

DESIGN OF TEACHING ACTIVITIES BY EXPERIMENTAL METHOD IN NATURAL AND SOCIAL SUBJECT 2 AT INTERNATIONAL PRIMARY SCHOOL IN HO CHI MINH CITY

Nguyen Minh Giang

Department of Primary Education, Ho Chi Minh University of Education

Abstract. Experiential learning methods have garnered attention in both domestic and international research, offering various teaching models to educators. From the characteristics of Natural and Social subject in primary school, the application of experiential teaching is completely appropriate. Applying experiential methods in teaching “Plants and animals”, “Humans and health” topics provides students with an opportunity to approach the natural surroundings and their own bodies. In this research, teaching principles and four steps in the experiential teaching process have been designed for teaching Natural and Social subject 2. The experiment was conducted with 02 lesson plans. In which, 2 experimental classes have 21 and 24 students and 2 control classes have 20 and 24 students. The experimental results of 02 experiential lesson plans in Natural and Social subject 2 at EMASI NAM LONG international primary school show that the teaching activities are appropriate and effective in the formation and development of scientific competencies of students.

Keywords: Experimental method, Natural and Social subject, Plants and Animals, Humans and Health, international primary school, Ho Chi Minh City.

1. Introduction

Experiential learning theory for young learners was developed based on the research of psychologists and educators such as John Dewey (1859-1952), Kurt Lewin (1890-1947); Jean Piaget (1896-1980); Lev Vygotsky (1896-1934), and others. Many experiential learning models have been published, including David Kolb's experiential learning model is particularly noteworthy, as it incorporates insights from various studies. This model describes experiential learning as a cyclical process, promoting the continuous development of the learner's experience.

Teaching by experience method is the educational trend and has been applied in many countries with advanced education such as South Korea, Singapore, Australia, and so on. In South Korea, experiential activities have been officially included in the general education curriculum since 2009 and are one of the components of the basic national curriculum. These activities emphasize individual autonomy, including self-directed activities, club activities, volunteering activities, and career guidance activities [1]. Similarly, experiential activities taught at Experience Centers in the United Kingdom provide a range of outdoor activities for all school ages [2].

In Vietnam, learning through experience is also mentioned in all subjects in the 2018 General Education Program. Through experiential learning, students can directly and actively participate in activities of exploring, discovering, collaborating, sharing, and applying theory into practice, thereby forming and developing their qualities and competencies [3]. In practice, many subjects

have been learned in an experiential way by many researchers in the period before and after the reform of the General Education program in 2018. From a number of experiential learning models in the world. According to Dao Thi Ngoc Minh, Nguyen Thi Hang author (2018) has applied to the design and organization of experiential activities of subjects in high schools [4].

In primary-level education, Natural and Social subject include content about the natural and social environment around students [5]. The design of experiential learning activities will help students discover and explore knowledge purposefully, create plans, and use supporting methods and tools effectively. Besides, the experience activities will help students have the opportunity to engage with knowledge and feel the objects by different senses and have their own evaluations. At the same time, students may feel more interested in the process of accessing new knowledge, having personal vibrations, and feelings about things and phenomena around them, and recognizing interesting features from normal things in life. Through experiential learning, students form positive attitudes and actions to protect the surrounding natural and social environment. According to author Vo Trung Minh (2012), experiential learning in Natural and Social subject consists of four stages: (1) experience – starting the experiential learning process; (2) observation, feedback; (3) concept formation; (4) positive testing [6] In Ho Chi Minh City, students spend most of their day in the classroom, limiting their practical experience. While in international and private primary schools, experiential activities have received more attention, there are still no specific and unified plans in the implementation process. When approaching the General Education Program 2018, many teachers were still confused in understanding the nature, rationale and process of designing learning content in scientific way of experimenting, attracting students and improving teaching effectiveness [5].

Given the challenges, the research titled “Designing teaching activities according to experiential method in Natural and Social subject 2 at international primary school in Ho Chi Minh City” aims to provide the necessary theoretical foundations, the process of designing experiential activities in teaching Natural and Social subject in the direction of developing quality and competences for students.

