

MANAGING EXPERIENTIAL ACTIVITIES IN THE DIRECTION OF DEVELOPING QUALITY AND CAPACITY FOR STUDENTS IN LOWER SECONDARY SCHOOLS IN CLUSTER 1, KIM BANG DISTRICT, HA NAM PROVINCE

Hoang Thi Mai Phuong

Lower Secondary School in Thanh Son Commune, Kim Bang District, Ha Nam Province

Email: phuonghtm76@gmail.com

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Experiential activities help students reinforce positive habits and routines in learning and living. The article presents the current situation of managing experiential activities in the direction of developing quality and competence for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province, analyzing strengths, weaknesses, subjective and objective causes, thereby proposing solutions to manage experiential activities in the direction of developing quality and capacity for students in lower secondary schools in Cluster 1, Kim Bang district, Ha Nam province in the current period.

Keywords: *Experiential activities; Experience operations management; Developing qualities and capacities; Students of lower secondary schools; Cluster 1, Kim Bang district, Ha Nam province.*

1. Introduction

Experiential activities are the highlight of the 2018 General Education Program, implementing fundamental and comprehensive renovation of education. Experiential activities are compulsory educational activities, designed and guided by educators, creating opportunities for students to approach reality, experience positive emotions, and exploit past experiences. acquire and mobilize the synthesis of knowledge and skills of different subjects to perform assigned tasks. Experiential activities are deployed through four main activity content circuits: Self-directed activities, social-oriented activities, nature-oriented activities and career-oriented activities that contribute to the development of key qualities. Students' core competencies in relationships towards self, family, society and natural environment. Therefore, it is necessary to encourage learners to participate in practical experiences, then reflect, analyze and summarize to enhance understanding, develop skills, shape life values and develop their own potential.

Experiential activities develop the capacity for autonomy and self-study, communication and cooperation, problem solving and creativity, which are expressed through specific competencies: the ability to adapt to life, the ability to design and organize activities and career orientation. In which, the focus is on the content of strongly shifting collective activities, educational activities outside of class time, extracurricular activities

to experiential activities. Renovate the form of teaching organization, diversify forms of learning, pay attention to experiential activities. However, the management of experiential activities, there are still many confusions, the implementation stage has not achieved the desired results. The organization of teaching activities and experiential activities suitable to the new situation is extremely important and urgent for the education and comprehensive development of students. When implementing the 2018 general education program, the inclusion of experiential activities in specific teaching plans in secondary schools without strict, scientific and serious management, the implementation and organization This educational activity will face many difficulties. There are many reasons leading to this situation, but the most important reason is that the management of experience activities is still limited.

Stemming from the above reasons, the author chooses the topic "Management of experiential activities in the direction of developing quality and competence for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province" for research with the desire to contribute to improving the quality of experiential activities of the 2018 Education Program.

2. Research overview

An American educational scientist, published the book "Experience and Education" in the mid-twentieth century. A series of psychologists, social workers, and educators in the 1960s and 1970s

created a dramatic explosion in experiential learning, highlighting the importance of experience in education. Famous names such as Piaget, Chickering, Tumin, Bloom, Friere, Gardner and Lewin all had research and publications on experiential education during this period (Aiken, 1976).

David Kolb, in his book “Experiential learning - experience is a resource of learning and development” (Experiential learning: experience as the source of learning and development) published in 1984 said that learning is a process multidimensional. Starting from concrete experiences, to observing and recreating and then forming abstract concepts and generalizations, progressing to testing new concepts in new situations. Kolb’s learning style model and experiential learning theory are now widely recognized and applied by educational experts (David, 1984).

In addition, in some other developed countries, in high schools, people also pay attention to researching and applying the organization of experiential activities to comprehensively educate students right from the school. Experiential activities are interested by most developed countries, especially those that approach the general education program in the direction of capacity development, paying attention to humanities education, creative education, quality education and training. living skill,...

Thus, experiential education activities in schools have appeared for a long time in the world and have been evaluated by research scientists in many different ways, but they all have the same affirmation about the role of experiential education. For the career choice and success of young people and students; point out the relationship between individual psychological characteristics with career choice and orient the forms of vocational education organization for students which are carried out by way of practical experience through activities. Production labor, visiting and studying in factories and enterprises will help students improve their knowledge and professional skills.

