 5 levels: Poor - Weak - Pass - Good - Excellent corresponding to the first 5 stages that Dreyfus and Dreyfus (1980) offered.

2.4. Developthe competence to organize experiential activities for PS

2.4.1. Objectives of developing competence to organize experiential activities for PS

The specific objectives of developing the competence of EAs organization for pedagogical students are as follows: Raising awareness of EAs and organizing EAs in high schools; Improve skills in organizing EAs for high school students; Increase positive attitude, love for organizing EAs for high school students, actively participate in learning, research, and practice activities. This goal is integrated into the two cognitive and organizational objectives above.

2.4.2. Contents of developing competence to organize experiential activities for PS

The development of the competence of the EAs should focus on 3 basic contents: awareness education, learning attitude and training of the competence of the EAs; organize the learning of knowledge about EAs, EA programs, and the competence of organizing EAs; and organize the practice and training of the competence to organize EAs.

2.4.3. Forms of competence development to organize experiential activities for PS

There are many forms of pedagogical competence development in general and EAs organizational competence for PS in particular. Some basic forms have important influences on the organizational competence of Experiential activities such as: teaching of Education modules, training, thematic organization, practice, pedagogical internship, Union-Association activities, and self-development individuals.

2.4.4. Evaluation of results of competence development to organize experiential activities for PS

Evaluation of the results of organizational competence development for PS focuses on: 1) Students' emotions and attitudes and satisfaction with competence development activities; 2) Resultsachieved after students' development activities in terms of knowledge, skills and attitudes; 3) Be able to change students' behavior after development activities are over; 4) Theoverall impact of development activities on the change of the agency/organization (students at the work school). The form of assessing the results of organizational competence development for students is quite diverse such as teacher assessment, self-assessment, and peer assessment. In developing the competence of organizing EAs for PSs, a variety of assessment methods can be used such as question-and-answer, practice, written test (essay), group report, product research, etc. Itis possible to evaluate and coordinate the assessment of the results of the competence development of Experiential activities for students such as records, sets of questions, checks, scales, rubrics,...

2.4.5. Factors affecting the development of competence to organize experiential activities for PS

PS, Pedagogical lecturers**,** pedagogical school, pedagogical internship school and other element.

CHAPTER 3. CURRENT STATUS OF COMPETENCE DEVELOPMENT
ORGANIZE EXPERIENTIAL ACTIVITIES FOR STUDENTS PEDAGOGY AT VIETNAMESE UNIVERSITIES

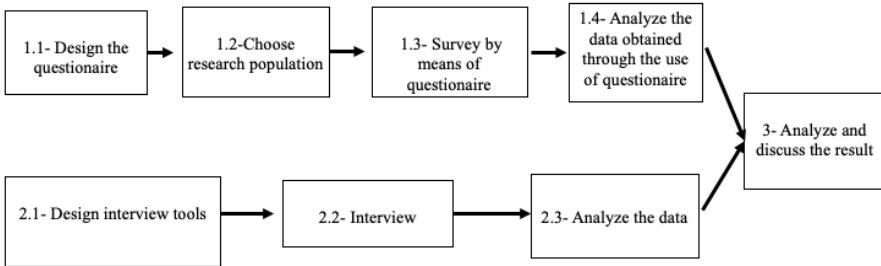## 3.1. Organization of situation research

Figure 3.1. *Process of organizing the current situation study*

3.2. Results of current research

3.2.1. Current status of competence to organize experiential activities of PS

The results of the survey on the current status of the competence of the EAs organization of students showed that at the general level, most students achieved a "good" level, in which the highest rank was the ability to develop plans to organize EAs by topic and the most limited was the ability to evaluate the results of EAs. However, the results of the general interview on PS's competence to organize the EAs showed that students were at the pass/average level. The comparative results showed that there were statistically significant differences between male and female students, between students from rural and urban areas, between students from 3 universities, between students with average and good academic performance, between students in foreign languages and specific majors.