2. Content

2.1. Basic Concepts

2.1.1. Experience

From the theories of John Dewey, Kurt Lewin; Jean Piaget; Lev Vygotsky, and David Kolb's model of experiential learning, this research identifies that experiencing is the manipulations and actions shown to the outside by students with the learning environment, in the process of performing learning tasks to discover new knowledge. These experiences may or may not be related to previous experiences, may be true or false, and may even cause students to do things repeatedly to reach the end goal of teaching progress.

2.1.2. Mode of experience

Based on analysis by Dao Ngoc Minh and Nguyen Thi Hang authors and experiential learning theories [4] this research concept that: The mode of experience is a system of activities designed to achieve the initial set of goals, carried out in a certain form. Thus, the mode of experience includes the method, form, and type of organization of experiential activities.

2.1.3. Experiential learning

Experiential learning is understood as learning activities designed and guided by educators based on the subject program content, creating opportunities for students to approach reality and experience positive emotions, exploiting previous experiences to perform assigned tasks, thereby transforming experience into new knowledge, new understanding, and new skills [7].

2.2. D. Kolb's experiential learning cycle

D.Kolb's experiential learning model describes learning that originates from experience, takes place continuously in a spiral, promoting the continuous development of the learner's experience. The teacher's task is to identify the learner's inherent experiences, thereby designing learning tasks in the zone of proximal development and creating an interactive, experiential learning environment for students to learn independently, transforming into new experiences for myself. D. Kolb suggests that the experiential learning process can be described as a cycle of four stages involving four modes of adaptation including: Concrete experience, reflective observation, abstract conceptualization; active experimentation, as follows:(1) State 1. Concrete experience: Learners are placed in a situation of approaching a problem, creating a need, and requiring the use of previous experience and understanding to solve it; (2) State 2. Reflective observation: Learners observe activities, consider closely different ideas and perspectives, or reflect on and summarize experiences; (3) State 3 – Abstract conceptualization: Learners use problem-solving to form new concepts and develop theories; (4) State 4 – Active experimentation: Learners learn through experiences that appear in situations, use skills and experience to act, propose solutions, and make decisions [8].

2.3. Research Methods

The research used theoretical methods to collect information related to the theoretical basis for selecting and designing experiential activities in the Natural and Social subject 2. At the same time, the pedagogical experimental method is used to determine the effectiveness of teaching activities according to the designed experiential method. The experimental data are processed using statistics, standard deviation, and mathematical-statistical methods to analyze statistics and average values before and after the experiment as a basis for drawing conclusions.

2.3.1. Theoretical research methods

In this research, the theoretical research method is used to analyze and synthesize documents and theories on experiential teaching at domestic and abroad; the Natural and Social subject (2018) as a scientific basis for the research problem. Simultaneously, applying theory to build educational activities in an experiential way on the topic of Plants and Animals, Humans and Health in Natural and Social subject for second-grade students.

2.3.2. Experimental method

The experiment was conducted and the results were analyzed based on comparison between the experimental class and the control class. The process includes the following steps:

- Step 1: Evaluate the input of the experimental process by general testing on both experimental and control classes;
- Step 2: Conduct experimental teaching with the lesson plans created in the experimental class, and teach using conventional methods in the control group;
- Step 3: Check the results of the educational process with a common test for the two experimental and control classes.

The experimental method was conducted to evaluate the effectiveness of educational contents and activities by experiential method in 02 lesson plans: “Where do plants live” and “Respiratory organs” according to the learning process. The experiment was conducted in the second grade of EMASI Nam Long International Primary School, District 7, Ho Chi Minh City. The experimental class includes 21 and 24 students and the control class includes 20 and 24 students for lesson plans 1, 2. Before conducting experimental teaching, the research evaluates the similarity of students in both the experimental and control classes by test number 1 (lesson plan 1) and test number 2 (lesson plan 2) before conducting the experiment. The content of the test questions represents 3 levels of scientific competency formed in the Natural and Social subject 2. The experimental class was taught using experiential learning, and the control class was

taught using a regular lesson plan. After the experiment, the research used test number 1 and test number 2 for students to do the exercises and collect results. Experimental results analyze the manifestations of each component of scientific competence formed in students based on the comparison between the experimental class and control class. During implementation, the research received consent from parents and school administrators to allow students to participate in experimental lessons. The experimental period is from May 10, 2022 to June 30, 2022.

