

ASSESSMENT OF THE SITUATION OF ORGANIZATION OF EXPERIENTIAL ACTIVITIES OF NATIONAL DEFENSE AND SECURITY EDUCATION AT UNIVERSITY LEVEL

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National defense and security education is a specific subject in universities and professional education schools; the subject is very important in order to raise awareness and responsibility for the young generation for the task of defending the Fatherland. The basic national defense and security education subject has provided students with an understanding of the all-people national defense, the glorious tradition of the Vietnamese army and people; acquiring essential skills in military command, understanding the nature, structure, technical features, tactics and use of some common infantry weapons. This article explores the actual situation of organizing practical activities in defense education at the undergraduate level in order to contribute to innovating teaching methods of the subject.

Keywords: *Experiential learning; National defense and security education; University level.*

1. Introduction

The subject of National defense and security education is an important, urgent, and long-term study that requires necessary military and security skills. The subject of National defense and security education is an important, urgent and long-term study that requires necessary military and security skills. During the learning process, learners receive both theoretical knowledge and practical skills training. When teaching National defense and security education, it is necessary to combine integrated methods, thereby equipping learners with basic knowledge and skills about content for military operations, which are practical experiences in the Army, this is not easy for students to achieve in the educational environment at the university or college level according to the students' majors. Students go through difficulties and hardships when learning to practice, and there are valuable experiences in solidarity, discipline..., understanding and sharing the hardships of soldiers in training, ready to fight and work even in peacetime. From there, helping students understand and believe in the combat power of the Army, laying a solid foundation to develop themselves according to their abilities, thereby dedicating to the country regardless of working in any field.

2. Research overview

Up to now, related to the experiential activities of national defense education at the university level, there have been many researchers, typically

a number of researchs such as: Nguyen Thi Chi (2014), "Research and build some creative experience activities for pupils in grades 4 and 5 in experimental primary schools in Hanoi in the direction of reforming the educational program after 2015", Theme of Science and technology, V2014-11, Vietnam Academy of Educational Sciences; Nguyen Thi Lien (editor, 2016), "Organizing creative experiences in high schools", Vietnam Education Publishing House Limited Company; Karen Warren (2009), "Theory and Practice of Experiential education", Kedall/Hunt PC; John Dewey (2012), "Experience and Education", Publishing House of Young Ho Chi Minh City; Tuong Duy Hai (2016), "Organization of creative experiential activities in teaching Physics in high schools", Journal of Science, Hanoi National University of Education, No.8B, Vol.61; Nguyen Thi Hang (2014), "Orientation for forming capacity of organizing creative experiential activities for pedagogical students", Journal of Science, Hanoi National University of Education, 59 (6A), pp.205-212; Kolb, D. (1984), "Experiential Learning: experience as the source of learning and development", Englewood Cliffs, NJ; Publisher: Prentice Hall... The above research works are valuable documents, helping the author inherit, supplement and contribute to clarifying the content of this research.

3. Research Methods

Related to this research matter, the article uses

some basic research methods such as: Method of collecting secondary documents; Methods of synthesis, analysis and evaluation to clarify the content of this research.

4. Research result

4.1. National defense and security education program at university level

Circular No. 05/2020/TT-BGDĐT attached to the National Defense and Security Education Program in pedagogical intermediate schools, pedagogical colleges and higher education institutions. Accordingly, National defense and security education for students, students of pedagogical intermediate schools, pedagogical colleges, universities, national universities, and regional universities is the main subject. National defense and security education will be the main subject for students with four modules with a total duration of 165 periods. The application period starts on July 1st, 2020. The national defense and security education program consists of 4 modules with a total duration of 165 hours, including: National defense and security policy of the Communist Party of Vietnam (Module 1-45 periods); National defense and security work (Module 2 - 30 periods); General Military (Module 3-30 periods); Infantry Combat Techniques and Tactics (Module 4-60 periods).

The lessons of all four modules are divided into theory and practice. In the content of module 4, Infantry combat techniques and tactics, students only have 4 theoretical periods, the remaining 56 practical periods. The National defense and security education program is taught uniformly for both formal and non-formal students. The Ministry of Education and Training requires that in the national defense and security education course, based on the actual situation, the schools organize for students to visit and study at the military history museum, armed forces or units, military schools, and police in the locality. Therefore, organizing experiential activities for students at the university level when participating in national defense and security education actively contributes to innovating teaching methods.

