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THE CURRENT SITUATION OF DEVELOPING EXPERIENTIAL ORIENTED MORAL EDUCATION TEACHING PLANS IN PRIMARY SCHOOLS IN HO CHI MINH CITY

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ABSTRACT

Developing teaching plans and lesson plans for Moral Education based on an experiential-oriented approach plays a crucial role in improving the quality of Moral Education teaching. It serves as a fundamental basis for guiding teachers in accurately implementing the objectives and expected learning outcomes of the subject curriculum, while also providing a reference for educational administrators to monitor and evaluate Moral Education teaching activities from an experiential perspective. However, in the process of implementation, several limitations and inadequacies have been identified. This article aims to share with readers an analysis of some existing shortcomings in the development of experiential-oriented Moral Education teaching plans in primary schools in Ho Chi Minh City at present.

KEYWORDS: Moral Education Teaching; Experiential-Oriented Approach; Teaching Plan Development

INTRODUCTION

Moral Education teaching is a process of transforming societal requirements concerning the observance of moral standards into students' appropriate habits and behaviors [3]. This process of transformation becomes truly effective only when it is organized through learners' active participation and realized by students themselves through experiential engagement in specific situations. Therefore, implementing Moral Education teaching based on an experiential-oriented approach in primary schools is essential for improving the quality of teaching and learning. Experiential-oriented Moral Education teaching provides students with an environment in which they can apply moral knowledge in social relationships, practice and cultivate behavioral habits, and develop interpersonal skills within the contexts of family, school, and community in accordance with moral standards. Through experiential situations, students are given opportunities to express their attitudes and personal viewpoints toward moral issues, thereby enabling them to appropriately address and manage relationships in line with established ethical norms.

Teaching Moral Education through an experiential-oriented approach requires primary schools and teachers to possess the capacity to develop teaching plans and design experiential-oriented lesson plans, as well as to innovate teaching methods and organizational forms that are closely connected to students' real-life contexts. Through and by means of students' experiential activities in the family, school, and community, learners are provided with experiential environments that facilitate the formation of qualities and competencies in accordance with the expected learning outcomes of the subject. Therefore, developing teaching plans and lesson plans for Moral Education based on an experiential-oriented approach plays a crucial role in enhancing the quality of Moral Education teaching. However, in the process of implementation, several limitations and inadequacies have emerged. This article aims to share with readers an examination of some existing shortcomings in the development of experiential-oriented Moral Education teaching plans in primary schools in Ho Chi Minh City at present.

2. RESEARCH METHODS

2.1. Methodological Framework

The study employed theoretical research methods to examine experiential learning theories proposed by J. Dewey, as well as David A. Kolb's experiential learning theory and learning cycle, together with selected theoretical perspectives on teaching and teaching management based on an experiential approach in primary education. Through analysis and synthesis, these theoretical foundations were systematized to construct the theoretical framework for developing experiential-oriented Moral Education teaching plans and to design survey instruments for assessing the current situation of experiential-oriented Moral Education teaching plan development in primary schools in Ho Chi Minh City [1][2][3][4][5][6][7][8][9].

Survey research methods were applied using questionnaires administered to school administrators and teachers in primary schools in Ho Chi Minh City to investigate the current situation of developing experiential-oriented Moral Education teaching plans. In addition, product-based research methods were employed to further clarify and substantiate the research findings. Quantitative data analysis methods were used, applying a five-level Likert scale to evaluate the survey results regarding the current status of experiential-oriented Moral Education teaching plan development in primary schools in Ho Chi Minh City.

2.2. Theoretical Foundations for Experiential-Oriented Moral Education Teaching Plan Development in Primary Schools

Teaching Plan Development refers to the managerial activity through which educational leaders establish objectives, tasks, and implementation measures to achieve the goals of the teaching program as well as the school's objectives for students' personality development. In primary schools, Teaching Plan Development is implemented at four different levels, all sharing the common purpose of optimally fostering students' qualities and competencies: the School Educational Plan, the Teaching Plan of professional groups or grade-level teams, the annual and semester-based Teaching Plan of individual

teachers, and teachers' lesson plans organized by instructional themes. In order to achieve the objectives of teaching and the curriculum, educational managers, when undertaking Teaching Plan Development, systematically organize activities according to a defined sequence and methodological orientation to ensure the attainment of established goals, while simultaneously guiding professional groups and teachers in scientifically and effectively developing and implementing subject-specific teaching plans [2].

