

To cite this article: Nguyen Thi Tinh and Nguyen Luu Kim Thanh (2025). EXPERIENTIAL-ORIENTED MORAL EDUCATION TEACHING FORMS IN PRIMARY SCHOOLS IN HO CHI MINH CITY, International Journal of Education and Social Science Research (IJESSR) 8 (6): 324-334 Article No. 1175, Sub Id 1823

EXPERIENTIAL-ORIENTED MORAL EDUCATION TEACHING FORMS IN PRIMARY SCHOOLS IN HO CHI MINH CITY

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DOI : <https://doi.org/10.37500/IJESSR.2025.8615>

ABSTRACT

Experiential-oriented moral education enables students to connect theory with practice by creating learning environments in which they can practice, form habits, and develop moral behaviors in accordance with prescribed ethical standards. Moral education teaching organized from an experiential perspective can be implemented through both direct and simulated experiences, including project-based learning, practical and drill-based activities, seminars and face-to-face discussions, field trips and excursions, on-site experiential activities, as well as simulation-based teaching and connected learning grounded in digital technology applications. Survey findings indicate that traditional teaching organization forms are still used frequently by teachers and account for a high proportion, whereas experiential teaching forms based on digital technologies are not regularly exploited by many teachers, resulting in certain limitations in achieving the intended objectives and expected learning outcomes. Therefore, teachers and schools need to overcome these limitations by synchronously utilizing and effectively integrating experiential teaching approaches, particularly modern forms of instruction based on digital technology applications.

KEYWORDS: Experience; Experiential Learning; Experiential-Oriented Moral Education; Teaching Forms; Experiential Teaching Forms.

1. INTRODUCTION

Moral Education is a subject of vital importance at the primary school level, as it supports students in forming and developing positive emotions, appropriate awareness of moral behavioral standards, and essential skills and behaviors related to conduct, habits, and basic discipline in relationships with themselves, their families, schools, and the community.

Organizing Moral Education teaching through an experiential-oriented approach enables students to connect moral theory with behavior and practical skills, thereby practicing and developing behavioral skills that align with established moral standards. Experiential-oriented Moral Education teaching at

the primary school level helps students develop accurate perceptions of moral norms in social relationships and objective understanding of phenomena, as well as the ability to analyze, generalize, and critically evaluate their experiences in order to construct new experiences, knowledge, and skills, reinforce beliefs, or appropriately adjust attitudes and behaviors in accordance with socially prescribed moral norms and codes of conduct governing students' relationships with themselves, their families, schools, and the community.

The 2018 Primary Education Curriculum is designed with an open and interdisciplinary integration orientation aimed at developing students' qualities and competencies in line with expected learning outcomes. This requires teaching activities in general, and Moral Education teaching in particular, to enhance students' experiential learning, thereby providing opportunities for learners to explore new knowledge and foster the development of qualities and competencies.

However, during implementation, several limitations remain regarding teaching forms adopted by teachers and the conditions for implementation. Therefore, within the scope of this paper, the authors aim to present both theoretical perspectives and the current situation concerning experiential teaching forms in Moral Education at primary schools in Ho Chi Minh City.

2. RESEARCH METHODS

2.1. Research Methodology

This study employs theoretical research methods to examine experiential learning theories, particularly John Dewey's experiential learning theory and David A. Kolb's experiential learning theory and learning cycle, along with selected theoretical perspectives on experiential-oriented teaching of school subjects at the primary level. Through analysis and generalization, these theoretical foundations are used to construct the theoretical framework of the paper and to design survey instruments for assessing the current situation of experiential-oriented Moral Education teaching forms in primary schools in Ho Chi Minh City [1–9].

In addition, a questionnaire survey method is employed to collect data from school administrators and teachers at primary schools in Ho Chi Minh City regarding the current status of teaching forms in experiential-oriented Moral Education. The product-based research method is also used to further clarify the research findings.

Finally, quantitative data processing methods based on a five-point Likert scale are applied to analyze and evaluate the survey results concerning experiential teaching forms in Moral Education at primary schools in Ho Chi Minh City.

