**INFORMATION ABOUT RESEARCH RESULTS**

Thesis title:  **DEVELOPING THE COMPETENCE TO ORGANIZE EXPERIENTIAL ACTIVITIES FOR PEDAGOGICAL STUDENTS**

Major: Education Studies

Code: 9140101

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**1. Summary of the content of the thesis**

To successfully implement experiential activities and experiential and vocational activities according to the General Education Program 2018, teachers must have certain organizational competencies. This competence is formed and developed from the stage of training at pedagogical schools. This thesis aims to identify the current situation of developing the competence to organize dynamic experiences for pedagogical students at universities in Vietnam, thereby proposing measures to develop the competence to organize dynamic experiences for pedagogical students at universities in Vietnam, contribute to improving the quality of student training in teacher training groups at higher education institutions.

The content of the thesis consists of the following main parts:

Introduction: an overview of the reasons for choosing the topic, the purposes of the study, the research tasks, the population and objects of the study, the research questions, the scope of the study, the research methodology, the new contributions, and the structure of the thesis.

Chapter 1 - Research overview on experiential organizational competence development for pedagogical students: research on experiential activities in schools and research on developing experiential organizational competence for pedagogical students.

Chapter 2- Theoretical basis for developing the competence to organize experiential activities for pedagogical students: basic concepts, experiential activities in high school, competence to organize experiential activities of pedagogical students, competence development to organize experiential activities for pedagogical students.

Chapter 3- Status of developing competence to organize experiential activities for pedagogical students at universities in Vietnam: organizing research on the current situation and status of competence to organize experience activities of pedagogical students, current status of developing competence to organize experiential activities for pedagogical students.

Chapter 4- B Methods for developing the competence to organize experiential activities for pedagogical students at universities in Vietnam: principles of proposing measures and contents of measures to develop the competence to organize experiential activities for pedagogical students at universities in Vietnam, pedagogical opinion surveys and experiments.

Conclusions and recommendations.

**2. New contributions of the topic**

Theoretically, the project proposes a framework for organizing experiential activities for pedagogical students, including groups of organizational planning competencies, implementation competencies and testing and evaluating experiential activities. In addition, the thesis develops a theoretical framework on developing the competence to organize experiential activities for pedagogical students, including objectives, contents, forms, examination, and evaluation of results of developing the competence to organize experiential activities for pedagogical students.

Practically, the project assessed the current status of the competence of pedagogical students to organize experiential activities and develop the competence to organize experiential activities for pedagogical students at 3 universities in Vietnam. Identify the relationship between developing the competence to organize experiential activities for pedagogical students and the competence of pedagogical students to organize experiential activities. As a result, the thesis proposes 5 measures to develop the competence to organize experiential activities for pedagogical students that are necessary and feasible. These measures are: 1-Developing the organizational process of teaching the Education module in order to develop the competence to organize experiential activities for pedagogical students; 2-Design manuals for organizing experiential activities for pedagogical students; 3-Coordinate with Unions and Associations and internship schools to develop the competence to organize experiential activities for pedagogical students; 4-Organizing "Nurturing" clubs to develop the competence to organize experiential activities for pedagogical students; 5-Create an environment and conditions for students to develop their own competence to organize experiential activities. The results of the thesis are also a reference for lecturers at pedagogical schools to organize activities to develop students' competence in teaching Education.