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Strengthen the organization and direction of moral education for students through experiential activities at Junior High Schools in Vietnam

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Abstract

Moral education activities have long become a rich and attractive research topic for social science researchers and increasingly they discover the great role of this activity in the formation and comprehensive development of human personality in this article, the author has proposed the

measure " Strengthen the organization and direction of moral education for students through experiential activities at junior high schools in Vietnam ". In the measure, the author has clearly analyzed the objectives, contents, implementation methods and conditions for implementation.

Keywords: Moral Education Activities, Junior High Schools, Objectives, Contents, Methods and Conditions

1. Introduction

Morality is a set of social concepts with principles and standards that govern people's attitudes and behaviors in all areas of social life. Morality is expressed in the perception, attitude and behavior that people perform in the course of life. It is a system of social norms that are transformed in an individual's life and expressed in the work and social relationships that the individual performs. Moral education for students has always been considered an important issue, a responsibility of the whole society, but the education sector in general and the school in particular^[1]. In Article 2 of the 2019 Education Law in Vietnam^[2], it is defined: "The goal of education is to comprehensively develop Vietnamese people with morality, knowledge, health, aesthetics and profession; have the qualities, capacity and sense of citizenship; have patriotism, national spirit and loyalty to the ideal of national independence and socialism; promote the potential and creative ability of each individual; raise people's intellectual level, develop human resources and foster talents, to meet the requirements of the cause of national construction and defense and international integration"^[2].

In high schools, moral education is an important and fundamental task. To realize the goal of moral education for students, high schools can go through many ways: through teaching activities, through collective activities, social activities, experiential activities, through the process of self-cultivation and training of each individual student, etc. Among the above educational methods, experiential activity is the dominant and effective method^[3]. Over the years, the goal of improving the quality of comprehensive education, including the quality of moral education for students in high schools, has always been respected and has achieved positive results in Vietnam. However, the results of moral education in high schools are still limited, and student Morality still have a number of issues of great concern such as: standard deviation, students breaking the law, living insensitive, lack of ideas, lack of self-control, easy to be attracted to bad things, live without ideals, busy playing, demanding... Especially the educational management for students in high schools has certain limitations. This article presents Strengthen the organization and direction of moral education for students through experiential activities at junior high schools in Vietnam.

2. Content

2.1 Morality and moral education

2.1.1 Morality

Morality is considered to be the concept of human morality. According to the Vietnamese Dictionary, "Morality are standards and principles that regulate human relational behavior. *Morality* are the good qualities of people according to the moral standards of a certain class." [4, pp. 211]

According to "Morality is a form of social consciousness, a system of conceptions about good and evil in human's relationship with people" [5: pp 170-171].



Fig 1: The value of morality in life

The above conceptions of expression may be different, but they all have common points, saying that morality belongs to the category of social consciousness form, which includes principles and standards that people must comply when participating in social relationships, thereby giving individuals certain life values. A moral Standard is a system of influential principles governing Moral behavior that is accepted by society.



Fig 2: Development orientation of moral standards

From that, we can affirm that: Morality is a form of social consciousness, including a system of social principles and standards, through which people voluntarily evaluate and adjust their behavior in the relationships between individuals and individuals and between individuals and society in accordance with the interests, happiness of people and social progress.

2.1.2 Moral education

Pedagogy Macarenko defines: "Moral education means training good qualities for students and on that basis correcting their errors" [6].

According to [7]: "Moral education is the pedagogical effects that are purposeful, systematic and planned by the educator on the educated to foster in them moral qualities suitable for meet the needs of society".

Author Pham Viet Vuong said that: "Moral education is a process of shaping students' consciousness, feelings, beliefs, and habits of Moral behavior, which is manifested in daily life for the family, communities, villages, with collective friends" [5: p.302].

Thus, from the above conceptions, we can see that the authors agree that moral education is the process of forming people's views and basic Moral standards of society. Agreeing with the above views, we believe that: Moral education is a constituent part of educational activities carried out with a purpose and plan by the subject of education to students in order to accomplish the goal. Educating on moral consciousness, Moral feelings, and Moral behavior of educators to students to foster these qualities; thereby transforming those standards into human behaviors in accordance with social requirements.