Author Dinh Thi Kim Thoa (2014) has studied the organization of educational activities in schools with the orientation of developing students’ capacity, exploiting the role of experiential activities and measures to enhance activities. experiences for students in high schools.

Author Le Huy Hoang (2014), has researched a number of issues about creative experience activities in the new general education program, emphasizing the role of creative experiential activities, characteristics of creative experiential activities, the way to organize creative experiential activities for high school students.

Author Cu Huy Quang (2015) has completed his master’s thesis with the topic “Management

of experiential education activities at Hung Vuong High School for the Gifted, Phu Tho Province”...

The issue of learning through experiential activities is not a new issue for many countries around the world, but for Vietnam this issue is quite new. Research documents, works, theses and theses mainly focus on exploiting how to organize and apply experiential activities to teaching, researches have mentioned many different aspects of activities. experience in general and creative experience in particular in school. There are very few studies on the management of experiential activities in schools, especially in lower secondary schools.

The scientific works and articles mentioned above have not mentioned the management of experiential activities in the direction of developing quality and competence for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province.

3. Research Methods

3.1. Theoretical research methods

Methods of analysis, comparison, synthesis, systematic study, generalization of documents related to the research content, in order to build a theoretical framework of the topic.

3.2. Practical research methods

Investigative method by questionnaire system, interview method, pedagogical observation method, product research method, expert method.

3.3. Mathematical statistical methods

Use mathematical and statistical formulas to process data.

4. Research results

4.1. Actual situation of managing experiential activities in the direction of developing quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province

4.1.1. Actual situation of planning to manage experiential activities in the direction of developing quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province

The planning of managing experiential activities in the direction of developing quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province is the first and important task to achieve high efficiency in management. In order to evaluate the planning of managing experiential activities in the direction of quality and capacity development for students of cluster 1 lower secondary schools, Kim Bang district, the author surveyed 10 administrators. educational administrators and 80 teachers, the survey results are as follows:

The survey results show that the assessed

score on the planning of experience management activities is 3.51 points. However, the contents in the planning of managing experiential activities in the direction of developing quality and capacity for students were unevenly evaluated by administrators and teachers, with average scores ranging from 3.13 points to 3.50. Specifically:

The best rated content is “Plan is developed for each school year, ensuring progress” with an average score of 3.50, ranked first; followed by the content “The plan clearly shows the duration, content, form, method and form of evaluating the results of experiential education activities” with an average score of 3.44. Ranked in The last two positions are content “Identified the necessary material and financial facilities to implement the plan” and “Identified the difficulties and strengths of the school in implementing the plan” have mean scores of 3.33 and 3.13.

In planning to manage experiential activities in the direction of developing quality and capacity for students, the first thing is to determine the objective of the activity. This is the basis for carrying out subsequent work such as determining the content, methods, conditions and resources for the activity. Therefore, limitations in goal setting will lead to weaknesses in the implementation of relevant contents.

4.1.2. Actual situation of organizing and implementing experiential activities oriented to develop quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province

Organization is an important step in management activities, it is a step to complete personnel to perform work tasks. The survey results show that administrators and teachers of lower secondary schools in cluster 1, Kim Bang district evaluate the organization and implementation of experiential activities in the direction of developing quality and capacity for students with the overall average score is 2.99 points, ranked as average. It shows that the factors evaluated are mainly at the average level, the contents of the organization to implement experiential activities oriented to develop the quality and capacity for students are all done at a moderate level.

In the content of organizing the implementation of experiential activities, the content “Establish a management apparatus for experiential activities in schools” was evaluated with the highest score, ranked 1/6; The content “Assigning specific tasks to members related to experience activities” was rated with the second highest score, and the content “Organizing content, experience programs for students” was evaluated with the 3rd highest score. There are other contents such as “Organization in

cooperation with students’ parents and forces in experiential activities”; “Organization for capacity building training to improve the performance of experiential activities” and “Organization of facilities for experiential activities” were both rated with a score lower than 3.0.

4.1.3. The actual situation of directing the implementation of experiential activities oriented to develop quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province

The survey results show that the educational administrators and teachers of the lower secondary schools in cluster 1, Kim Bang district evaluated the direction of implementing experiential activities in the direction of quality development, ability for students with an average score of 3.04 points. In which, the most appreciated content is “Directing the operation management apparatus”.