2.3.3. Mathematical statistical methods

The research used questionnaires to survey students before and after teacher taught the experiment lesson. The SPSS software is used to analyze statistical data. The Paired-Samples *t*-Test is used to analyze the difference in mean between before and after the experiment. The Paired-Samples *t*-Test analysis includes the following steps:

Step 1: Hypothesis H_0 : There is no difference in the mean values before and after the experiment, that is, the difference between the two mean values is zero.

Step 2: Perform the Paired-Samples *t*-Test.

Step 3: Compare the sig value of the *t*-test determined in step 2 with the value 0.05 (significant level 5% = 0.05 | 95% confidence level)

+ If sig ≥ 0.05 , we accept the hypothesis H_0 . The mean between the two values is equal, there is no difference before and after the experiment.

+ If sig < 0.05 , we reject the hypothesis, there is a mean difference before and after the experiment.

2.4. The process of teaching Plants and animals, People, and health topics by experiential method

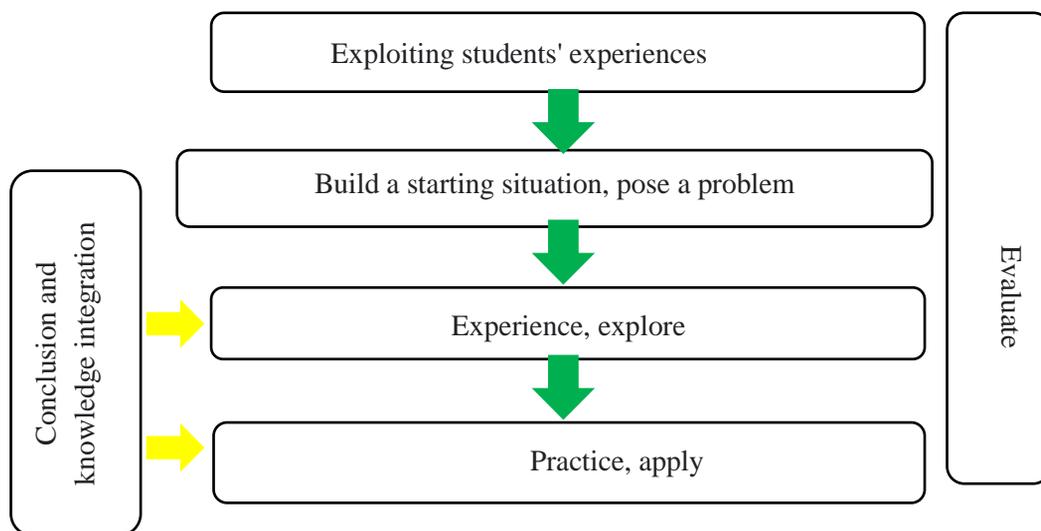


Fig 1. Flow chart of teaching organization by experiential method in Natural and Social subject

Based on research that experiential learning follows four steps in teaching Natural and Social subject [6] combined with students' cognitive abilities, the research determine that: Experiential learning is not only a continuous series of experiential activities or an experiential lesson outside the classroom, but also can be flexibly adjusted to suit the lesson objectives and situational characteristics. An experiential activity can work towards achieving many of the objectives of the lesson, and the product experienced in one activity will be the problem to be solved in the next. Based on the active participation of students in the learning process, an experiential teaching plan can be developed based on the following steps as Figure 1.

+ Step 1: Exploit students' experiences

This is a teaching step that is often implemented in the warm-up activity to exploit students' understanding of the lesson content. In this teaching step, students are encouraged to recall all the knowledge they already know related to the problem posed. This can be the knowledge that students have learned in the subjects or the students themselves draw it through observing the surrounding environment in daily life. This step will help teachers assess students' experiences, thereby adjusting the next teaching activities to be more appropriate.

To make the most of students' experience, teachers need to design open problems, and practical learning activities which close to students. The teacher should prioritize group activities so that students can share, discuss, support, and complement each other with knowledge related to the students themselves. In addition, problematic-starting situations will arouse students' curiosity and desire to explore, thereby achieving higher efficiency in the lesson. To implement this teaching step, teachers can design discussion activities, share what they know, name by picture, and so forth.

