Issues of Fostering Ability to Organize Experience Activities for Teachers Meeting the Requirements for the 2018 School Education Program in Vietnam Today

Nguyen Thi Ngoc¹

¹Faculty of Psychology and Pedagogy, Thai Nguyen University of Education, Thai Nguyen University, Vietnam
¹ngocnt.psy@tnue.edu.vn

Article History: Received: 10 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 28 April 2021

Abstract: Experimental activities are the official educational activities in the general education program 2018 in Vietnam. In order to meet the requirements of the program implementation, the problem of fostering the ability to organize experiential activities has been of interest to local schools in recent times. However, in order to effectively implement the training towards the performance capacity of teachers, it is necessary to base on solid reasoning to ensure that the training can achieve the intended goals. The theory of the capacity building to organize experience activities for teachers needs to determine the objectives of the fostering activities, the competencies to be fostered for teachers, the content and forms of fostering can exploit and perform for teachers to undertake content experience activities in schools.

Keywords: Activities, Experiences, Fostering, Competencies, Teachers.

1. Introduction

Experimental activities in the new general education program have a different change from the previous educational out-of-class activities [1]. This difference is reflected in the content and requirements of educational activities. Therefore, in order for teachers to be able to organize the experiential activities, they need to be fostered to increase their knowledge and understanding of experiential activities under the general education program 2018, and at the same time must be compensated, maintain organizational skills to meet requirements in the process of performing tasks [2]. In fact, teachers are still quite confused with the organization of experiential activities according to the requirements of the new educational program. The organization of training for teachers should be done in sequence by steps to ensure enough provision for teachers the content of competencies to be fostered, content and appropriate forms of training [3]. Therefore, the approach and implementation of activities of fostering competencies in organizing experiential activities for teachers should be based on the instructions of theory to ensure scientific and coherent.

2. Content of the research

1.1. Competencies being fostered for teachers to carry out the experiential program

Experimental activities are educational activities in schools that are approached from the point of view of education to develop students' competencies, create conditions for learners to be quality [3], effective, and create a solid relationship according to the create knowledge for yourself. This is also the learning path "Learning with practice, education with production labor". Experimental activities can provide students with opportunities and conditions to develop their competencies, promote positivity, take initiative, create and apply knowledge and skills into their real life [4].

Figure 1. Fostering key teachers at primary level according to the ETEP project in 2019
In order to achieve the above educational objectives [2], the urgent need to implement is the organization of capacity building activities for teachers to successfully organize experiential activities in the education program at schools (Figure 1). This capacity of teachers is expressed in the component competencies:

* Capacity to build, design program, plan of experience activities
  Experimental activities for students in schools under the general education program, in addition to forming the necessary competencies, also play a career-oriented role for students [5]. Therefore, activities are organized in various forms but must meet educational objectives. For students' experiential activities to be successful and to achieve their goals, teachers must be capable of planning and designing experiential activities with set topics and requirements [6].

The capacity of teachers to build, design programs, and plan activities is demonstrated in the following aspects:
  First, teachers must choose activities that suit the required requirements of specific competencies in the experiential program including: the ability to adapt to life; capacity in design and organization of operations; career orientation capacity [3].
  Second, teachers must choose experiential activities that suit the needs, interests, and characteristics of the students. In essence, experiential activities are students participating in all stages of the activity, drawing lessons about knowledge and experiences for themselves. Therefore, the teacher must determine the current needs, interests, interests and abilities of the student object to determine the correct activity [7].
  Third, teachers must develop a plan to organize experiential activities to ensure the scientific criteria, complete the content, and meet the educational purposes set out. Activities are designed when put into practice to ensure safe, economical, effective education, which can create a change in students' perceptions, attitudes and behaviors after participating in the experience [8].