Experiential activities in school operate effectively with a score of 3.23 points, ranking 1/7. Next, the content “Directing teachers in the forms and methods of organizing experiential activities for students” was ranked 2/7 and ranked 3rd was the content “Understanding, motivating and motivating students, teachers carry out teaching experiential activities”. This is the factor that creates the motivation of the teaching staff when they have encouragement and encouragement from the management level, which will help them to have a sense and motivation to perform better the teaching experience for students. In addition, the assessment with the lowest score is “Directing and coordinating with forces in experiential activities” and “Directing and guiding teachers to properly implement the contents, programs and assessment activities, student experience”. Thus, directing these activities is not good, so the direction and management of experiential activities is not effective.

4.1.4. Testing and evaluating the management of experiential activities in the direction of quality and capacity development for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province

The survey results show that education administrators and teachers evaluate the testing and evaluation of experiential education results in the direction of developing quality and capacity for students in lower secondary schools establishments in cluster 1, Kim Bang district have an average score of 3.46. This shows that the surveyed schools have organized testing and evaluation activities at a good level. In management aspects such as: clearly defining inspection and evaluation requirements, making test plans, building inspection and evaluation criteria, ... are evaluated at a good level.

However, the most underrated aspect is

“Evaluating lessons learned, making timely adjustments after evaluating experiential education”. There have been no serious measures to rectify and learn from experience, so the effectiveness of testing and evaluation of experiential education is not high.

4.2. Some solutions to manage experiential activities in the direction of quality and capacity development for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province

4.2.1. Solution 1: Raise awareness for administrators, teachers, parents and students about the importance of organizing experiential activities oriented to develop quality and capacity for students of lower secondary schools in cluster 1, Kim Bang district, Ha Nam province

Raise awareness of experiential activities oriented to develop the quality and capacity of students for administrators, teachers, students, parents and related forces to understand the importance of students, their importance and responsibility in carrying out experiential activities oriented to develop the quality and capacity of students. From there, raise their awareness and role in experiential activities in school. Accordingly, renewing a comprehensive view of the educational process to orient careers for lower secondary school students in Kim Bang district, ensuring that students choose a career suitable to their qualities and abilities. This measure aims to innovate in goals, programs, contents, and methods of organizing experiential activities for lower secondary school students in Kim Bang district in the direction of developing quality and capacity for students. Raising awareness for administrators, teachers, parents, middle school students in Kim Bang district and educational forces is an important factor affecting the management of experiential activities. For students in the school in the direction of developing the quality and capacity of students. Make students aware of the importance of experiential activities for the development of quality and capacity, study, practice at school and prepare to go into life, realize their aspirations, dream, from which to practice hard to achieve the necessary skills.

4.2.2. Solution 2: Decentralization of management and coordination mechanism between departments and organizations in the school in a scientific and reasonable manner

In order to overcome limitations in decentralization of management of experiential activities in the direction of developing quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province and limited in the coordination between departments and organizations in lower secondary schools is

not scientific and reasonable, while ensuring the suitability, feasibility and effectiveness of the management of experiential activities according to regulations, orientation of quality and capacity development for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province.

The program of experiential activities oriented to the development of qualities and competencies for lower secondary school students includes contents and activities organized inside and outside the school with the forms of activities under the flag, activities under the flag, educational classes themed activities and club activities. Because there are no full-time teachers, the school needs to decentralize management by assigning homeroom teachers to be directly in charge of experiential activities. In this activity, the school needs to develop climactic topics for the whole block, with the participation of the head of the block and the general manager.

In the process of implementing management of experiential activities in the direction of developing quality and competence for students at lower secondary schools, it is impossible for one individual to an individual, a collective, an agency can handle work independently and separately, but there must always be coordination, information exchange or in other words, where there is management, there is a need. The ultimate goal of co-management of experiential activities in the direction of quality and capacity development for students in management of lower secondary schools is to create unity, consensus, quality assurance and efficiency. in the management of experiential activities in lower secondary schools.