+ Step 2: Build a starting situation, pose a problem

To create learning motivation and discovery in students, teachers need to build problem situations or learning requirements with students. These situations can be inspired by real-life problems or designed to challenge students' previous experiences. Then, the students should be prompted to propose predictions, and experiments, and plan to test their own predictions. Teachers need to assess the situation of students, the characteristics of the school, and the locality to build appropriate situations, close to reality. When assigning tasks, teachers need specific and clear instructions and to pay attention to how to divide students' work and time. Teachers can model for students to accurately understand the requirements and tasks. Teachers can also design activities for exchanging information, observing pictures, observing experiments, asking directional questions, prompting, short stories, etc.

+ Step 3: Experience and discover

The students will learn new knowledge actively with the support of teachers. Students observe and manipulate directly learning media to test their speculations based on the student's previous experience and living capital. After conducting a series of tests to verify, if the results are the same as what the students predicted, they will generalize into a unified concept. On the contrary, if the result is different from the initial prediction, students will proceed to find the cause and thereby adjust, rearrange knowledge, and form new experiences for themselves.

Teachers need to carefully observe to help students and avoid letting students be separated from the original teaching goals. This helps prevent students from spending too much time on experiential activities but not getting the desired outcomes. In this teaching step, teachers can design activities for students to investigate, interview to collect information and data, discuss in groups, study documents, experiment on teaching media, etc.

+ Step 4: Practice, apply

From the experiences and knowledge that have been formed above, students will be applied to handle general situations in practice. In other words, students will have a higher experience after having the right experience from previous discovery activities. This step helps students strengthen their confidence, deepen their existing knowledge, and adjust their actions and attitudes to the surrounding natural and social environment. Therefore, teachers need to build situations that are close and suitable to the actual local conditions where students are living. When students participate in practical and applied activities, teachers need to observe and detect difficult students to support them in time. Students can participate in various activities, including role-playing activities, painting, acting, diagrams, model-making, presentations, and learning products.

Conclusion and knowledge integration: In conclusion, drawing new knowledge is done alternately in two steps “Experience and discover” and “Practice, apply”. Experiential teaching is inherently designed for students to engage in sequential learning activities and discover new knowledge through experience. In the process of students conducting practice, and applying the newly discovered knowledge, there may continue to be contradictions or new problems similar to John Dewey's model of experiential learning. Since then, students have continued to adjust and add more knowledge for themselves [9]. However, teachers need to orient students to the right goals of the lesson, avoiding the departure from the original goal, which leads to a loss of time and does not guarantee the learning outcome. Activities to draw conclusions can be group presentation, closing the problem, and report of learning products, among others.

+ Step 5: Evaluate

The assessment helps to develop students' honesty and responsibility while ensuring objectivity and fairness in their participation in group activities. Assessment is not done separately, but integrated into the above teaching steps, carried out throughout the lesson. Students will conduct self-assessment of their own experience and the level of participation in learning activities, completing assigned tasks of themselves and students in the group. Teachers need to clearly state assessment criteria and guidelines with students before starting learning activities. Teachers can build evaluation criteria through group activities, presentations and introductions about group products, individual activities, completion of lesson objectives, and so on. The requirements students can perform at this step which include contemplating and drawing conclusions, commenting, and giving suggestions on the presentation and exhibition of your product, evaluating cooperation, etc.

2.5. Experimentation with the experiential teaching process in Natural and Social subject for second-grade students

2.5.1. Development of illustrative lesson plan

The research has designed 02 lesson plans based on an experiential method in the Natural and Social subject 2 according to the above process to conduct experiments including “Where do plants live” (Lesson plan 1) and “Respiratory organs” (Lesson plan 2), align with the designed teaching process. The steps of concluding and drawing new knowledge are integrated after students conduct the experience of discovery, practice, and application.

Assessment is carried out throughout the lesson, in each learning task, and at the end of the lesson, including teacher assessment of students, self-assessment and peer assessment. Lessons start from students revealing and sharing their personal experiences, from which teachers make problematic situations appear, students give predictive answers and conduct experience plans. Finally, students apply their newly discovered knowledge to solve real-life situations.