2.2 Experiences and experiential activities

2.2.1 Experience

According to [8]: "Experience means having gone through, known, and endured something to be true.."

According to philosophy: Experience is practical experience knowledge, a unified whole that includes knowledge and skills. Experience is the result of interaction between people and the world, passed down from generation to generation [9].

In the studies of psychology: "During his life, man has assimilated the experiences of mankind from previous generations. It takes place in the form of mastery of knowledge and at the level of mastery of knowledge" [10].

From the above concepts, within the scope of our research, we determine: Experience is the process of perceiving, interacting, and directly with the object, through which the subject learns, explores, creates, acquires, and integrates. gain experience for yourself and perfect skills in life.

2.2.2 Experiential activities

There are many different conceptions of experiential activity. According to the International Association: "Experiential activity is a category that encompasses many teaching methods in which teachers encourage students to participate in real experiences, then reflect and summarize to enhance understanding, develop skills, shape life values and develop one's potential, towards making positive contributions to the community and society" [11]. Experiential activities also have a theoretical basis based on research by Edgar Dale 1946 that shows that: People remember the amount of information through activities: 10% through reading, 5% through listening, 30% through seeing, 20% through listening and seeing, 50% through speaking (dialogue with the teacher, group discussion...), 75% through experience (expressing opinions, acting, role-playing, laboratory or field practice to apply) things learned...). Albert Einstein once said, "Only experience is knowledge, and everything else is only information".



Fig 3: Information through activities

Meanwhile, Dinh Thi Kim Thoa: "Experience activities are educational activities in which, under the guidance of teachers, individual students are directly involved in different activities of life at home. school as well as in society as the subject of the activity, thereby developing his/her practical capacity, personality and promoting his/her personal creative potential" [12].

In David Kolb's theory of experiential activity (1939, "Constructive learning" and "Interdisciplinary learning" [13],

Experiential activity is a learning process through the transformation and transformation of created experiences. Kolb is to provide a model of an experiential activity cycle consisting of 4 elements:

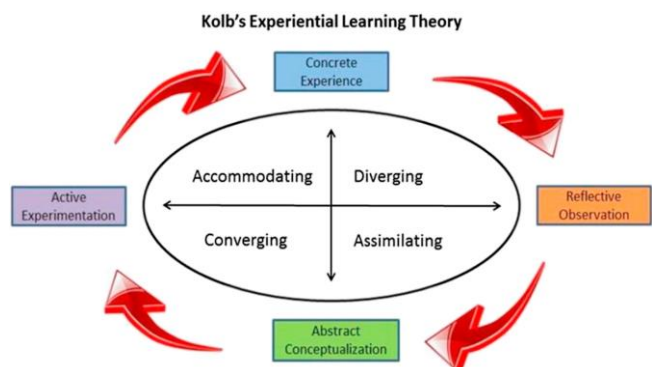


Fig 4: David Kolb's theory of experiential activity

2.3 Moral education through experiential activities

From the conceptions of morality, moral education, experience and experiential activities, it can be seen that: In the process of moral education, through experiential activities under the leading role of teachers, teachers create an environment. The school operates appropriately, supports and encourages students to participate in activities. Students are active and actively participate in activities through directly participating in specific activities. Students have practical experiences in both behavior and emotions, along with their own knowledge and experience, from which they will analyze and evaluate objective reality, have personal changes, forming moral knowledge, feelings, behaviors and habits. Ethics conform to social norms. This is the difference between moral education according to academic theory and moral education through experiential activity.

According to the above understanding, within the scope of the research, the thesis defines: Moral education through experiential activities is a process organized with purpose and plan in which, under the guidance of teachers, students are directly participate in different activities of life as the subject of the activity, thereby forming and developing consciousness, emotions, beliefs and behaviors, Moral habits consistent with educational goals.

