

QUALITY EDUCATION FOR ELEMENTARY STUDENTS THROUGH THE ORGANIZING EXPERIENCE ACTIVITIES AT NATIONAL DEFENSE AND SECURITY TRAINING CENTER OF THAI NGUYEN UNIVERSITY

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ABSTRACT

Experimental activities are educational activities that play a particularly important role in developing the basic qualities of elementary students, to meet the requirements of educational innovation. National Defense and Security Training Center of Thai Nguyen University has many favorable conditions to establish an experience environment for elementary students. To be successful, it is necessary to carefully prepare the content and how to proceed. We present the process of designing experiential military games to basic quality education for elementary students as required by the new general education program and the conditions for successful education.

Key words: Education, Quality, Experimental Activities, National Defense and Security Training Center of Thai Nguyen University

1. INTRODUCTION

In the current context, to meet the requirements of human resources serving the industrialization, modernization of the country and international integration, the whole society in general and especially the education sector need war strategy to train and comprehensively develop students in terms of morality, mind, body and beauty. Resolution No. 29 of the Party Central Committee, Session XI on "Fundamentally and comprehensively renovating education and training, meeting the requirements of industrialization and modernization in the social-oriented market economic conditions. Internationalism and integration has mentioned the problem of organizing empirical activities as an active method in the educational process.

Quality education for students is carried out in schools through subject content, extracurricular activities, and experiential activities in many forms. However, schools are facing many difficulties in formulating plans, program contents, time, and organizational conditions so that they are not boring, ensuring absolute safety, achieving goals, requirements, effectiveness of experiential learning. In particular, the schools lack a "military" environment to conduct experiential activities.

Facing that fact, a very feasible direction is to organize experience activities for elementary school students at the National Defense and Security Training Center of Thai Nguyen University . The National Defense and Security Training Center of Thai Nguyen University is a institution that educates and fosters knowledge of defense and security, military skills for subjects, thus having the best conditions for organizing operations for elementary students. The center is home to a unique educational environment that is military education environment. At the center, students can "experience" the life of "military" with knowing the modes of the day and week; with being staffed into platoons, platoons, and companies, and at each level, there are "commanders"; along with weapons, equipment, technical facilities, ... especially the experience activities of students that are "militarized" by military games, all will make each student look like a real "soldier". This is a practical activity that contributes to building and nurturing the quality of elementary students.

2. DESIGN OF MILITARY GAMES FOR EXPERIENCE AIM QUALITY EDUCATION FOR ELEMENTARY STUDENTS IN THE NATIONAL DEFENSE AND SECURITY EDUCATION CENTER.

2.1. Aims: *Designing the experimental military games to educate the quality of elementary students is essentially the unified integration of the quality education content and the content of military games.*

2.2. Literature review

** Games:*

According to the Vietnamese dictionary [3]: "Games are activities that are presented for fun and entertainment". Author Dang Thanh Hung has researched and found that game is a term with two different meanings [2]:

The first is the common type of play. A game is a set of rules that define purpose, outcome and require action and are competitive or challenging for participants.

Second, work is organized and carried out in the form of play, such as: learning to play, communicating with games, exercising the body in the form of a game, ... in essence, it is work .

In short, the game is completely social in nature, with content and social value. Speaking of any game, it is all about rules, rules, duties, requirements, ie organized and designed. In the game not only play activities, but also other activities such as communication, awareness, learning, culture, art, sports, political society, military.

** Military games*

Depending on the purpose of use and the point of approach, the game is classified and identified by a specific name. We think that: Military games are educational games with content of "military" nature and through game activities to train the necessary qualities and personalities to enrich life. spirit and sense to protect the Fatherland for students. Contribute to the education of patriotic qualities, honesty and responsibility; exercise mind, senses, fitness and discipline.

2.3. Method

Designing an experimental military game to educate elementary students is done through the following steps:

Step 1. Identify the qualities that need education for elementary students

On the basis of analyzing the new general education program, elementary students need to develop the following 5 basic qualities: Patriotic, compassionate, hard-working, honest and responsible.

Step 2. Analyze the characteristics of military games, identify quality educational content for elementary students.

Through the experiential military games at the National Defense and Security Education Center, the following qualities can be taught to elementary school students.

Patriot: Respect and be grateful for people who have made merit to their homeland and country.

Kindness: Loves friends and teachers; caring, encouraging and encouraging friends; Respect the differences of classmates; Do not discriminate, divide you.

Honesty: Honestly, upright in participating in playing activities, boldly giving opinions, recognizing errors and correcting errors.