Table 1. Core content in each step of organizing activities of the experimental lesson plan

Steps to organize activities	Lesson plan 1	Lesson plan 2
Exploiting students' experiences	- Students express their personal experiences and understanding about the living environment of plants through crossword puzzles. The suggested questions are all related to the plant habitats. - Students identify and name 15 plant species from the pictures and photos provided by the teacher, saving time for	- Students express their own experience and understanding of breathing activities in the “Morning exercise” lesson.

	searching and collecting information in step 2.	
Build a starting situation, pose a problem	<ul style="list-style-type: none"> - Students investigate and collect information about 15 species of plants and their habitats (photographs, laptops, audio, information books), find out commonalities of plant species to generalize into two common habitats on land and in water. - Situation: “Wise gardener”. The challenge posed is: “How can we efficiently care for plants? Please divide the tree species according to the area based on the characteristics of the habitat. - Design the garden in the form of a mind map.” 	<ul style="list-style-type: none"> - Students ask questions to learn about the respiratory system and propose solutions to find answers to these questions. - Students observe the pictures and predict the inhalation and exhalation activities.
Practice and Application	<ul style="list-style-type: none"> - Students practice planting the plants provided by the teacher in the appropriate living environment (according to the group's prediction). The plants include betel nut, cactus, lotus, perilla, stone lotus, seaweed. - Students observe the planted plant samples after a week as a basis to discover that each plant species is suitable for its own habitat, there are some species that can live in both environments. 	<ul style="list-style-type: none"> - Students investigate information in textbooks, learning the names and locations of parts of the respiratory system. - Students use the respiratory organ model, involving the inflation and deflation of balloons to observe the change in the size of the two lungs during inhalation and exhalation.
Experience and Exploration	<ul style="list-style-type: none"> - Students apply the knowledge they have discovered, identify and plant trees in the right living environment. 	<ul style="list-style-type: none"> - Students make a model of the respiratory system. - Students perform the movement and determine the path of the air when inhaling and when exhaling on their body.

This teaching process is completely consistent with the orientation of developing lesson plans in primary schools according to Official Dispatch 2345 of the Ministry of Education and Training (2022) [10]. The activities in the steps of teaching organization of the two experimental lesson plans are briefly described in Table 1.

2.5.2. Experimental teaching

The above two lesson plans are conducted with pedagogical experiments as follows:

- Step 1: Assess the input of the experimental process by means of a common test on both experimental and control groups;
- Step 2: Conduct experimental teaching of lesson plans set up in the experimental class, teach by conventional methods to the control group;
- Step 3: Check the results of the educational process by a common test for two experimental and control groups;

- Step 4:

+ If the results in step 1 are different when assessing the input between the two experimental groups and the control group: Conduct analysis, and compare the mean scores of each group of students before and after the experiment using the Paired-Samples T-test tool.

+ If the results in step 1 have no difference when assessing the input between the two experimental and control groups, continue to step 5.

- Step 5: Analyze and compare the results of the experimental and control groups with the Independent Samples T-test tool to compare the scores of the two experimental and control groups.

+ If Sig. ≥ 0.05 : there is no statistically significant difference in the scores of students in the experimental and control groups.

+ If Sig. < 0.05 : there is a statistically significant difference in the scores of students in the experimental and control groups.

When designing questions before and after experimenting with the lesson plan, the research will be based on the expression of each specific component of scientific competence in the Natural and Social subject 2. For both experimental lesson plans, the manifestations of scientific cognitive competence are specified in questions 1 and 2; the competence to learn about the surrounding natural and social environment in questions 3 and 4, and the competence to apply knowledge and skills learned in question 5. The questions are designed to closely follow the requirements to be met for each component of the competency in the program of Natural and Social subject (2018). The results of pre-experimental testing analysis with lesson plans 1, 2 are shown in detail in Tables 2 and 3.