3.2.2. Current situation of competence development to organize experiential activities for PS

3.2.2.1. Determine competence development objectives, develop plans to organize experiential activities for PS.

In general, teachers believe that all targets for developing the competence of EAs for students are defined very frequently (Average score: 4.40), while students are assessed at a lower and regular level (Average score: 3.89). However, there is consistency in the ranking of the implementation of the targets, in which the goal they believe that the school has paid top attention to is "Students who can apply the knowledge of the organization of EAs to organize EAs" with average scores of 4.50 and 3.96 respectively; and the least interested target is "Students can analyze theoretical issues about EAs and EAs program" with average scores of 4.33 and 3.77 respectively. In terms of the percentage of answers, the thesis still found that up to 31.1% of students identified goal 1 and 24.3% of students identified goal 3 only rarely/occasionally in the process of developing organizational competence for students.

3.2.2.2. Implement contents of competence development, develop plans for organizing experiential activities for PS.

With regard to the contents of developing the competence of the EAs for students, both teachers and students assessed the implementation at a regular level (Average scores in clauses 3.57 - 3.87), there was little difference of opinion between them when the average score of each statement was quite similar. The most frequently implemented content is the organization of "learning knowledge about EAs" and "organizational competencies of EAs". The content of "organizing the practice of training the organizational competencies of the EAs" is implemented least frequently. This result is quite consistent with the answers in the interview and observations from the author's practice. Although the interest in the goal is not biased in theory, it is possible that because the time spent on the

UD is quite small and this content is new to students, teachers often focus on more theoretical content.

3.2.2.3. Using the form of competence development, developing plans for organizing experiential activities for PS.

In general, all 5 forms were assessed to be implemented regularly and effectively in developing the competence of students to organize EAs for students (except for teachers' opinions on the level of use of self-developed students). The form of teaching modules (Education) has the highest level of implementation as well as bringing the highest efficiency (students' assessment ranks this form as the second most effective after training and thematic organization) with average score is 3.97 - 3.91 (teachers) and 3.79 - 3.76 (students) respectively.

3.2.2.4. Examining and evaluating the results of competence development to organize experiential activities for PS

The forms and methods of assessment in the survey are frequently used. The two most frequently used methods to assess the results of students' organizational competence development are teacher assessment and group reporting (Average score- lectureres: 4.07 and 4.01, students: 3.85 and 3.88). The problem of teachers and students shows that the general trend in organizational competence development for students, the main forms and methods of assessment are teacher assessment (100% of teachers and students), written testing (100% of teachers and students) and group practice (90% of teachers and students).

3.2.2.5. Current situation of factors affecting the development of competence to organize experiential activities for PS

In general, in the opinion of teachers, there are 16/16 factors and students have 4/16 factors that greatly affect the development of organizational competence for students at pedagogical schools today. In particular, students "have not fully comprehended the knowledge of Psychology, Education Studies (especially EAs)" and "do not have self-study skills, self-development competence to organize EAs" are considered by teachers to have the greatest influence (Average score: 4.07 and 4.03). The students themselves said that

"internship instructors do not actively support students" and that "the material conditions for practicing the organization of the internship at the internship schools are lacking" have the greatest impact (Average score: equal at 3.86). It can be seen that the judgment between teachers and students is quite different.

3.2.2.6. Relationship between competence development activities to organize experiential activities and competence of PS to organize experiential activities

The results of the regression analysis show that the 4 objective components, content, utilization and effectiveness of development forms and assessment methods all affect the statistical significance of students' organizational competence. However, this impact is not commensurate with PS's competence development purpose. Therefore, it is necessary to develop measures to develop the competence of PSs in the current period.