Responsibilities: Having a sense of hygiene, exercising the body, taking care of health; Strictly complying with the rules of the game and the rules of the group; Remind your friends to abide by the rules of the game; Have a sense of responsibility for the duties assigned to the group; Actively participate in activities [1].

Step 3. Develop experimental military games to develop the quality of elementary students

Building games must be suitable for elementary students' characteristics, promote creativity, excite students, help them absorb knowledge easily, and create an atmosphere of cooperation and friendliness among students. with students, giving students agile behavior.

The game must fulfill the educational function, the communication function, the cultural function, and the entertainment function.

The structure of the military game includes:

- Name of the game: Naming the game is necessary because the name of the game itself tells the content and form of the playing activity. The name of the game also creates an attractive, engaging, creating a psychological state full of excitement and positivity of students. Therefore, it is necessary to have exploration and thought to name the game accordingly and attractive.

Naming for the game needs to meet the following requirements: (1) Clear, precise, concise. (2) Reflect the topic and content of the activity. (3) Make a first impression on students

- Preparation: Identify the items needed to organize the game.

- Steps to organize the game: (1) The game administrator introduces the goal and meaning of the game. (2) The game manager introduces how to play. (3) The game administrator introduces the rules of the game. (4) Organize play. (5) Evaluate and recognize the results of each team.

For example an experimental military game

Game: The good transport soldier

*** Preparation: Car tires; The landmarks start at the start and end of the playing field of the two teams, at a distance of 30m; The landmarks form a zigzag pattern* Các bước tổ chức trò chơi**

Step 1: The game administrator introduces the goal and meaning of the game

During the liberation wars of our people, the transport force was an important factor creating the synergy to defeat all invading enemies, that is "the mother's milk stream nourishes the armed forces. network". Today, students will practice to be transport soldiers to deliver goods and weapons to the frontlines, to energize the fighting soldiers.

In this game, asking the "tiny transporters" must be very agile, especially pay attention to the ingenuity of the hands to complete the task.

Step 2: The game manager introduces how to play

Each team is lined up vertically before the starting line (the number of players per team is unlimited, depending on the number of students participating), when the command (1 whistle), each student uses two hands to control the wheel. Roll over the sprocket so that the wheel does not fall over.

When you reach the destination, hand over the wheel to you to receive and put in the "warehouse" of the team. And the next round begins

Step 3: The game administrator introduces the rules of the game

When rolling the wheel, you must follow the correct zigzag road. If a column is skipped or the wheel falls, the student must skip the turn.

When the student rolls the wheel to the handover, you can receive it, then you can continue at the starting point.

After a specified amount of time (depending on the number of teams played, the number of wheels) the team that has transferred more wheels wins.

Step 4: Organize play

During the game, it is necessary to have a supervisory team to ensure fairness.

Need to create an atmosphere of competition and fun for teams with the best results.

Step 5: Evaluate and recognize the results of each team

The game manager organizes the evaluation of the results achieved by each team. Ranking of teams and conclusions.

3. CONDITIONS FOR IMPLEMENTING SOME QUALITY EDUCATION FOR ELEMENTARY STUDENTS THROUGH ORGANIZING EXPERIENCE ACTIVITIES IN THE CENTER FOR NATIONAL DEFENSE AND SECURITY EDUCATION.

- Raising awareness of the importance of coordination, defining roles, duties, and sense of responsibility for each educational force participating in the organization of experiential activities.

- Develop a plan for coordination between the Center - school - family in organizing the program of experience activities. The plan should specify the role and importance of the experience program at the Center, the need for coordination of educational forces; clearly stating the goal, content, way to proceed, the conditions to ensure the plan's implementation and the results to be achieved.

- Unified goals, content, methods, forms of organization to coordinate the Center - school - family to organize experiential activities. The center needs to agree with the school on the content of the experiential program, so that the school can be disseminated to students; The Center also needs to exchange methods and forms of coordination to organize diverse and rich experience activities between the Center and the school.

- Develop a coordination mechanism to maintain a regular and close relationship in implementation. The cooperation between the school and the family can be done through the student's parent representative board and through the homeroom teacher through the following forms: face-to-face meeting, phone calls, traditional or electronic contact books, Student parent meeting to promptly inform families about the experience held at the Center for Defense and Security Education.

4. CONCLUSION

Experienced military games are an important activity in the experience program at the Center for Defense and Security Education. The design of military games to experience must ensure the goal of quality development for elementary school students.

To well organize quality education activities for primary students through organizing experiential activities, it is necessary to have the coordination of many stakeholders, including: Center for Defense and Security Education, Primary School and Student's Family. The close coordination between the 3 forces: School - Center - Family is to create a unity of views, goals, contents, organizational forms and conditions to ensure service for activities. successful movement.

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