2.2 Theoretical Framework of Organizing Experiential-Oriented Moral Education Teaching in Primary Schools

Experience is understood as a process in which students participate either directly or indirectly in learning activities characterized by exploration or practical engagement, including labor practices, social activities, and daily life activities. This process is based on the mobilization of prior knowledge and personal experience, as well as interaction with others and the learning environment, in order to enhance competencies and promote personal development [4–6].

Experiential-oriented teaching refers to a teaching approach in which teachers design and implement instructional activities aimed at maximizing learners' experiential learning opportunities, depending on the actual teaching and learning context, with the purpose of developing learners' individual competencies and meeting predetermined instructional objectives [4–6, 9].

Experiential-oriented Moral Education teaching in primary schools is a process in which, under the guidance, organization, and support of teachers, students engage in learning activities through exploration, direct experience, or simulated experience in order to construct moral knowledge and to practice and develop moral skills, habits, and behaviors in their relationships. This approach aims to ensure alignment with moral standards and to effectively achieve the objectives and expected learning outcomes of the Moral Education subject, including the development of core qualities such as patriotism, compassion, diligence, honesty, and responsibility; core competencies such as self-regulation and self-directed learning, communication and collaboration, problem solving and creativity; and subject-specific competencies of Moral Education, namely self-development competence, attitude and behavior regulation competence, and competence in exploring and participating in socio-economic activities [1, 3].

Forms of organizing Moral Education teaching refer to the various modes through which instructional activities are conducted, including experiential teaching forms. Experiential-oriented Moral Education teaching provides students with a sustainable foundation of moral knowledge in social relationships, together with a system of essential behavioral skills necessary for effective practice, thereby contributing to the development of personal qualities and individual competencies in line with educational requirements. Teaching Moral Education through an experiential-oriented approach enhances students' activeness and creativity in learning, supports the formation of moral habits and behaviors, and enables students to acquire knowledge through experiential learning environments that facilitate exploration of moral norms and lived experiences. On this basis, students are able to practice and refine moral skills, behaviors, and habits appropriately [1–3].

Furthermore, experiential-oriented Moral Education teaching offers valuable opportunities for students to accumulate knowledge of moral standards, develop communication skills, situational problem-solving skills, organizational abilities, adaptability, and flexible creative thinking, thereby enhancing their capacity to address real-life issues [1–3]. This approach helps overcome the limitations of theory-oriented and monotonous instruction by creating opportunities for students to explore new moral, legal, and economic knowledge, engage with social realities, and directly participate in practical activities such as educational projects, games, role-playing, and thematic simulations. It also provides a learning

environment in which students can express personal viewpoints and opinions on moral, legal, and socio-economic issues [1, 3].

Through experiential learning, students tend to demonstrate higher levels of interest, engagement, and responsibility in learning activities, interact more actively with teachers and peers, and show greater focus during lessons, thereby reducing classroom behavioral violations. This positive impact, in turn, enhances teachers' motivation, encouraging them to innovate teaching methods and teaching forms, and to actively support, guide, and motivate students in accomplishing assigned learning tasks. Experiential-oriented Moral Education teaching in primary schools can be implemented through direct experiential forms and indirect (simulated) experiential forms.

2.2.1. Authentic Experiential Teaching Forms

Authentic experiential teaching forms refer to modes of organizing experiential-oriented Moral Education in which teaching and learning activities are conducted in authentic, real-life contexts closely related to moral issues, life skills, economics, and law. Through these experiential teaching forms, students are provided with opportunities to engage in meaningful experience, thereby fostering the development of personal qualities, core competencies, and subject-specific competencies of the Moral Education subject. Authentic experiential learning enables students to experience, reflect on, and internalize moral cognition, attitudes, emotions, behaviors, and life skills in alignment with established moral standards. The main authentic experiential teaching forms include the following:

(1) Project-Based Learning:

Project-based learning is an authentic experiential teaching form in which teachers design and organize moral education projects that require students to identify and address real-life problems by mobilizing prior knowledge, personal experience, and experiential learning processes. Through project implementation, students actively construct moral knowledge and develop problem-solving abilities, responsibility, and cooperation skills [3].