Strong innovation in higher education is an indispensable requirement for the existence of universities and colleges in the development of an integrated knowledge economy. Training must be associated with reality, not far from reality. National defense and security education to protect the Fatherland in peacetime conditions, must prepare human resources for war right in the formulation of the program. Therefore, the program must be designed in accordance with the development of Vietnam's military science and art in the new situation.

Unifying teaching methods, focusing on the

specificity of teaching military skills to pupils and students. Reducing the time to teach theory (actually, the layout of theoretical lessons takes a lot of time); increasing the time of research, self-study, sightseeing in military units, and the army for pupils and students. Students after studying the subject of national defense and security education, have faith and skills to defend the Socialist Vietnam Fatherland. Having a good teaching method of national defense and security education will promote military talents from pupils and students and have a basis for recruiting and training human resources to build potential for the Vietnam People's Army.

4.2. Organizing experiential activities on national defense and security education at university level

The concept of organizing experiential activities: The doctrine of experiential education must refer to John Dewey's point of view "learning by doing, learning by doing". With an educational philosophy that emphasizes the role of experience, since the middle of the twentieth century, he has given a view on the role of experience in education. He also pointed out that experience helps improve the effectiveness of education by connecting learners, and learning knowledge with real life, so it is necessary to include exercises such as gardening, weaving, carpentry,... in school. David Kolb studies the experiential learning cycle. According to him, the steps of experiential learning include concrete experience, reflective observation, conceptualization and active experimentation. In addition, many modern educators such as Willingham, Conrad and Hedin, Druism, Owens and Owens, Karen Warren...

In the country, there appeared a number of research works, the authors of theses have also presented research results on experiential teaching in recent times in the direction of synthesizing theory, applying active learning activities of creative experiences in teaching some subjects in high school, junior high school or primary school. Authors such as Nguyen Thi Chi, Nguyen Thi Lien, Tuong Duy Hai, Dinh Thi Kim Thoa...

The process of organizing experiential activities of national defense education at university level.

To ensure effectiveness, after designing a creative experiential activity with the participation of students and other educational forces (if necessary), when organizing a creative experiential activity, the teacher should follow a certain process, including the following steps:

Step 1: Introduce the experiential activity, the purpose of the activity

Step 2: Disseminating experiential tasks to students. This is a very important step when organizing creative experiential activities.

Step 3: Organize creative experiential activities. After the task is well disseminated, the teacher organizes for students to conduct the experiment.

Step 4: Evaluation of the activity. This is the step that the teacher organizes for students after they complete the creative experience activity. At this stage, the activity products as well as the information for the evaluation will be made public to the class. Teachers need to pay attention to promoting the role of students' assessment and self-assessment.

4.3. Actual situation of organizing experiential activities of national defense education at university level

The objective of experiential teaching of national defense and security education at the Center for National Defense and Security Education - HCMC University of Technology and Education is to help students apply theoretical knowledge about national defense and security work that has been learned into practice, thereby consolidating learned knowledge and form new knowledge; practice and develop skills and techniques for defense and security operations, thinking ability; stimulate the active dynamism of students in the process of studying national defense and security education. Among the objectives of experiential teaching, the goal of training students in skills, thinking techniques, and manipulating intellectual activities combined with skills and techniques of defense and security activities for students has the role of a particularly important role.

Experiencing the subject of national defense and security education at the Center for National Defense and Security Education - HCMC University of Technology and Education is to impart knowledge, practice skills and techniques for operations of defense and security, develop the necessary military and security skills for students so that they are ready to perform well their national defense and security obligations to protect the socialist Vietnamese Fatherland, thereby meeting the objectives, requirements for national defense and security education at university level of the State and the Ministry of Education and Training. This is a basic feature that reflects the objectives and requirements of experiential teaching of defense and security education at the Center for National Defense and Security Education - HCMC University of Technology and Education. To accomplish this goal, the Center's experiential teaching and learning process of national defense and security education must be clearly oriented. Orientation is reflected in experiential teaching content, programs and methods, mainly focusing on solving task requirements related to the performance of the goal of improving quality and practical skills in activities of national defense

and security for students. Methods and forms of experiential teaching of defense and security education subjects not only help to consolidate and improve knowledge, help students have the skills to apply theory and practice in defense and security activities but also help them train and develop creative thinking in defense and security operations, the right attitude and motivation.