CHAPTER 4. MEASURES TO DEVELOP COMPETENCE IN ORGANIZING EXPERIENTIAL ACTIVITIES FOR PS AT VIETNAMESE UNIVERSITIES

4.1. Principles of proposing measures to develop the competence to organize experiential activities for PS at Vietnamese universities

Ensure legality, ensure scientificness, ensure practicality, ensure systematicism

4.2. Contents of measures to develop competence to organize experiential activities for PS at Vietnamese universities

Basedon the theoretical and practical activities of developing the competence to organize EAs for students at Vietnam Education Universities, the orientation of the analyzed principles, the thesis proposes 5 measures to develop this competence for students according to the following matrix:

Table 4.1. *Matrix of measures to develop the competence to organize experiential activities for PS*

Measure	Proposed basis	Contents of the measure
Measure 1- Develop the organizational process of teaching the Education module in order to develop the competence of students to organize the education module	+ The role of the teaching organization process. + Education modules (teaching the content of the EAs) have a limited duration, have not made students deeply comprehend, teachers have not taught the content of organizing EAs according to specific and scientific processes.	3 stages and 14 steps + Stage 1. Preparation for the development of the competence in organizing EAs + Stage 2. Implement development competence in organizing EAs + Stage 3. Organization of assessment and development of the competence in organizing EAs
Measure 2- Design the handbook for organizing EAs for PS	+ Strengths of handbooks in teaching. + Students have not actively trained themselves; pedagogical school does not have suitable documents for students to self-train their competence to organize labor contracts.	3 Contents + Labor council in high school + Organizing EAs in high schools + Developing the competence of organizing labor contracts for PS
Measure 3- Coordinate with Unions and Associations and schools to develop the competence of organizing EAs for students	+ Strengths of training forms, thematic and practical organizations, internships with competence in organizing EAs. + These two forms have not yet fully promoted their role in the practice of developing the competence of organizing EAs for PS as assessed in the current situation.	2 ways of coordination + Method 1. Consulting ideas, participating in reports, thematic training organized by the Delegation - Association + Method 2. Participate in charge of the internship team at the high school
Measure 4- Organize a "Nurturing" club to develop the competence of PS to organize EAs	+ The strength of the club with developing the competence of organizing EAs for PS. + Time for formal training activities is limited, the university does not have a club on developing the competence to organize EAs for students.	4 steps to organizing a club + Step 1. Preparing to form the club + Step 2. Club launch organization + Step 3. Organize periodic activities + Step 4. Evaluation and operational improvement

Measure 5- Create an environment and conditions for students to develop their own competence to organize EAs	+ The role of self-development in improving PS's organizational competence. + Students have not actively used self-development methods; students also depend on the school and teachers and teachers.	3 ways + Method 1. Building a foundation for self-study and self-development methods + Method 2. Consulting, orienting the development and implementation of the plan to develop the competence in organzing EAs + Method 3. Support a variety of documents on the organization of EAs

4.4. Survey on measures to develop competence to organize experiential activities for PS

In general, all 5 measures proposed for opinion are assessed by Education teachers as very necessary (Average score ranges from 4.30 – 4.53) and is very feasible (Average score ranges from 4.27 – 4.50). For students, they believe that these 5 measures are necessary (Average score ranges between 4.02 – 4.13) and feasible (Average score ranges from 3.91 – 4.11), one level lower than lectures' anticipation.

4.5. Experiment measures to develop competence to organize experiential activities for PS

4.5.1. Experimental organization

Phase 1: Preparation

Step 1: Develop an experimental plan

Step 2: Prepare experimental conditions

Phase 2: Planned Impact Organizing

Table 4. 2*. Summary of the impact process at the experimental layer*

Session/week/lesson	Content	Procedure	Notes
03/02/05 (03 face-to-face lessons, 02 online lessons)	Theory of EAs for high school students; method of organization of EAs;	Live: games, visuals, forums, conversations, presentations, group teaching Online: study documents (02), take quizzes (02), write a personal diary	Phase 2.1 (Steps 1, 2, 3 are used in each activity)