* Ability to implement plans, program and experience activities for students
  In order to successfully organize the experiential activity, in addition to the correct perception and positive attitude, each teacher is required to develop a corresponding skill system. Includes general skills and specific skills.
  + Skills to target and choose appropriate content for the experience activities
  + Skills to plan and organize experience activities.
  + Skills to implement experiential activities: guide and disseminate the plan of experiential activities to students; skills training required for students to participate in a successful experience; Division of work, assigning tasks according to the designed content and progress in the plan; Distribute reasonable time, coordinate stakeholders to participate in the experience activity [5].
  + Skills to collect and process information
  Skills to solve problems and situations that arise
  + Skills to mobilize and coordinate resources inside and outside the school to support and participate in organizing experiential activities.
  + Supporting skills: skills to attract students, motivate and motivate students, skills to organize games in collective activities, etc.
  + Skills of testing and evaluating during and after the organization of experiential activities, combining knowledge, skills, attitudes, etc. of teachers about experiential activities to help teachers effectively and efficiently perform amount of experience activities. The results of the experience activities are the basis to evaluate the teacher's ability to organize the experiential activities [8]. Therefore, in order to assess the teacher's ability to organize experience activities, it is necessary to evaluate on the main aspects: the teacher's perception (understanding) of the organization of the experience activities, the teacher's skills about organize experience activities, experience results that teachers organize [6].

* Capacity to cooperate, coordinate with educational forces inside and outside the school in the organization of experience activities
  Unlike in-school educational activities, experiential activities extend to a wide variety of activities beyond the school grounds. Therefore, building effective collaborative and collaborative relationships of teachers to organize experiential activities is a necessary competency (Figure 2).
Figure 2. Fostering experience activities for teachers

The capacity to cooperate and coordinate with educational forces inside and outside the school in the organization of teachers' experience activities is demonstrated in the following aspects:

First, the capacity to establish relationships with educational forces in and out of schools [5]. In the process of organizing experiential activities for students, teachers need to mobilize many conditions of material and resources to serve the organization of experiential activities. In order to mobilize the support of the above forces, teachers must have the ability to build favorable relationships for the institution to coordinate education when necessary [9].

Second, the ability to cooperate with and coordinate with educational forces inside and outside schools when organizing experiential activities for students [2]. The educational forces in the school need to coordinate such as the administrators, union, union - team. Out-of-school educational forces such as parents, local socio-political organizations or venues for student experience [4]. The capacity to cooperate with the educational forces is shown in communication, in handling work, in an attitude of listening and respecting the opinions of educational forces, etc.

* The ability to test and evaluate the results of student experience activities

Examining and evaluating students' training results is the last stage in the process of organizing experiential activities. This is considered as a stage that plays an important role in forming comments about the results after a student's training through experiential activities. The information obtained from testing and evaluation will be the basis for the teacher's adjustment of educational activities in the future. The capacity of teachers to test and evaluate the results of experience activities is demonstrated in the following aspects:

Firstly, teachers understand the purpose, content, formal methods and evaluate the results of experience activities for students. Evaluation of educational outcomes in experiential activities is intended to assess the student's achievement against qualitative and competency requirements [4]. The content of evaluation of educational performance in experiential activities includes the evaluation of students' awareness of operating topics; assess students' motivation, mental attitude and sense of responsibility; an assessment of the student's behavior, the student's contribution to joint activities or the number of hours the student is engaged in experiential activity, etc.

Second, teachers have skills to test and evaluate the results of the experience activities. In addition to understanding the contents and methods of assessment, teachers are also skilled in organizing performance evaluation activities in students after participating in the experience, ensuring objectivity, science, and assurance. accuracy and fairness [3]. Use and combine evaluation channels to determine students' performance before, during, and after participating in experiential activities.

Third, teachers know how to process test results and use effectively the information obtained about students' training results after participating in experiential activities, applying them to the process of adjusting the organization. Experimental activities to improve educational efficiency [1].