Based on the 2018 General Education Curriculum for Primary Education, the annual academic directives, and the specific conditions and contextual characteristics of the school, the principal develops the School Educational Plan on an annual and semester basis. On this foundation, the principal directs professional groups or grade-level teams and provides guidance to teachers in developing group-level Teaching Plans in general and Experiential-Oriented Moral Education Teaching Plan Development in particular, with the aim of fostering students' qualities and competencies in accordance with the prescribed expected learning outcomes [2][3]. To effectively implement these responsibilities, the principal guides professional groups to conduct a comprehensive contextual analysis of the school in order to clearly identify strengths and weaknesses, students' learning performance and moral development, as well as existing opportunities and challenges. This analysis serves as the basis for determining subject-specific teaching objectives in general and Moral Education objectives in particular, specifying expected educational outcomes for each grade level, selecting instructional themes, determining appropriate experiential-oriented teaching methods and organizational forms, mobilizing necessary resources, and systematically organizing Moral Education teaching activities according to thematic curriculum distribution and appropriate timelines to ensure the effective implementation of Teaching Plan Development and educational objectives [2][3][5].

In directing professional groups or grade-level teams to undertake Experiential-Oriented Moral Education Teaching Plan Development in primary schools, the principal must ensure the accurate and comprehensive identification of foundational bases and newly introduced requirements in the implementation of the Moral Education curriculum, thereby providing a solid basis for designing experiential-oriented Moral Education lesson plans [2]. The principal further guides professional groups and teachers to develop Experiential-Oriented Moral Education Teaching Plans that meet the requirements for fostering students' qualities and competencies, align with the characteristics of primary school learners, and correspond to the specific conditions of the school, local context, and teachers' professional capacities. In particular, when guiding teachers in Teaching Plan Development for Moral Education, it is necessary to clearly determine the allocation of instructional periods for theoretical instruction and practical activities, specify experiential-oriented lesson themes and content, and identify whether experiential learning will take place in authentic contexts or through simulated experiences at each grade level [2][5]. Moreover, the principal directs professional groups to support teachers in implementing four core activities within Experiential-Oriented Moral Education Teaching Plan Development: identifying students' learning needs and interests, as well as their prior knowledge and accumulated experiences; determining the qualities and competencies students are expected to

achieve after each experiential learning content, lesson theme, and across the entire Moral Education subject; selecting appropriate experiential-oriented learning forms and lesson themes together with supportive conditions for learning; organizing experiential-oriented Moral Education instruction and assessing students' learning outcomes and moral development; and continuously revising Experiential-Oriented Moral Education Teaching Plans to ensure alignment with students' evolving learning needs [2][3][5]. Accordingly, Experiential-Oriented Moral Education Teaching Plans developed at the school level must satisfy the following requirements:

- Ensure the fulfillment of the objectives and expected learning outcomes of teaching in general and of Moral Education in particular, as stipulated in the 2018 General Education Curriculum for Primary Education.
- Ensure the logical coherence of content strands, including moral education, life skills education, and economic and legal education, while maintaining consistency across instructional contents and thematic units within these strands, as well as alignment between theoretical instruction and experiential practice throughout the implementation of Experiential-Oriented Moral Education teaching
- Ensure the total instructional time allocation of 35 periods per academic year for Moral Education; guarantee suitability to primary school students' characteristics and psychological development; and ensure alignment with the school's contextual conditions for implementing the Experiential-Oriented Approach, while maintaining a high level of feasibility [1].

Based on the above orientations and requirements, the School Educational Plan in general and Experiential-Oriented Moral Education Teaching Plan Development in particular must include the following essential components:

- Identify the foundational bases for constructing the School Educational Plan and the Moral Education Teaching Plan.
- Develop Moral Education Teaching Plans in accordance with the prescribed curriculum distribution; formulate grade-level Moral Education Teaching Plans; and design experiential-oriented Moral Education thematic plans implemented through authentic field-based experiences and simulated experiential activities, together with clearly defined implementation conditions and participating stakeholders [2][3].