4.2.3. Solution 3: Organize diverse and flexible types of experiential activities oriented to develop quality and capacity for students in middle schools in cluster 1, Kim Bang district, Ha Nam province

In order to enrich the forms of organizing experiential activities in the direction of developing qualities and competencies, creating attractiveness and creating an environment for students to really experience the knowledge and skills they have learned; experience types of careers, experience emotions in all relationships, behavioral skills in ethical and social relationships...These activities create opportunities for students to develop promote their own positivity, initiative, self-discipline and creativity, mobilizing the participation of students in all stages of the activity process. Students are presented and selected ideas, participate in preparation, design activities, experience, express opinions, self-assessment, self-affirmation.

Diversifying and flexible types of experiential activities oriented to develop quality and capacity for students in lower secondary school is to create opportunities for students to experience the natural

world, real life, job; provide opportunities for students to exchange, work and experiment with ideas such as forums, plays, workshops, contests, games and other similar methods; providing opportunities for students to bring back social values through their practical contributions and dedication through humanitarian volunteering, community service, propaganda and other similar means; create opportunities for students to participate in scientific research topics and projects inspired by practical experiences.

4.2.4. Solution 4: Directing the construction of an environment, ensuring the conditions and means for the effective implementation of experiential activities in the direction of quality and capacity development for students in junior high schools of the province. cluster 1, Kim Bang district, Ha Nam province

To ensure a comfortable working environment, full facilities, equipment and facilities for teaching and experiential activities. Schools need to build a healthy school culture environment, which is a premise to create a favorable, trustful and respectful environment, helping all members of the school to pay attention to improving the quality of teaching and learning, actively working for the common development of the school. At the same time, the principal of the lower secondary school needs to create conditions for teachers to freely express their abilities, exploit and use means, equipment and techniques to support activities.

At the same time, it helps teachers to facilitate the implementation of requirements such as: preparing lessons, giving lectures, organizing experiential activities to assess students' learning results and raising the sense of responsibility of teachers in the teaching and learning process. use equipment, facilities and maintain the school's facilities. Promote the organization of cultural, artistic and sports activities in schools in various forms, ensuring safety, savings, practicality and high educational value. Developing a code of cultural behavior in schools needs to strictly comply with the regulations and general consensus in the school to ensure democracy, the relationship between school members ensures standards and shows the right spirit. "Respect Master". Procurement of necessary facilities and equipment for learning, reference materials, Internet connection, minor repair of facilities, maximum exploitation of facilities and equipment to serve the organization experiential activities oriented to develop quality and capacity for students and teaching activities.

4.2.5. Solution 5: Organize experience exchange on experiential activities oriented to develop quality and capacity for students through cluster-based professional activities

The education of experiential activities oriented

to the development of qualities and competencies for students has begun to be applied to grade 6 students in the period of 2021-2022 school year, so they do not have much experience, so it is necessary to have experience exchange sessions. in the form of professional activities, experiential activities among lower secondary schools in cluster 1 in Kim Bang district through professional activities in groups of schools to exchange and share difficulties and problems about the organization. Teaching organization of experiential activities among lower secondary schools is more effective.

Through professional activities in groups of lower secondary schools in Kim Bang district, it will create opportunities to exchange, exchange, learn management experiences and teach managers and teachers in the cluster, organize teaching and learning activities in the direction of developing quality and capacity for students. Contributing to the assessment of the movement of fostering staff, renovating teaching methods of schools according to the 2018 general education program. At the same time, promoting cluster-based professional activities to become regular and effective activities, positively impacting the self-improvement work of teachers, the quality of group and professional group activities. Since then, in order to solve the practical problems of the lower secondary schools posed in the teaching organization, experiential activities are oriented to develop the quality and capacity of students.

Based on the results of discussions and sharing at the professional activities of the cluster of lower secondary schools on the organization of teaching and experiential activities oriented towards the development of quality and capacity for students, the schools have the orientation to direct the students, applied to improve the quality of teaching subjects in general and experiential activities oriented to develop quality and capacity for students in particular to achieve high results.

4.2.6. Solution 6: Manage socialization of resources to effectively implement experiential activities in lower secondary school

In order to overcome the limitations of material facilities of Kim Bang district, lower secondary schools, especially for experiential education activities, increase funding, ensure facilities, conditions and facilities, equipment for experience activities. Mobilize financial resources for study tours at production facilities.

To promote the synergy of social forces in order to build a healthy and favorable environment for experiential activities oriented to the development of quality and capacity for students in lower secondary schools to develop. Exploiting well resources for experiential activities in lower secondary schools,

ensuring to improve the quality of education, maintaining and developing experiential activities in lower secondary schools. Mobilizing resources to meet the requirements of the learning society in the context that the state budget spending on education is constantly increasing, but it is still not enough compared to the requirements of modernization, standardization and educational development trends.