2.2. Content fostering capacity to organize experience activities for teachers
The content of fostering the capacity to organize experience activities for teachers is determined on the basis of goals, objectives, requirements, and content of experience activities at school according to target groups of teachers participating in training. To answer the question: what is refresher? The training organizers must be based on the educational program requirements, qualifications, the status of the capacity to organize the teacher's experience activities, the need for fostering on the teacher's experience activities, the financial conditions, facilities for fostering activities, etc. To meet the requirements of the current educational and teaching program, the training of teachers about the capacity to organize the experiential activities needs to be paid attention, foster the ability to organize experiential activities for teachers in the classroom and outside the classroom [8]. Experimental activities, career guidance need special attention. According to the capacity structure of the experiential organization, the experiential activity content should provide, consolidate and develop for teachers:

* Fostering knowledge about experience activities and organizing experience activities: + The role and goal of experiential education in the school education program.

+ Content of experience activities in schools at each school level corresponding to the teacher. Depending on educational objectives, regional characteristics, student's characteristics, etc. to choose the content of experiential activities that need to be fostered for teachers [7]. Experimental activities can be divided into: activities in the socio-political field, the science-technology field, the cultural and artistic field, the entertainment-entertainment field, the physical field, education - sport, labor and career orientation (familiarize yourself with traditional occupations, basic jobs in society, learn industry trends, job requirements with employees.

+ Methods, forms of organization of the types of experience activities in school education. Various forms of organizing experience activities include: Clubs, games, forums, interactive stage, sightseeing, picnics, competitions, exchanges, events, collective activities, public labor, scientific research activities of students, etc.

+ Process and technique of organizing experience activities in the school.

+ Factors that influence and note in organizing experience activities for students.

* Fostering a positive attitude to participate in organizing experiential activities in accordance with the position and professional capacity.

* Fostering for teachers' special skill systems to organize successful activities. Includes skills:

+ Skills to target and choose appropriate content for the experience activities [2]

+ Skills to plan and organize experience activities.

+ The skill of disseminating the plan of experience activities to students, training the skills necessary for students to participate in the successful experience [5].

+ Skills to divide jobs and assign tasks according to the designed content and progress in the plan.

+ Skills of allocating reasonable time, coordinating with stakeholders to participate in experiential activities

+ Skills to collect and process information Skills to solve problems and situations that arise

+ Skills to mobilize and coordinate resources inside and outside the school to support and participate in organizing experiential activities.

+ Skills for testing and evaluation in organizing experience activities

+ Supporting skills: skills to attract students, motivate and motivate students, skills to organize games in collective activities, etc.

2.3. Form of fostering capacity to organize experiential activities for teachers

The training for teachers can be done with some of the following forms:

* Concentrated form of fostering: teachers are gathered into classes, fostering in a defined time period and space [3]. This form is often organized with the participation of experts who share information and experiences of fostering. This form can be deployed with experts participating in the training directly or through online teaching. This form has advantages such as: it is easy to create a learning atmosphere in training, save time, in a certain time, conduct training with the same or several content for a large number of teachers [2]. Facilitate training of experience content for groups of teachers according to expertise and specialties, thereby determining the objectives, levels and content of the training for each target group. However, this form also has certain limitations such as searching for experts, preparing funds, and facilities for retraining [5].

* Regular training is a form of training with many advantages, teachers can be fostered through professional activities at the facility: Organizing professional activities on organizing experiential activities for students. Regularly attend teachers' class visits, group meetings, and professional groups to learn from experience. The teachers themselves are fostering themselves through document research, online learning, learning from their predecessors' experiences [4], studying through colleagues' time, through activities, and exchanges between professional groups; Fostering through practical activities, the teachers themselves experience organizing specific activities and draw experiences and lessons for themselves [8].

5018
3. Conclusion

Fostering the ability to organize experiential activities for teachers is a practical self-starting requirement to effectively implement the experiential program in particular and the 2018 general education program says them. The organization of training activities for teachers is organized on the discipline of the whole country but associated with the characteristics associated with each locality. Therefore, in order to ensure the efficiency and equality among localities, it is necessary to follow the instructions on the theory of the capacity building activities for teachers as above to create competencies that are relatively equal among to ensure a consistent and successful implementation of the current school experience in high schools.

References