Table 2. Results of pre-experimental testing of lesson plan 1

Lesson plan 1		Control class		Experimental class	
		Quantity	%	Quantity	%
Score	4,5	2	10,0		
	5,0	2	10,0	2	9,5
	5,25	2		3	14,3
	5,5	3	15,0	3	14,3
	6,0	2	10,0	1	4,7
	6,25			2	9,5
	6,5	1	5,0	3	14,3
	6,75	1	5,0	1	4,7
	7,0	3	15,0	2	9,5
	7,25	2	10,0	2	9,5
	7,5	2	10,0	1	4,7
	7,75			1	4,7
	Total	20	100	21	100
Mean		6,1		6,2	
Median		6,0		6,25	
Mode		5,5;7,0		5,25; 5,5; 6,5	

Table 3. Results of pre-experimental testing of lesson plan 2

Lesson plan 2		Control class		Experimental class	
		Quantity	%	Quantity	%
Score	4,25			3	12,5
	4,5	2	8,3	4	16,6
	4,75			1	4,2
	5	4	16,6		
	5,25	4	16,6	2	8,3
	5,5	4	16,6	2	8,3
	5,75			2	8,3
	6	3	12,5	3	12,5
	6,25	2	8,3	2	8,3
	6,5	2	8,3	3	12,5
	6,75	1	4,2		
	7	2	8,3	2	8,3
	7,25				
	7,5				
		Total	24	100	24
Mean		5,7		5,5	
Median		5,5		5,625	
Mode		5,5; 5,25; 5,5		4,5	

Independent Samples T-Test is used to compare the scores of the two control and experimental classes in lesson plans 1 and 2. We have Sig. Levene's Test for Equality of Variances are 0.259 and 0.413 > 0.05, respectively, so the variance between the two classes is not different. Besides, Sig. T-Test = 0.641 and 0.423 > 0.05, so there was no statistically significant difference in the scores of students in the two classes before the experiment. Therefore, with lesson plans 1, 2 after the experiment, it is only necessary to check whether or not there is a meaningful difference between the control and experimental classes.

The results of experimental analysis with lesson plan 1 are shown in detail in Tables 4 and 5.

Table 4. Results of the survey of lesson plan 1 of the control class

	Mean	N	Std. Deviation	Std. Error Mean	
Before	6.1	20	1.017	0.227	
After	7.35	20	0.812	0.181	
Paired Differences					
Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
1.262	0.775	0.173	7.278	19	0.000

Table 5. Results of the survey of lesson plan 1 of the experimental class

	Mean	N	Std. Deviation	Std. Error Mean
Before	6.22	21	0.872	0.19
After	8.43	21	0.647	0.141

Paired Differences					
Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
2.202	0.81248	0.177	12.422	20	0.000

The results of experimental analysis with lesson plan 2 are shown in detail in Tables 6 and 7.

Table 6. Results of the survey of lesson plan 2 of the control class

	Mean	N	Std. Deviation	Std. Error Mean
Before	5.7	24	0.735	0.15
After	6.9	24	0.565	0.115

Paired Differences					
Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
1.177	0.486	0.099	11.863	23	0.000

Table 7. Results of the survey of lesson plan 2 of the experimental class

	Mean	N	Std. Deviation	Std. Error Mean
Before	5.52	24	0.905	0.184
After	7.96	24	0.752	0.153

Paired Differences					
Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
2.447	0.642	0.131	18.662	23	0.000

The survey results showed that there was no statistically significant difference in the scores of students in the two classes before the experiment and the control. Therefore, after the experiment, it is only necessary to check if there is a significant difference between the control and experimental classes. The results after statistical processing and Paired-Samples *t*-Test in Tables 3 and 5 show that there is a significant difference between before and after the experiment (Sig. = 0.000 < 0.05), so there is a statistically significant difference in the scores of students in the two classes after the experiment.

The learning activities such as investigation, information gathering, practice, observation, and cooperation to help students reveal their personal experiences by participating in crossword puzzles, answering recognition questions, proposing experimental options, and making predictions are strategically incorporated into the two experiential lesson plans. These experiences are exploited naturally, clear purpose, the premise for the knowledge content that students will discover in the next learning activities. At the same time, students actively acquire knowledge from problem situations posed by the teacher, stimulate the need to find out information, offer experimental options, and conduct experiences to solve problems, and tests prove their own predictions. Students completely control their experience and can discuss it with friends in groups or teachers for reference and correct orientation.