(2) Practice- and Drill-Based Learning:

Practice- and drill-based learning constitutes an authentic experiential teaching form whereby teachers, based on specific learning themes, design structured practical tasks and repeated training activities while creating engaging learning environments that encourage students' active participation. Through experiential practice and reinforcement, students gradually form moral knowledge, skills, habits, and behaviors consistent with moral norms [1, 3].

(3) Discussion-Based Learning:

Discussion-based learning is an authentic experiential teaching form in which teachers design discussion topics aligned with learning content to facilitate direct exchange of students' thoughts, perceptions, reasoning, and problem-solving approaches to moral, life skills, economic, and legal

issues. Pedagogical strategies are employed to stimulate active participation, argumentation, and the expression of personal attitudes and viewpoints toward moral standards.

(4) Field Trips and Excursions:

Field trips and excursions represent authentic experiential teaching forms that enable students to acquire knowledge through firsthand engagement with natural environments, historical sites, and cultural heritage locations [1–3]. These activities provide students with rich experiential learning opportunities, enhance their understanding of their homeland and national identity, and foster values such as environmental responsibility, patriotism, and respect for cultural and historical traditions.

(5) Field-Based Experiential Learning:

Field-based experiential learning is an authentic experiential teaching form that allows students to observe, explore, and reflect upon relationships within family, school, community, social, and natural environments. Through authentic experience, students develop moral emotions such as gratitude, compassion, and social responsibility, and strengthen their awareness of preserving and promoting national values and cultural traditions. For example, when teaching the lesson “Gratitude toward Those Who Have Contributed to the Homeland and the Nation,” teachers may organize learning activities at a war memorial, combined with experiential tasks such as maintaining the memorial site and participating in environmental sanitation activities.

Moral Education themes suitable for implementation through authentic experiential teaching forms are organized according to content strands across grade levels. These include themes related to family relationships, social responsibility, respect, gratitude, honesty, and environmental protection from Grades 1 to 5.

Through experiential-oriented Moral Education teaching, students engage in self-directed experiential learning by utilizing their senses, observation, and reflection to construct experience and to regulate attitudes and behaviors in response to moral, life skills, economic, and legal issues encountered in everyday life.

2.2.2. Simulated Experiential Teaching Forms

Simulated experiential teaching forms refer to modes of organizing experiential-oriented Moral Education in which students engage in experiential learning through simulated contexts rather than direct contact with real-life environments. In these forms, teachers organize learning activities based on moral stories, situational scenarios related to morality, economics, law, and life skills, as well as digital simulations supported by digital technology and artificial intelligence (AI). Through simulated experience, students are guided to observe, analyze, evaluate, and reflect on examples of appropriate and inappropriate behaviors in real-life situations, thereby developing personal qualities, core competencies, and subject-specific competencies of the Moral Education subject in accordance with expected learning outcomes.

Teachers may utilize AI-supported digital tools to design virtual or simulated scenarios through videos, images, and interactive media that depict moral behaviors and behavioral deviations in everyday life. Students are then required to provide comments, judgments, and evaluations of these behaviors, which supports the formation of moral awareness, attitudes, and behaviors. Examples of simulated experiential learning based on digital technology applications include: the theme “Taking Care of Personal Belongings” (Grade 2), where AI-supported tools suggest visual tables or images to classify belongings and appropriate ways of maintaining them; the theme “Caring for Neighbors” (Grade 3), where AI-generated short scenarios such as “How would you respond if...?” are used to foster empathy; the theme “Gratitude toward Workers” (Grade 4), where students engage in virtual interviews about local occupations and design gratitude cards based on AI-generated ideas; and the theme “Protecting the Living Environment” (Grade 5), where students develop a “Green Week” plan for their class and design posters or slogans with AI-supported suggestions.

The main simulated experiential teaching forms that teachers may implement include the following:

(1) Scenario-, Story-, and Video-Based Experiential Teaching:

Teachers organize experiential learning activities through moral situations, stories, and videos for the entire class in order to achieve the intended instructional objectives and content. Within this form, attention is paid to differentiated support for specific student groups and individual learners, enabling all students to engage in simulated experience aligned with the learning goals.