Teaching the subject of national defense and security education to students at the Center for National Defense and Security Education - HCMC University of Technology and Education is always highly organized. This is the most prominent feature of the experiential teaching process of the subject of national defense and security education. The entire process of experiential teaching of national defense and security education for students of the Center always strictly complies with the Constitution, the State's law on national defense and security education, and the Government's regulations on national defense and security education and regulations of the Ministry of Education and Training. At the same time, the teaching and learning process of the Center's national defense and security education subject is very planned, legal, and highly organized. The process of experiential teaching of the subject of national defense and security education for students is scientifically organized, rigorous, serious, unified, synchronous, systematic, highly planned and concretized in the teaching plan, a training program of each school year, and each specific training object. This is a favorable pedagogical environment for students to form, accumulate and develop knowledge and skills for effective defense and security operations.

Experiential teaching of defense and security education at the Center for National Defense and Security Education - HCMC University of Technology and Education is always basic, systematic, comprehensive and diverse. The process of experiential teaching of the subject of national defense and security education at the Center for National Defense and Security Education - HCMC University of Technology and Education always adheres to the basic contents and programs according to the program framework of the Ministry of Education and Training, at the same time, it was interwoven with many forms and activities at the Center with the close coordination of many departments and forces conducted from the Party Committee, The Center's Board of Directors to the teaching staff and student force.

Above are some basic characteristics of the experiential teaching process of national defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education. Mastering this situation is the basis for proposing measures to improve

the quality of experiential teaching in defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education to be currently scientific, practical, feasible.

4.4. Assessment of the actual situation of organizing experiential activities of national defense and security education at university level

To assess the current situation of the quality of experiential teaching of the subject of defense

and security education at the Center for Defense and Security Education - HCMC University of Technology and Education today, we use two forms of questionnaires, survey with teachers and students, at the same time, the author conducted a survey of 450 students. When processing data, we have separated the results of each object for analysis and evaluation. In addition to the investigation by ake, the author also conducted direct exchanges and observations of experiential teaching sessions on defense and security education.

Table 1. The quality of experiential teaching of defense and security education for students at the Center for Defense and Security Education – HCMC University of Technology and Education is now

Object	Degree evaluation							
	Good		Enough		Medium		Least	
	Quantity	%	Quantity	%	Quantity	%	Quantity	%
Lecturers	12	40	15	50	3	10	0	0
Student	117	26	249	55,3	84	18,7	0	0

Through investigation, the survey showed that 40% of managers, teachers and 26% of students surveyed thought that the quality of teaching and learning about defense and security education at the Center for Defense and Security Education – HCMC University of Technology and Education is

now good; 50% of managers, teachers and 55.3% of students surveyed said that the quality of teaching and learning about defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education is now quite good.

Table 2. Improving the quality of teaching experience in defense and security education for students at the Center for Defense and Security Education – HCMC University of Technology and Education today

Object	Degree evaluation					
	Very necessary		Necessary		Unnecessary	
	Quantity	%	Quantity	%	Quantity	%
Lecturers	12	40	17	56,7	1	3,3
Student	111	24,7	294	65,3	45	10

For improving the quality of experiential teaching of defense and security education at the Center for Defense and Security Education, HCMC University of Technology and Education, through surveys, 40% of the number of managers, teachers and 24.7% of students surveyed, they said that improving the quality of teaching and experiencing the subject of defense and security education at the Center for Defense and Security Education - HCMC

University of Technology and Education currently is very necessary, and 56.7% of managers, teachers and 65.3% of students when asked, they said that the problem of improving the quality of teaching is to experience the subject of defense and security education at the Center for Defense and Security Education – HCMC University of Technology and Education is now necessary.

Table 3. The implementation of improving the quality of experiential teaching of defense and security education for students at the Center for Defense and Security Education - HCMC University of Technology and Education today

Object	Degree evaluation							
	Very frequent		Frequent		Normal		Disregard	
	Quantity	%	Quantity	%	Quantity	%	Quantity	%
Lecturers	5	16,6	14	46,7	11	36,7	0	0
Student	75	16,7	171	38	198	44	6	1,3

Regarding the level of implementation, 63.3% of managers, teachers and 54.7% of students were asked, and they said that improving the quality of teaching and experiencing the subject of defense and security education at the Center for defense and security education - HCMC University of Technology and Education now needs to be conducted very often and regularly. This situation reflects the awareness of pedagogical forces and students about the quality of teaching experience in the subject of defense and security education and improving the quality of teaching experience in the subject of defense and security education at the National Defense and Security Education Center – HCMC University of Technology and Education today. This is an important basis and premise for organizing to improve the quality of experiential

teaching of defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education to be currently taking place with high results.