The completion of the experience steps requires a combination of skills starting from generating experimental ideas to skills in using learning tools, team collaboration skills, presentation, and reporting skills. Thus, students will be formed and develop the necessary skills through the implementation of experiential learning activities. The experimental lesson plans have effectively formed and developed specific competencies, including scientific cognitive competence, the competence to learn about the surrounding natural and social environment, and the competence to apply knowledge and skills learned. At the same time, the common qualities and competencies of students are formed through the steps of implementing experiential options

such as communication and cooperation in sharing experiences, group cooperation and reporting, assessment of learning products, practice, propose options, generalize knowledge, and summarize and draw conclusions.

Experimental results show that the two lesson plans have affirmed several key findings: (1) Ensured educational goals, prioritizing the development of core qualities and competencies in each activity. Each lesson plan is targeted based on the requirements to be achieved on the components of each content in the topics of Natural and Social subject combined with the general competence and quality objectives; (2) The lesson plan is built based on the experience and the actual situation of the classroom at the experimental schools, which are international primary schools, have a large school garden area to organize activities; (3) Students are completely active with their individual experience activities, the teacher only supports students to build initial orientation questions, propose test plans, comment, adjust and summarize the results. From there, students promote their judgment and creativity by making mind maps, planting trees, making models of diagrams of respiratory organs, and verifying the size of two lungs during inhalation and exhalation; (4) Students can apply their previous knowledge and skills right after drawing conclusions of new knowledge to continue handling situations, explaining answers and practicing learning activities. This will contribute to the adjustment of the student's feelings, attitudes, and emotions in accordance with the surrounding natural and social environment.

In short, two experimental lesson plans with topics “Plants and animals” and “Humans and health” are built based on the experiential teaching process that the research has proposed to ensure that design principles, requirements to be achieved, and general objectives of the course program. The experimental results show that the lesson plans are completely consistent with the psycho-physiological characteristics of second-grade students, the physical conditions of the international primary school, and effective in the formation and development of scientific competence, general competence, and quality of students according to the requirements of the program of Natural and Social subject (2018).

3. Conclusion

The research has built a four-step experiential teaching process and two illustrated lesson plans in Natural and Social subjects 2 (2018). Experimental results of two lesson plans “Where do plants live”, and “Respiratory Organs” at international primary schools in Ho Chi Minh City have demonstrated the relevance and effectiveness of forming and developing specific competencies in the subject, meeting the requirements of the Natural and Social subject 2 (2018). However, this is only an initial experimental result, so it is necessary to conduct repeated experiments on a larger number of people to fully evaluate the effectiveness of experiential learning in Natural and Social subject 2.

REFERENCES

- [1] Nguyen Thi Hang. 2016. Creative experiences in teaching in high schools: Lessons from Korean education for Vietnam. *Education Magazine Special Issue*, Term 1 - July 2016. pp. 270 – 273.
- [2] Do Ngoc Thong. 2015. Creative experiential activities from international educational experiences and Vietnamese issues. *Education Magazine*, No. 115, pp. 13 – 16.
- [3] Ministry of Education and Training. 2018. General education program (No. 32/2018/TT-BGDĐT dated December 26, 2018).
- [4] Dao Thi Ngoc Minh, Nguyen Thi Hang. 2018. Experiential learning – Theory and application to the design and organization of experiential activities in high school subjects. *Education Magazine*, No. 433, pp.36 – 40.

- [5] Ministry of Education and Training. 2018. program of Natural and Social subject (No. 32/2018/TT-BGDĐT dated December 26, 2018).
- [6] Vo Minh Trung. 2012. Experiential Education in Teaching Natural and Social Subjects in Primary Schools. *Education Magazine*, No. 288, pp. 50 – 52.
- [7] Nguyen Phan Lam Quyen. 2022. Some theoretical issues on training organization skills experience activities in teaching subjects for student in Pedagogical Schools of Primary Education. *HNUE Journal of Science, Educational Sciences*, 2022, Volume 67, Issue 5, pp. 108-119. DOI: 10.18173/2354-1075.2022-0168.
- [8] Kolb, D. A & A. Y., 2005. Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education*, 4(2), 193-212.
- [9] Dewey, J. 2012. Experience and Education. Young publishers.
- [10] Ministry of Education and Training. 2020. Circular No. 27/2020/TT-BGDĐT dated September 4, 2020, on promulgating the Regulation on assessment of primary students.