In developing grade-level Moral Education Teaching Plans at the primary education level, it is necessary to clearly determine the subject objectives, subject-specific competencies, expected learning outcomes, core content, instructional methods, and experiential-oriented teaching forms—whether implemented through authentic field-based experiences or simulated experiential activities in the classroom—as well as assessment and evaluation approaches appropriate to each grade level.

The principal is required to review and assess teachers' capacity to implement the Experiential-Oriented Approach and to develop professional development plans aimed at enhancing teachers'

competencies in Experiential-Oriented Moral Education teaching through various forms, such as professional group meetings following a lesson study model focused on experiential instruction, peer classroom observations for collegial support, and thematic workshops on the implementation of the Experiential-Oriented Approach in Moral Education teaching [2][3][5].

Based on the Moral Education curriculum content and the Experiential-Oriented Moral Education Teaching Plan Development, the principal also formulates a plan for preparing facilities and instructional equipment necessary to support the implementation of the Experiential-Oriented Approach in Moral Education teaching at the primary school level.

The principal directs professional groups and guides teachers in developing Moral Education lesson plans based on various experiential forms grounded in David A. Kolb's experiential learning approach as applied to Moral Education teaching in primary schools [7]. Teaching Plan Development must clearly articulate the organization of Moral Education learning activities in accordance with a four-stage experiential learning cycle:

(1) Concrete Experience – Exploration: Develop plans to organize activities that enable students to explore and engage in experiential activities aimed at activating their prior life experiences and accumulated knowledge in order to address practical issues. These activities require students to mobilize existing knowledge and experiences to examine and respond to real-life moral situations.

(2) Reflective Observation: Develop plans to organize students' observation and reflective thinking on issues related to moral education, life skills education, economic and legal education. When engaging with experiential situations—whether through authentic field-based experiences or simulated classroom activities—teachers guide students to observe events and situations, stimulate curiosity, generate cognitive conflict between prior knowledge and new problems to be solved, and support students in resolving such cognitive conflicts based on their existing knowledge and experiences.

(3) Abstract Conceptualization (Generalization and Knowledge Construction): Develop plans to guide students in generalizing new concepts, learning content, and skills. Teachers organize activities that encourage students to analyze and synthesize experiences in order to construct new viewpoints, arguments, concepts, and behavioral orientations concerning issues in moral education, life skills, economics, and law—for example, concepts such as compassion, love for one's homeland, keeping promises, responsible money management, and compliance with traffic safety regulations.

(4) Active Experimentation (Application): Develop plans to organize opportunities for students to actively apply the moral knowledge, life skills, and economic and legal understandings they have developed to solve practical problems or learning tasks in diverse experiential contexts. These contexts may progress from familiar situations to more complex and multifaceted scenarios, requiring students to demonstrate flexibility and creativity in applying knowledge and skills—for instance, caring for

historical sites and martyrs' cemeteries, protecting the environment, assisting individuals in difficult circumstances, and showing care and respect for grandparents and parents.

From a participatory approach, moral education emphasizes the active involvement of students in the learning process, encouraging them to engage cognitively, emotionally, and behaviorally in moral learning situations. In this approach, moral education content for primary school students comprises three fundamental components.

The principal guides professional groups and teachers in developing coordination plans with relevant educational stakeholders to implement Experiential-Oriented Moral Education teaching through authentic field-based experiences, thereby enhancing instructional effectiveness and optimizing available resources to achieve the subject's objectives and expected learning outcomes.

The principal develops assessment plans for evaluating students' learning outcomes and directs professional groups to guide teachers in constructing grade-level assessment plans for Moral Education in alignment with the Experiential-Oriented Approach.

The principal formulates plans for preparing facilities, learning resources, information technology infrastructure, teaching aids, and instructional equipment necessary to support the implementation of Experiential-Oriented Moral Education teaching at the primary school level, thereby providing effective support for both teachers and students throughout the instructional process.

The principal also develops plans to ensure the quality of Experiential-Oriented Moral Education teaching in primary schools and establishes monitoring plans to supervise and maintain instructional quality in accordance with the Experiential-Oriented Approach.