04/02/05 (03 face-to-face lessons, 02 online lessons)	Theory of examination and evaluation of EAs' results; design and organization of EAs for high school students	Live: games, visualization, conversation, presentations, group teaching Online: study documents, take quizzes, write personal diaries	Phase 2.1 (Steps 1, 2, 3 are used in each activity)
05/03/05 (02 live lessons, 03 online lessons)	Practice designing thematic plans for high school students	Live: practice, conversation, presentation Online: teamwork, practice, personal journaling	Phase 2.2 (Steps 1, 2, 3)
07/04/05 (05 online lessons)	Comment on the plan to organize EAs by topic for high school students	Online: groups posting plan files, peer reviews (cross-reviews), teacher reviews, consulting	Phase 2.2 (Step 3)
08/04/05 (05 online lessons)	Finalize the plan and prepare to organize the thematic EAs for high school students	Online: private working groups, ask for the teacher's opinion (if difficult)	Phase 2.2 (Step 3)
09,10/05/05 (04 face-to-face lessons, 01 online lesson)	Practice organizing thematic EAs for high school students	Live: practice Online: self-assessment, writing a personal diary	Phase 2.2 (Steps 3, 4) Stage 3

Phase 3: Evaluation of experimental results

4.5.2. Experimental results

The empirical results of measure 1 "Developing the organizational process of teaching the Education module to develop the competence of EAs organization for PS" shows that the application of the process has created a meaningful change in the competence of students to understand the knowledge of EAs, the ability to design the plan to organize EAs according to the topic of the PS. In addition, the results of self-assessment of the competence development of post-experiment EAs organization of both experimental and control classes also have the same

trend. Experimental students self-assess their own ability level from poor to (near the bottom) of pass. Although there are still some areas for improvement, such as reducing practical pressure and developing pedagogical ideas for students, pedagogical experiment has initially confirmed the effectiveness of the proposed measure.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

EAs is a new and important content in the General Education Curriculum 2018, requiring pedagogical schools to have many effective impacts to develop the competence of students to organize EAs. With the use of a mixed approach, combining qualitative and quantitative research methods, such as literature research, questionnaire investigation, interview, observation, experiment, the thesis answered 3 research questions posed. In particular, some important conclusions are:

1.1. An overview of research on EAs shows that the authors have focused on building foundational theories for EAs such as conceptions, models, benefits, testing, and evaluation. In addition, research on the organization of EAs is also of interest. In Viet Nam, EAs as an independent education activity has only been implemented since 2020 and there has not been much evaluation of its effectiveness. Studies on developing the competence to organize EAs for students are quite limited, mainly the current situation and measures to develop the competence to organize EAs outside of classroom hours and the competence to organize EAs in subjects. Although there are similarities, these competencies are not identical with the competence to organize EAs (independent education activities). Thus, at present, in the field of educational research, especially Education, the thesis has not seen a full and direct study on the theory and practice of developing the competence to organize EAs for students.

1.2. Theoretically, the organizational competence of the EAs includes groups of organizational planning competence, implementation competence and competence for inspection and evaluation of EAs. EAs organizational competence development is the process of organizing intentional impacts, in order to improve in students, the design, implementation and evaluation of the results of activities for students to approach reality, experience emotions, mobilize the synthesis of personal experience

and knowledge, skills of subjects to solve practical tasks according to the general education program. The organizational competence developed through 5 levels is poor - weak - pass - good - excellent. In pedagogical schools, there are many formal and informal forms to develop this competency, such as teaching modules (Education), organizing training, seminars, practicals, pedagogical internships, etc activities of the Youth Union - Student Association and self-development of students.