(2) Virtual Reality–Based Experiential Learning Supported by AI:

Teachers organize group-based experiential activities in which students observe and interact with virtual or simulated situations generated through AI-supported technologies. Students complete experiential learning tasks such as discussing moral, life skills, economic, and legal issues; proposing solutions to simulated situations; engaging in role-play; or participating in thematic games related to Moral Education content.

(3) Connected Learning:

Connected learning is a simulated experiential teaching form in which teachers employ digital platforms and technological tools to establish connections between students’ cognition, attitudes, and behaviors in response to moral, life skills, economic, and legal issues. This form supports students in developing knowledge, skills, and attitudes in accordance with expected learning outcomes at the lesson and subject levels. It also facilitates connections between classrooms in different locations to foster cooperation and sharing skills, as well as connections between classrooms and historical sites or cultural landmarks to educate students about love for nature, the homeland, national pride, and the preservation of national and local cultural heritage values.

In principle, all Moral Education themes in the primary school curriculum can be implemented through simulated experiential teaching forms. However, effective implementation requires teachers to possess adequate competencies in the use of AI and digital technologies for designing and organizing simulated experiential learning activities.

3. RESEARCH RESULTS AND DISCUSSION

To analyze and evaluate the current situation of experiential-oriented Moral Education teaching forms in primary schools in Ho Chi Minh City, the authors conducted a survey involving 80 school administrators and 400 primary school teachers. As a result, 77 valid questionnaires from administrators and 396 valid questionnaires from teachers were collected. The aggregated survey data were statistically processed and are presented in **Table 3.1**.

Table 3.1. Current Status of Experiential-Oriented Moral Education Teaching Forms in Primary Schools in Ho Chi Minh City

Content	Level of Implementation					
	Teachers			School Administrators		
	Mean (M)	Standard Deviation (SD)	Rank	Mean (M)	Standard Deviation (SD)	Rank
Authentic Experiential Teaching Forms						
1. Project-based learning	3,67	0,950	8	3,66	0,948	8
2. Practice- and drill-based learning	4,01	0,860	2	4,00	0,862	2
3. Discussion on moral issues, lifestyles, and life skills	4,03	0,896	1	4,01	0,899	1
4. Field trips and excursions	3,70	0,898	6	3,69	0,901	6
5. On-site experiential learning	3,67	0,922	7	3,68	0,918	7
6. Self-directed learning and self-training	3,99	0,853	4	3,99	0,855	4
Simulated Experiential Teaching Forms						

1. Experiential learning through scenarios, stories, and videos	4,01	0,893	3	4,00	0,912	2
2. Virtual experiential learning based on AI applications	3,53	0,983	9	3,53	0,975	9
3. Experiential learning based on connected learning	3,76	0,863	5	3,76	0,856	5
Overall Mean (M)	3,82			3,81		

The survey results presented in Table 3.1 indicate that both teachers and school administrators hold relatively positive evaluations of the level of implementation of experiential-oriented Moral Education teaching forms in primary schools in Ho Chi Minh City. The overall mean scores reached 3.82 for teachers and 3.81 for school administrators, corresponding to the level of frequent implementation.

Among the various experiential teaching forms, discussion-based learning on moral issues, lifestyles, and life skills was rated highest, with mean scores of 4.03 by teachers and 4.01 by school administrators (ranked first). This form was implemented at a frequent level and is fully consistent with the instructional requirements of Moral Education stipulated in the 2018 General Education Curriculum.

Following this, practice- and drill-based learning aimed at developing moral skills and behaviors, as well as experiential learning through stories and situational scenarios, were also rated at high levels. These results reflect the strong emphasis placed by primary school teachers on linking theory with practice and using simulated real-life situations to foster students' moral qualities and competencies, which aligns closely with the objectives of the primary Moral Education curriculum.

In contrast, project-based learning, field trips and excursions, and on-site experiential learning were evaluated as being implemented at a frequent but relatively low level, approaching the infrequent implementation threshold (mean scores ranging from 3.66 to 3.70 as rated by both teachers and school administrators). Notably, 8.84% of teachers reported that these forms had not been implemented, while 25% indicated that they were implemented infrequently. These findings suggest that teachers have not yet exploited experiential-oriented Moral Education teaching forms in a systematic and integrated manner.