On the other hand, subject groups and lecturers have attached the quality and effectiveness of activities to improve teaching quality and experience in the subject of defense and security education as one of the criteria for evaluating the experiential teaching activities of the lecturers as a basis for commenting, classifying and evaluating the results of completing the tasks of the teaching staff every year. This is an important basis to contribute to improving the quality of experiential teaching of the subject of defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education today.

Table 4. Summary of the survey results on the quality of experiential teaching of the subject of defense and security education for students at the Center for Defense and Security Education – HCMC University of Technology and Education now

Object	Evaluation content	Degree evaluation							
		Good		Enough		Medium		Least	
		Quantity	%	Quantity	%	Quantity	%	Quantity	%
Lecturers, managers (30)	4. 1	6	20	17	56,7	7	23,3	0	0
	4. 2	7	23,4	22	73,3	1	3,3	0	0
	4. 3	4	13,4	16	53,3	10	33,3	0	0
	4. 4	3	10	19	63,3	8	26,7	0	0
	4. 5	4	13,4	24	80	2	6,6	0	0
	4. 6	8	26,7	18	60	4	13,3	0	0
	4. 7	3	10	15	50	12	40	0	0
	4. 8	6	20	23	76,7	1	3,3	0	0
	4. 9	19	63,3	11	36,7	0	0	0	0
	4. 10	7	23,4	21	70	2	6,6	0	0
	4. 11	10	30,4	18	60	2	6,6	0	0
	4. 12	7	23,4	20	66,6	3	10	0	0
	4. 13	14	46,7	10	33,3	6	20	0	0
	4. 14	6	20	18	60	6	20	0	0
Students (450)	4. 1	141	31,3	240	53,3	69	15,4	0	0
	4. 2	171	38	204	45,3	75	16,7	0	0
	4. 3	69	15,4	300	66,6	81	18	0	0
	4. 4	135	30	249	55,3	66	14,7	0	0
	4. 5	165	36,7	276	61,3	9	2	0	0
	4. 6	198	44	162	36	90	20	0	0
	4. 7	72	16	261	58	117	26	0	0
	4. 8	168	37,3	255	56,7	27	6	0	0
	4. 9	120	26,7	285	63,3	45	10	0	0
	4. 10	165	36,7	210	46,6	75	16,7	0	0
	4. 11	183	40,7	231	51,3	36	8	0	0
	4. 12	171	38	192	42,7	87	19,3	0	0
	4. 13	123	27,3	276	61,3	39	8,7	4	2,7
	4. 14	108	24	306	68	36	8	0	0

Through the survey, 20% of managers, lecturers and 31.3% of students surveyed, said that they are aware of the role and importance of experiential teaching of the subject of defense and security education in subjects with good quality; with 56.7% of managers, lecturers and 53.3% of students surveyed, they said that awareness of the role and importance of experiential teaching of defense and security education in subjects who achieved good quality. Regarding the awareness and responsibility of the subjects in the organization and participation in experiential teaching of the subject of defense and security education, 23.4% of managers, lecturers and 38% of students were asked, they said that reach good quality; there are 73.3% of managers, lecturers and 45.3% of students surveyed, they said that this content is quite good. Regarding the unity and coordination of the forces involved in the experiential teaching of the subject of defense and security education, 13.4% of managers, lecturers and 38% of students were asked to pass good quality and 53.3% of managers, lecturers and 66.6% of students surveyed, they said that they were of good quality. Along with that, the pedagogical forces in the Center have also regularly paid attention to combining education on personality qualities, consciousness, attitudes, motivations and responsibility in learning and training for students in the process of experiential teaching of the subject of defense and security education helps students see clearly the position, role, meaning and requirements of personality qualities, thereby forming a positive and high responsibility for students in the process of learning and training.