2.4 Management and management of moral education through experiential activities

2.4.1 Manage

Harold Koontk defines: "Management is an essential activity, it ensures coordination of individual activities efforts to achieve organizational goals. The goal of management is to form an environment in which people are can achieve organizational goals with the least amount of time, money, material, and personal dissatisfaction." [14].

According to Nguyen Ngoc Quang: "Management is the purposeful, planned impact of the management entity on the collective of employees, who are generally the objects of management, in order to achieve the intended goal." [15]

In this study, we define: Management is the process of carrying out the following activities: Planning, organizing, directing, checking in a cycle from the subject of management to the object of management in order to carry

out the activities.



Fig 5: Management cycle

In education, management is a system of voluntary activities (conscious, purposeful, planned, systematic, legal) from the subject of management to the object of management (teachers, students and other forces). quality of education inside and outside the school) in order to effectively and qualitatively realize the educational goals of the school" [16, pp.37, 38].

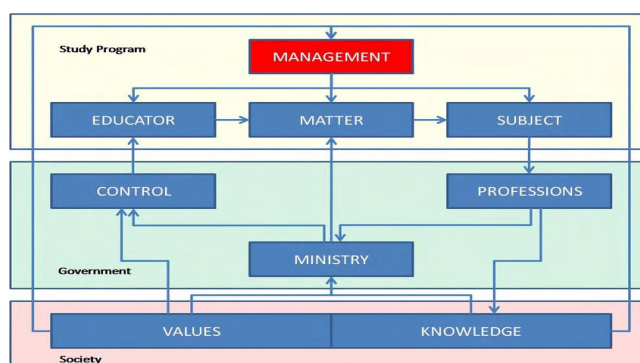


Fig 6: Educational management model

2.4.2 Management of moral education through experiential activities

Moral education is an important fundamental task at all levels of education. Through Moral Education, helping students become aware of Moral rules and standards, thereby forming positive emotions towards Moral standards, and having appropriate Moral behaviors and habits. Moral education can be done through the integration of subjects, information on the implementation of school regulations, propaganda, good examples, good deeds, etc. However, through works. For students to participate in activities, so that students can experience and feel, from which they are right, wrong, learn to draw from their own experiences, and adjust themselves accordingly, this is an effective way.

To effectively implement this contract, management is an important issue. Moral education management through experiential activities is the purposeful and planned influence of the management subject to exploit, select, organize and implement resources according to the active and appropriate plan. in accordance with objective laws so that students can directly participate in different activities of life as the subject of activities, thereby forming and developing consciousness, feelings, beliefs and behaviors, habits Moral habits consistent with educational goals.

2.5 Promote thorough understanding and raise awareness for administrators, teachers and students' parents about the importance of managing Moral activities for students through experiential activities.

2.5.1 The goal of the measure

- Helping educational administrators and teachers to have a full and correct awareness of the importance of moral education through experiential activities for students in high schools.
- Help administrators and teachers have a positive attitude to actively participate effectively in the process of moral education for students.
- Help administrators and teachers identify the necessary knowledge and skills to bring positive impacts and contribute to achieving the goals of moral education for students.

2.5.2 Contents of the measure

- Propagating, mastering and disseminating various documents of the State and the education sector on moral education for students to educational forces inside and outside the school.
- The management board organizes standardization of knowledge about: Moral education for students through experiential activities, experience in planning Moral education.

2.5.3 How to take the measure

The management board actively interacts directly with educational forces inside and outside the school to raise awareness of moral education for students through experiential activities.