4.2.7. Solution 7: Regularly and periodically check, monitor and evaluate experience activities

Strengthening the inspection and evaluation to help the school's experiential activities go into discipline, order, quality and efficiency. Through inspection and evaluation to examine the actual implementation of experience activities, promote positive factors, promptly detect deviations to correct as well as successes to encourage and replicate. From there, take immediate remedial and adjustment measures to avoid adverse effects on the overall results of educational activities.

Renewing awareness about testing and evaluation; must make administrators, teachers and other forces participating in the assessment to be people who have a clear opinion and evaluate fully, fairly and objectively.

Forming a set of test and evaluation criteria for each topic of activities by grade level, the whole school and must be agreed upon by the school leadership.

The process of testing and evaluation is not only to properly assess the quality and results of the learners' experiential activities, but also to assess the capacity of the organizers of the experiential activities, to consider the level of task completion of the learners, them with their assigned responsibilities and duties. Therefore, testing and evaluation requires the management subject to have the mind and capacity; know how to analyze test results.

4.2.8. Solution 8: Organize communication in schools about effective and quality development-oriented experiential activities for students

Currently, the world economy is moving, every profession in society tends to change, become more modern and professional. In which, many new occupations appear, so employees must have a clear career orientation, learn deeply about the group of occupations they intend to pursue in the future and prepare carefully about their professional qualifications, strength and skills. healthy... to meet job requirements.

More than ever, communication activities about career experiences for workers in our country are becoming more and more important, especially for lower secondary school students. Communicating experiences for middle school students is the responsibility and duty of the

middle school. However, currently, communication activities in schools about the experiential activities of lower secondary schools in cluster 1, Kim Bang district are still weak, so it is necessary to strengthen communication activities to improve the effectiveness of these activities. The results of the management of experiential activities in the direction of developing quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province in order to raise awareness of people and communes associations and enterprises in vocational education. Improve the efficiency of enrollment and career guidance and at the same time attract and encourage businesses to participate in experience activities, connect businesses with lower secondary schools in cluster 1, Kim Bang district in activities, experiences oriented to develop quality and capacity for students to meet the requirements of the 2018 general education program and the industrialization and modernization of the country and the trend of the industrial revolution 4.0.

5. Discussion

Firstly, recommendations for Kim Bang District People's Committee

Kim Bang District People's Committee needs to promote coordination with social forces (political, economic, cultural, production and business units...) in the district to create favorable conditions. For district lower secondary schools to effectively implement the content of managing experiential activities in the direction of developing quality and capacity for students. Creating conditions for funding and facilities to help lower secondary schools have the conditions to carry out experiential activities oriented towards quality and capacity development for students.

Secondly, recommendations for Kim Bang District Division of Education and Training

Kim Bang District Education and Training Division needs to strengthen the direction, guidance and retraining of teachers and administrators under the direction of the Ministry of Education and Training, under the 2018 general education program. Support and help lower secondary schools to coordinate with other educational forces in implementing experiential activities oriented to develop quality and capacity for students at high schools. Directing the implementation of local experiential activities in a uniform manner in the district. Developing an experiential education project specifically for lower secondary school students in schools and submit it to the Provincial People's Committee for consideration and direction of implementation. Provide financial support for lower secondary schools to carry out experiential education activities oriented to develop students'

qualities and capacities

Thirdly, recommendations for administrators and teachers of lower secondary schools in Kim Bang district

Managers of lower secondary schools in Kim Bang district need to foster awareness and capacity to organize and manage experiential activities in the direction of developing quality and capacity for students. Strengthen management responsibility and innovate management of experiential activities in the direction of developing quality and capacity for students. Guiding and directing teachers in learning, fostering awareness and capacity to organize experiential activities in the direction of developing quality and capacity for students at all stages of goal setting and content implementation, select methods and check and evaluate the results of student experience activities.

6. Conclusion

Experiential activities oriented to develop quality and competence for students in lower secondary schools in the 2018 general education program have brought a new breath of education, helping students to no longer be boring rote learning”, it is considered as a mainstream subject and is expected to create excitement for students because of its novelty, closeness and practicality.