1.3. Regarding the current situation, at the general level, the survey results show that most students have a good level of competence to organize EAs, but, in the interview, most students and teachers said that it is only (average). In addition, there are statistically significant differences between male and female students, between students from rural and urban areas, between students from 3 universities, between students with average and good academic performance, between students in foreign languages and specific majors. For activities to develop the competence of organizing EAs for students, pedagogical schools were interested in important objectives, primarily; Development content often focuses heavily on the theoretical part. The forms of competence development for students in the survey were assessed to have been implemented regularly and effectively. However, many opinions of teachers and students said that in each form there are still many points to improve. In assessing the results of competence development of Experiential activities, Education universities have combined many forms and methods, mainly assessed by teachers through written examination and group practice. The results of regression analysis show that 4 target factors, the level of use of the development form, the level of effectiveness of the development form and the assessment method all affect the organizational competence of students at a statistically significant level. On the overall level, the development of the competence of organizing EAs for PS is impacting 12.9% of the variability of the competence of organizing EAs of PS.

1.4. In terms of measures, the thesis proposed 5 measures to contribute to the development of the competence of organizing EAs for students: 1-Develop the process of organizing the teaching of the Education module in order to develop the competence of EAs organization for students; 2-Design a handbook for organizing a EA for students; 3-Coordinating with Union-Association organizations, internship school to develop the competence to organize EA for PS; 4-Organizing the

"Nurturing" club to develop the competence of students to organize labor contracts; 5-Create an environment and conditions for students to develop their own competence to organize labor contracts. The pedagogical assay showed that all 5 measures submitted for consultation were assessed by teachers and students as necessary and feasible if used. Pedagogical experiment shows that the application of the organizational process of teaching the Education module has created a significant change in the knowledge of the EAs, the organization of EAs and the skill of designing the organization plan according to the theme of the PS.

2. Recommendations

2.1. For pedagogical schools

- Recognizing the importance of EAs organizational competence and developing this competence.
- Incorporate the competence of EAs organization into the outcome standards of the training program and review and supplement intensive modules or increase the duration of the teaching module of the existing EAs organizational content.
- In the development and development of training programs, attention should be paid to developing the competence of students to organize EAs through a combination of formal and extracurricular training forms.
- Supplementing the content of coordination on competence development for organizing EAs for students with the Youth Union – Student Union and internship establishments.
- The departments in charge of professional management, the Education modules (teaching the content of organizing EAs) refer to the process proposed by the thesis to guide teachers to implement competence development activities for students.

2.2. For lecturers in charge of Education modules (teaching organizational content, Experiential activities).

- Actively research and flexibly apply the teaching organization process in order to develop the organizational competence of EAs proposed by the thesis. In the process, teachers can use the EAs organization handbook for PSs.
- Actively participate in mentoring the "Nurturing" club, consulting, and reporting on topics on the organization of EAs, in charge of the pedagogical internship

delegation and creating conditions for students to develop their own competence to organize EAs.

- During and after the process of supporting students to develop their organizational competence, teachers can design appropriate assessment tools and compare them with the organizational competency framework of the student council that the thesis develops. On that basis, continuously improve the impacts.

2.3. For the organization of the Youth Union – Students' Union at the pedagogical school

- Actively coordinate with relevant units and teachers of Education to organize training seminars on the organization of Experiential activities for union members and members in schools.

- Create conditions for policies as well as financial support for the "Nurturing" club for PS to be established and develop sustainably.

2.4. For pedagogical internship schools and pedagogical internship instructors

- Be aware of their role in the training of future teachers, identify specific needs for the organization of EAs for students in order to make more specific proposals to pedagogical schools on practical contents.

- In the process of receiving interns, it is necessary to closely coordinate with the head of the trainee delegation, which is the teacher, regularly discuss and effectively implement measures to support interns in organizing EAs.

2.5. For PS

- Recognizing that the development of organizational competence is an important training task, in addition to other professional competencies, to meet the requirements of educating students in general schools.

- Spend time and actively participate in activities to develop the competence of teachers in the Education modules, Unions – Associations, clubs, and internship schools.

- Refer to the EAs organization handbook to self-develop this competence, propose improvements to this product to teachers if any.

- Promote your own role, take the initiative to regularly practice the organization of EAs.