In addition to the achieved results, the unity of awareness, the promotion of the responsibility of the subjects involved in the process of organizing experiential teaching and ensuring the quality of experiential teaching of the subject of defense and security education is still not high, has not been carried out regularly and continuously and has not been fully paid attention to. Therefore, some managers and lecturers in the process of experiential teaching are sometimes not properly aware of the importance of improving the quality of this form of teaching. The survey showed that 23.3% of managers, lecturers and 15.4% of students surveyed, said that awareness of the role and importance of experiential teaching in the subject of defense and security education subjects were also of average quality. Regarding the awareness and responsibility of the subjects in the organization and participating in experiential teaching of the subject of defense and security education, 3.3% of managers, lecturers and 16.7% of students were asked, if they claim to be of average quality... Regarding the unity and coordination of forces involved in the process of experiential teaching of the subject of defense and security education, 33.3% of managers, lecturers

and 18% of students were asked, and they said that average quality.

Through the survey, there are still 3.3% of managers, lecturers and 10% of students who asked that the problem of improving the quality of experiential teaching of defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education is now unnecessary and unimportant. This shows the awareness of a part of the pedagogical forces about the meaning and importance of improving the quality of experiential teaching of defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education is still incomplete. The survey shows that there are still 36.7% of managers, lecturers and 44% of students who think that improving the quality of experiential teaching in the subject of defense and security education should just proceed normally, not too important, not too important and not to do often. This is the reason why the quality of experiential teaching of defense and security education for students is not of high quality, through our investigation, we found that 10% of managers, lecturers and 18.7% of students polled, said that the quality of experiential teaching and learning about defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education is now average and least.

The survey also shows that awareness of this issue is also uneven among managers, lecturers and among subject groups; between lecturers of different ages and practical experience in various pedagogical activities. This has posed a requirement for the Center to pay attention to education to raise awareness about the role and importance of improving the quality of experiential teaching of the subject of defense and security education in the Center for Defense and Education - HCMC University of Technology and Education and the responsibilities of the teaching staff in this matter.

5. Discussion

The strong innovation of higher education is an indispensable requirement for the survival of universities and colleges in the development of an integrated knowledge economy. Training must be associated with reality, not far from reality. Defense and security education to protect the Fatherland in peacetime conditions, must prepare human resources for war right in the formulation of the program. Therefore, in the coming time, it is necessary to design the program in accordance with the development of Vietnam's military science and art in the new situation. Therefore, grasping this situation is the basis for proposing measures to improve the quality of experiential teaching of the subject of defense and security education at

the Center for Defense and Security Education - HCMC University of Technology and Education to be now scientific, practical and feasible.

6. Conclusion

Experiential teaching of the subject of defense and security education at the Center for Defense and Security Education - HCMC University of Technology and Education is always basic, systematic, comprehensive and diverse. The process of experiential teaching of the subject of defense

and security education at the Center for Defense and Security Education - HCMC University of Technology and Education needs to follow the basic contents and programs according to the curriculum framework of the Ministry of Education and Training, at the same time, it is interwoven with many forms and activities at the Center with the close coordination of many departments and forces conducted from the Party Committee, Board of Director of the Center to the teaching staff and student force.

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ĐÁNH GIÁ THỰC TRẠNG TỔ CHỨC HOẠT ĐỘNG TRẢI NGHIỆM MÔN GIÁO DỤC QUỐC PHÒNG Ở BẬC ĐẠI HỌC

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Giáo dục quốc phòng an ninh là môn học đặc thù trong các nhà trường bậc đại học và giáo dục chuyên nghiệp; môn học có ý nghĩa hết sức quan trọng, nhằm nâng cao nhận thức, ý thức, trách nhiệm cho thế hệ trẻ đối với nhiệm vụ bảo vệ Tổ quốc. Môn học giáo dục quốc phòng an ninh cơ bản đã cung cấp cho học sinh những hiểu biết về nền quốc phòng toàn dân, truyền thống vẻ vang của quân đội và nhân dân Việt Nam; nắm bắt những kỹ năng quân sự cần thiết về điều lệnh, hiểu biết bản chất, cấu tạo, những tính năng kỹ, chiến thuật và sử dụng một số loại vũ khí bộ binh thông thường. Bài viết này tìm hiểu thực trạng tổ chức hoạt động trải nghiệm ở môn giáo dục quốc phòng ở bậc đại học nhằm góp phần đổi mới phương pháp dạy học bộ môn.

Từ khóa: Học tập trải nghiệm; Giáo dục quốc phòng an ninh; Bậc đại học.