Overall, the findings indicate that although experiential teaching forms have been implemented in Moral Education, they have not been applied synchronously or comprehensively, particularly those forms that have strong potential for fostering students' qualities and competencies. Further investigation through interviews with teachers revealed several constraints, including limited

organizational conditions, time and financial resources for on-site experiential activities, and teachers' insufficient capacity to design and implement educational projects.

Notably, AI-based virtual experiential learning received the lowest evaluation from both teachers and school administrators (mean score 3.53 for both groups), ranking last among all forms. This result highlights the limited application of modern technologies in Moral Education teaching and suggests that AI-supported simulated experiential learning has not yet been widely implemented. This is despite the fact that, in recent years, the Ho Chi Minh City Department of Education and Training has organized numerous professional development programs to support teachers in using AI for instructional design and teaching organization. Specifically, 14.14% of teachers reported that this form had not been implemented, while 27.0% indicated that it was implemented infrequently. This finding is noteworthy, as AI-based simulated experiential teaching forms can effectively address constraints related to inadequate conditions for authentic experiential learning in primary schools and contribute to the development of students' qualities and competencies.

With regard to experiential learning based on connected learning, the mean score was 3.76 as evaluated by both teachers and school administrators, indicating frequent but not high-level implementation. The close correspondence between the two groups' evaluations reflects the objectivity and reliability of the survey results. However, 8.34% of teachers reported that this form had not been implemented, and 20% indicated infrequent implementation, despite its high experiential potential for students. Interviews with teachers revealed limitations in their capacity to design and organize connected experiential teaching forms.

The standard deviation values, ranging from 0.853 to 0.950, indicate a certain degree of variation in responses; however, these values remain within acceptable limits, ensuring the validity and reliability of the survey findings. An analysis of Moral Education teaching documents and lesson plans from participating primary schools further revealed that lesson plans incorporating AI-based simulated experiential learning, project-based learning, connected learning, on-site experiential learning, and field trips and excursions were relatively limited. Most teachers primarily selected discussion-based learning, practice, and in-class training activities. These findings are consistent with, and in some cases even lower than, the survey results, thereby reinforcing the overall conclusions drawn from the study. Although further empirical studies are needed to evaluate their effectiveness on a larger scale, the proposed measures offer practical and feasible suggestions for primary schools. They may serve as useful references for music teachers and school administrators in improving the quality of extracurricular music education and fostering students' musical performance competence in a comprehensive manner.

4. CONCLUSIONS AND RECOMMENDATIONS

Overall, primary school teachers in Ho Chi Minh City have demonstrated considerable attention to the application of diverse experiential-oriented Moral Education teaching forms. However, the level of implementation varies across different teaching forms, with traditional and easily implemented forms

being used more frequently than modern, technology-based approaches. In Moral Education teaching, teachers have employed a relatively wide range of instructional forms, among which discussion-based learning, practice- and drill-based learning, and scenario-based simulated experiential learning are used more frequently than other forms. In contrast, authentic experiential teaching forms that require substantial investment of time, effort, and supportive conditions—such as field trips and excursions, on-site experiential learning, and AI-based virtual experiential learning—remain limited and have not been implemented on a regular basis.

These findings indicate the need for schools to adopt a more systematic and coordinated investment in resources to create favorable conditions for experiential-oriented teaching. At the teacher level, there is a pressing need to enhance digital competence in order to effectively apply simulated experiential teaching forms supported by artificial intelligence. Teachers should also demonstrate flexibility in selecting and integrating appropriate experiential teaching forms to meet the objectives and expected learning outcomes of Moral Education, thereby improving instructional quality.

Furthermore, primary schools should encourage teachers to adopt a synchronous and integrated approach to implementing experiential-oriented Moral Education teaching forms, with particular emphasis on simulated experiential learning based on digital technology applications. Such approaches can help address existing constraints related to financial resources and physical facilities, while still providing students with meaningful experiential learning opportunities that contribute to the development of moral qualities and competencies.

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