Experiential activities oriented to develop quality and capacity for students in lower secondary schools are organized in many types of activities, with the participation, coordination and association of many educational forces inside and outside the school such as: classroom teachers, subject teachers, school psychologists, officials of the Ho Chi Minh Communist Youth Union, officials of the Vietnam Youth Union, officials in charge of the Ho Chi Minh Young Pioneers Team, school administrators, students' parents, local authorities, organizations and individuals in society.

However, in the current conditions, not every school can do it without a close and methodical coordination between the school, family and society. Without good management, the practical meaning of the subject will not achieve the set goals, putting pressure on both teachers and students because it takes too much time but is not effective. Therefore, the research on management of experiential activities in the direction of developing quality and capacity for students is very practical and meaningful.

Research results on the current situation of managing experiential activities in the direction of quality and capacity development for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province show that this work in lower secondary schools in cluster 1, Kim Bang district have achieved certain results. Besides, there

are still limitations in awareness of administrators and teachers in lower secondary schools about experiential activities; limitations on organizational methods, coordination in forces and testing and evaluation of experiential activities...

From the theoretical bases, the practical conclusions about the management of experiential activities in the direction of quality and capacity development for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province in the context of the implementation of the 2018 general education program based on 6 basic principles, the thesis proposes 08 solutions to manage experiential activities in the direction of developing quality and capacity for students. students at lower secondary schools in cluster 1, Kim Bang district, Ha Nam province during the implementation of the 2018 general education program, including:

- Raising awareness for administrators, teachers, parents and students about the importance of organizing experiential activities oriented to develop quality and capacity for students in lower secondary school in cluster 1, Kim Bang district, Ha Nam province.

- Decentralization of management and coordination mechanism among departments and organizations in the university in a scientific and reasonable manner.

- Organize diverse and flexible types of experiential activities oriented to develop quality and capacity for students in lower secondary schools in cluster 1, Kim Bang district, Ha Nam province.

- Directing the construction of an environment, ensuring conditions and means for the effective implementation of experiential activities in the direction of developing quality and capacity for students in lower secondary schools in cluster 1, district Kim Bang, Ha Nam Province.

- Organize the exchange of experiences on experiential activities oriented to develop the quality and capacity of students through professional activities in clusters;

- Managing socialization of resources to effectively implement experiential activities in lower secondary schools.

- Regularly and periodically check, monitor and evaluate experience activities.

- Organize communication in schools about effective and quality activities.

The proposed solutions are all associated with the innovation context and have the specific characteristics of Kim Bang district. The solutions are initially tested through testing on the urgency and feasibility to prove the correctness of the proposed solution.

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QUẢN LÝ HOẠT ĐỘNG TRẢI NGHIỆM THEO ĐỊNH HƯỚNG PHÁT TRIỂN PHẨM CHẤT VÀ NĂNG LỰC CHO HỌC SINH Ở CÁC TRƯỜNG TRUNG HỌC CƠ SỞ THUỘC CỤM 1, HUYỆN KIM BẢNG, TỈNH HÀ NAM

Hoàng Thị Mai Phương

Trường Trung học cơ sở xã Thanh Sơn, Huyện Kim Bảng, tỉnh Hà Nam

Email: phuonghtm76@gmail.com

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Hoạt động trải nghiệm giúp học sinh củng cố thói quen tích cực, nền nếp trong học tập và sinh hoạt. Bài báo đã trình bày thực trạng quản lý hoạt động trải nghiệm theo định hướng phát triển phẩm chất và năng lực cho học sinh ở các trường trung học cơ sở thuộc cụm 1, huyện Kim Bảng, tỉnh Hà Nam, phân tích mặt mạnh, mặt yếu, nguyên nhân chủ quan và khách quan từ đó đề xuất các giải pháp quản lý hoạt động trải nghiệm theo định hướng phát triển phẩm chất và năng lực cho học sinh ở các trường trung học cơ sở thuộc cụm 1, huyện Kim Bảng, tỉnh Hà Nam trong giai đoạn hiện nay.

Từ khóa: Hoạt động trải nghiệm; Quản lý hoạt động trải nghiệm; Phát triển phẩm chất và năng lực; Học sinh các trường trung học cơ sở; Cụm 1, huyện Kim Bảng, tỉnh Hà Nam.