Table 1: Raising awareness of educational forces in moral education for students

Education force	Ways to raise awareness of moral education for students
Education administrator	- Understand and have a correct understanding of the State's goals and policies - Thoroughly grasp the regulations and directives of the Education and Training sector on political ideology education in general and moral education activities for students in particular.
Homeroom teacher	- Năm vững được mục tiêu GD&ĐT đề GD nhân cách cho HS qua các bồi sinh hoạt lớp, các buổi thăm quan, thực tế, các buổi giao lưu
Subject teacher	- Raise the sense of responsibility in moral education for students through classroom lessons. - Each subject teacher, in addition to ensuring the content of his or her subject knowledge, also pays attention to all students to integrate the content of moral education through the subject.
Youth union organization	- Strengthening the role of the Youth Union in propagating the resolutions of the Union. - Organize the implementation of "Rules - discipline - love - responsibility"; emulation movements in learning; extracurricular activities such as "repaying gratitude - drinking water, remembering the source" ... to improve 5 qualities for students
Student's parents	- Identify the role and responsibilities of the Board of Representatives of parents and families in educating students about morality through experiential activities. - Be responsible for actively coordinating with educational forces in the school in shaping children's behavior, together with the school in moral education for their children.
Local government	Clearly see their responsibilities and powers in the role of advising on the management of moral education for students together with the school and family on law violations.

Developing and implementing a training plan for administrators and teachers on moral education for students, it is necessary to clarify the following basic parts:

Table 2: Development and implementation of training plans for administrators and teachers on moral education

Element	Content
Build training plan	Based on the survey results, school leaders develop a training plan: <ul style="list-style-type: none"> - Training goals - Training content - Training subject and fostering object. - The forces coordinate in the training process. <ul style="list-style-type: none"> - Methods and forms of training. - Necessary conditions for the training process. - How to check and evaluate training results.
Implement the plan fostering	Based on the development of the training plan, the school's leaders, in coordination with the leaders of agencies, departments, branches and mass organizations, jointly deploy the training plan suitable to the needs of each unit and the characteristics of the students. each target group: <ul style="list-style-type: none"> - Through professional group activities: exchange and discuss contents, knowledge, and how to organize Moral education activities through experiential activities. - Provide materials: moral education on experiential activities in the new general education program, how to handle situations in education... for teachers to self-study and self-study. <ul style="list-style-type: none"> - Invite experts to train directly on: <ul style="list-style-type: none"> + Planning skills; + The process of building and organizing Moral education topics through experiential activities; + Instructions on how to organize collective activities, + Experience in organizing experiential activities; + Experience in evaluating the results of Moral education activities through experiential activities + Skills and methods of coordination between subject teachers, technology teachers, Youth Union organizations, students' parents... + Behavioral skills for teachers in pedagogical situations with students.

2.5.4 Conditions for taking measures

In order for this measure to be effective, a number of basic conditions must be met:

- There should be content of propaganda and fostering to raise awareness for educational forces on moral education for students in a unified and complete manner.
- It is necessary to have the support and active contributions of leaders of agencies, departments, branches and mass organizations for propaganda activities and fostering awareness raising for educational forces on moral education for students.
- It is necessary to establish an experiential education group to take charge of propaganda activities and fostering awareness raising for educational forces on moral education for students with working capacity and high sense of responsibility.
- It is necessary to inspect and evaluate the results of propaganda activities and foster awareness raising for educational forces on moral education for students on a regular basis.

2.6 Investigate the necessity and feasibility of measures

The results of the survey on the urgency of Moral education management measures through experiential activities for students (through a survey of 200 administrators + teachers) are shown in the following table:

Table 3: Survey of conformity level

Mức độ	Very doable	doable	less doable	Impossible
	160 (80%)	36(18%)	4(2%)	0 (0%)
Average	2.80			
SD	0.33			
P	< 0.001			
The criteria are coded as follows: “ Very doable ” = 3, “ doable ” = 2, “ Less doable ” = 1, “ Impossible ” = 0. Data for mean, Standard deviation (SD) and T-test (P) value were processed by SPSS software for calculation.				

3. Conclusion

Moral education is an important task to meet the quality and competency goals of the new general education program in Vietnam after 2018, contributing to the formation of a comprehensive personality development for students. Promoting mastery, raising awareness for administrators, teachers and students' parents about the importance of managing Moral education activities through experiential activities for students, is one of the solutions. most effective, urgent and feasible to contribute to improving the quality of moral education

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