3. RESEARCH RESULTS AND DISCUSSION

A survey was conducted with 80 school administrators from primary schools to investigate the current situation of Experiential-Oriented Moral Education Teaching Plan Development. After screening the collected questionnaires, 77 valid responses were retained for analysis. The results were statistically processed and are presented in Table 3.1.

Table 3.1. School Administrators' Evaluation of the Current Situation of Experiential-Oriented Moral Education Teaching Plan Development in Primary Schools in Ho Chi Minh City

Educational Content	Assessment of Implementation Outcomes		
	Mean (M)	Standard Deviation (SD)	Rank
1. Development of the School Educational Plan on an annual and semester basis	3,87	0,958	4
2. Development of professional group/grade-level Teaching Plans in general and Experiential-Oriented Moral Education Teaching Plan Development in particular	3,91	0,928	2
3. Development of grade-level Experiential-Oriented Moral Education Teaching Plans	3,91	0,885	2
4. Organization of Experiential-Oriented Moral Education Teaching Plan Development by teachers	3,90	0,906	3
5. Professional development plan to enhance teachers' capacity for implementing the Experiential-Oriented Approach in Moral Education teaching	3,65	1,078	6
6. Plan for preparing facilities and instructional equipment to support Experiential-Oriented Moral Education teaching	3,95	0,979	1

7. Plan for assessing students' learning outcomes in Experiential-Oriented Moral Education	3,91	0,928	2
8. Plan for coordinating educational stakeholders in implementing Experiential-Oriented Moral Education teaching	3,66	1,100	5
9. Organization and guidance for teachers in developing Moral Education lesson plans			
9.1. Design of activities enabling students to explore and engage in practical experiential learning related to moral education, life skills, economics, and law	3,88	0,925	3
9.2. Design of observational and reflective thinking activities on issues related to moral education, life skills, economics, and law	3,94	0,902	1
9.3. Design of activities guiding students to generalize new concepts and learning content	3,91	0,956	2
9.4. Design of active experimentation activities (application) for solving moral and legal issues	3,67	1.062	4
Overall average score	3,84		

The survey results reflecting school administrators' evaluations of the implementation of Experiential-Oriented Moral Education Teaching Plan Development indicate that the overall mean score ($M = 3.84$) suggests that this activity has been implemented at a relatively good level in primary schools in Ho Chi Minh City. Both administrators and teachers have demonstrated considerable attention to Experiential-Oriented Moral Education Teaching Plan Development. Several components have been implemented at a comparatively high level. Notably, the item "Plan for preparing facilities and instructional equipment to support Experiential-Oriented Moral Education teaching" obtained a mean score of $M = 3.95$, indicating a strong level of implementation. This was followed by the item "Design of observational and reflective thinking activities on issues related to moral education, life skills,

economics, and law for students,” which achieved a mean score of $M = 3.94$, also reflecting a relatively high level of implementation.

However, the standard deviations ($SD = 0.979$ and $SD = 0.902$) were relatively high, indicating considerable variation among schools, particularly between central urban districts and suburban areas in terms of managing Experiential-Oriented Moral Education teaching. This discrepancy can reasonably be explained by differences in teachers’ professional capacity and the availability of contextual conditions necessary for implementing the Experiential-Oriented Approach. Several other components of Experiential-Oriented Moral Education Teaching Plan Development were implemented in a relatively consistent manner, with four additional items obtaining the same mean score of $M = 3.91$.

The following components also obtained a mean score of $M = 3.91$: (1) development of professional group/grade-level Teaching Plans in general and Experiential-Oriented Moral Education Teaching Plan Development in particular; (2) development of grade-level Experiential-Oriented Moral Education Teaching Plans; (3) assessment plans for evaluating students’ learning outcomes in Experiential-Oriented Moral Education; and (4) design of activities guiding students to generalize new concepts and learning content.

However, these components recorded relatively high standard deviations, ranging from $SD = 0.885$ to $SD = 0.956$, indicating noticeable variation among schools in implementing Experiential-Oriented Moral Education Teaching Plan Development across the aforementioned areas.

Two components of Experiential-Oriented Moral Education Teaching Plan Development at the primary school level, which fall primarily under the responsibility of school administrators, obtained lower results compared to the other components. The first concerns the “Professional development plan to enhance teachers’ capacity for implementing the Experiential-Oriented Approach in Moral Education teaching,” which achieved a mean score of $M = 3.65$, indicating a relatively good level of implementation but at the lower range. Notably, 15.5% of administrators reported that this activity had not been implemented or had been implemented at a weak or very weak level, while 27.3% evaluated it as being implemented at a moderate level. These findings suggest that greater attention should be given to strengthening Teaching Plan Development related to professional capacity-building for Experiential-Oriented Moral Education teaching in primary schools.

The second component, “Plan for coordinating educational stakeholders in implementing Experiential-Oriented Moral Education teaching,” obtained a mean score of $M = 3.66$, also reflecting a relatively good but comparatively low level of implementation. Within this item, 15.5% of administrators indicated that it had not been implemented or had been implemented at a weak or very weak level, and 28.6% rated it at a moderate level. This highlights the need for school administrators to place greater emphasis on developing coordination plans among the school, family, and community in order to

effectively implement the Experiential-Oriented Approach in Moral Education teaching at the primary level.

In addition, one component at the professional group and teacher level, implemented under the guidance of school administrators, also yielded relatively modest results. The item “Design of active experimentation activities (application) for solving moral and legal issues” achieved a mean score of $M = 3.67$, indicating a relatively good but lower level of implementation. Within this component, 16.9% of respondents rated it as not implemented or implemented at a weak or very weak level, and 23.4% assessed it as being implemented at a moderate level.

Interviews were conducted with Administrator 1 from Primary School X, Administrator 3 from Primary School Z, and Administrator 4 from Primary School K. The findings revealed several issues related to Experiential-Oriented Moral Education Teaching Plan Development in primary schools. As one administrator stated: “In accordance with the guidance of the Ministry and the Department of Education and Training, we have developed the School Education Plan, which includes the Moral Education Teaching Plan. However, several key aspects emphasizing the Experiential-Oriented Approach have not received adequate attention, particularly in the School Education Plan and annual planning. These include professional development for teachers in implementing the Experiential-Oriented Approach; coordination among school, family, and community in organizing Experiential-Oriented Moral Education teaching; the design of experiential learning activities aimed at developing students’ competencies in solving practical moral, legal, and life-skills problems; and other supporting conditions necessary for implementing Experiential-Oriented Moral Education teaching.”

An examination of professional group Teaching Plans, individual teachers’ Teaching Plans, and professional meeting records further indicated that professional development activities aimed at enhancing teachers’ capacity to implement the Experiential-Oriented Approach in Moral Education have not been given sufficient attention and are not conducted on a regular basis. In addition, the Experiential-Oriented Moral Education Teaching Plans developed by teachers lack diversity in form and design.

4. CONCLUSION

Based on the research findings, it can be affirmed that Experiential-Oriented Moral Education Teaching Plan Development in primary schools in Ho Chi Minh City has been implemented at a relatively good level by school administrators and teachers. This reflects a positive shift in both awareness and action among administrators and teachers in innovating educational practices in alignment with the 2018 General Education Program and its orientation toward school autonomy. Nevertheless, several limitations remain, particularly in the development of professional development plans to enhance teachers’ capacity to implement the Experiential-Oriented Approach, in the coordination of educational stakeholders in organizing experiential learning activities, and in the design of active experimentation activities (application) aimed at solving moral and legal issues. These findings indicate that although Teaching Plan Development has been initiated and maintained, some

core components of the Experiential-Oriented Approach have not yet been implemented in a sufficiently systematic and in-depth manner.

To enhance the quality of managing Experiential-Oriented Moral Education teaching in primary schools, school principals should prioritize several strategic actions. First, the objectives of experiential teaching and education should be thoroughly integrated into the overall School Education Plan to ensure coherence and consistency across planning levels. Second, comprehensive professional development plans should be developed to strengthen teachers' capacity to implement the Experiential-Oriented Approach effectively in Moral Education. Third, the planning process should be standardized across three levels—school level, professional group level, and individual teacher level—to ensure alignment and accountability. Finally, coordination mechanisms among educational stakeholders should be reinforced, and relevant resources should be mobilized to create rich, authentic, and sustainable experiential learning environments for primary students.

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