

Applying Kolb D.A's Experiential Learning Model to Educate Kindness for 5-6 Year Old Children in Vietnam

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Abstract: - Educating kindness for children is an integral part of the personality education process for children, plays an important role in creating the foundation of personality later. In this research, on the basis of inheriting the research results of Kolb and his predecessors, with a viewpoint on theoretical approach to experiential education and consulting with experts, educational administrators and preschool teachers, the author has researched and proposed a model of educating kindness for 5-6 year old children in Vietnam through experiential education, including the following specific steps: Concrete experience; Analytical observation; Concept formation/drawing lessons; Positive test. The model recommended by the author has been experimentally proven in some preschools in Vietnam. The results of the experimental application show that: This model is consistent with the practice of early childhood education in Hanoi and can be applied to many other preschools in Vietnam.

Key - words: - Educating kindness; experiential learning; experiential learning model; 5 - 6 year old children.

Received: July 16, 2021. Revised: May 12, 2022. Accepted: June 2, 2022. Published: June 21, 2022.

1 Introduction

Scholars believe that: Educating people with kindness should start right from the preschool age. This is the most effective and favorable time for education because in preschoolers, feelings develops very strongly, especially empathy and emotionality towards people and surroundings [1]. Preschool is the time when children begin to discover and comprehend forms of social relationships among people, norms, and codes of cultural conduct. Children easily recognize, understand and choose to perform good or bad behaviors, should or should not in life. Educating kindness helps children to be aware of the good, the bad, the good and the evil, to have

attitudes and behaviors that care, love and help people [2].

John Dewey introduced experiential education in 1938 to optimise student learning. During the 20th century, Dewey introduced experiential education to K-12 educators as a practical educational approach compared with the traditional approach. According to Dewey, experiential education will help students be accessible in the process of learning, interacting and creating a humane society based on the experiences in the learning process, not only paying attention to the effectiveness of the process of acquiring knowledge [3], [4]. This concept continues to be applied and developed in the following stages. Kolb

introduced experiential education, including five processes doing, reflecting, judging, knowing and acting [5]. Experiential education is a practical learning activity. It is always replaced due to the instability of the community during the experience [6]. In the 21st century, experiential education is being revisited due to the diversity of real-life educational forms such as experiential-based therapies, place-based education, alternative education, team building or coaching [3], [7]... These evolutions of educational forms led to the development of new terms such as experience society [8] or experience events [9]. In modern education, while education can be seen as a particular commodity in the market, experiential education is also considered from the perspective of students' experiences in schools, thereby helping to expand experiential education theories and approaches [3], [10], [11].

At preschools, experiential education creates many opportunities for children to be exposed to the real life, the surrounding environment and to develop their emotions, exploit and enrich children's experience [12]. At the same time, experiential education helps children to actively, proactively and independently express themselves, show the right attitudes and behaviors in relationships. The experience is of great significance in opening up many conditions and opportunities to help practice and develop kindness in preschool children from 5-6 years old [13].

In current Vietnamese practice, educating kindness for children in general, and educating kindness through experience in particular are increasingly interested in families, schools and society. However, the effectiveness of educating kindness for children is still low, not meeting the requirements of society. In addition to the causes related to negative effects of the market economy, the pressure of socio-economic development, it is also the responsibility of the family and the school [14]. Preschools still attach more importance to cognitive development than value education; Educating kindness through experience has not been interested and researched, so early childhood education has not yet grasped the content and methods of teaching kindness through experience for children; The school's orientation of educating kindness for children to families is limited and ineffective [15]. Our research introduce a new approach based on experiential education for 5-6 years old children in

preschool based on Kolb's experiential education approach related to Vietnam context. Secondly, our approach was pilot in some preschools in Hanoi, Vietnam. We believe our findings can contribute in supporting for preschool educators, parents and policy makers in Vietnam in terms of kindness education for children and maybe for other countries to change their education approach.

2 Researches on Experiential Education

Experiential education has been deeply researched by many scientists [16]–[19]. Educators see experiential education as an effective strategy for educating children.

Education should be based on children's available experiences and anticipate the child's development in order to have appropriate and effective educational impact. He also argues that each individual, due to the practice of life and genetics, has different background experiences, which relatively determine the potential of each individual. Such potential is reflected when, if there is support, you can do, think, decide and solve problems. If there is no support, even though you know there is a problem, you are not capable of solving it. Thanks to interaction, permanent personal experiences which are shared, challenged, and improved, the individual is led to a new higher level of development [16].

On the other hand, children's development is obtained through actions. He believes that when children interact with the environment, they will acquire new knowledge, adjust and correct existing knowledge. Thus, J. Piaget has highlighted the role of actions, and children's knowledge is built step by step through active participation of children as well as interactions with other members in their surrounding environment. He thought that intelligence is formed by experience and such intelligence is not an innate internal characteristic but a product of the interaction between people and their living environment [17].

In the role of experiential learning, the conditions of experiential learning: personal involvement, assessment by learners, and broad effects on learners [20]. Moreover, the best learning is in the environment and especially from concrete experiences. He was much interested in the relationship between theory and practice. "Practice is always a good theory". He also believed that family

and school have a strong influence on experiential learning, knowledge is necessary to change behaviors, but real change requires an environment to practice and experience. He asserted that individual subjective experience is an important component of experiential learning. He identified learning cycles as a continuous process of action and assessed the consequences of such action. He introduced a model of experiential learning, including the first stage that learners think about the situation, then make plans to solve the situation and execute the plan, and finally observe the results achieved [18].

In addition, children go to school to work and live in a community, receive practical experience, form and develop their capacity to contribute to society. Dewey highlighted the role of experience, the meaning of personal experience and the relationship between personal experience and teaching activities. He argued that we must understand how experience occurs in order to design and organize educational activities that can benefit individuals in present and future societies. Thus, John Dewey's philosophy held that each new experience is built on previous experience and becomes the next foundation that affects and influences the coming experience in the future. It is a series of successive experiences, practical activities that a child has undergone to form and develop the moral qualities, values as well as the necessary knowledge or behavior for the child. The role of educators is to organize experiences for the child and exploit the experiences in order to realize the educational goals. He believed that people integrate into society with all their behaviors in relationships, so LNA education requires students to expose and behave with society. Dewey coined the slogan "educating by doing", while educating by activities was the slogan of Vugotsky. He required that children must be participated in various forms of activity of the life [19]. Children could find joy in learning and experience the richness of childhood rather than teaching children to learn early at home [21].

Montessori believed that if children were free to choose and act in a carefully prepared environment, suitable for their abilities and developmental stage, they would maximize their available potential [22].

In Vietnam, David Kolb's experiential model in educating primary school children. The authors all showed the great role of practice in this model, of which the teacher plays as an instructor, promoting the direct experience of students, ensuring the

learning process and knowledge acquisition of students in an proactive way [23], [24].

Thus, the authors have highlighted the importance of experiential education for in teaching and learning process. These researches have indicated models of experiential learning across stages, and that is a process of continuous development. To date, there are limited researcher introduced experiential education for preschool and assess the effectiveness of experiential education in teaching and learning process. Our research will fill this gap to confirm the experiential education effectiveness in reality.

3. Kolb's Theory of Experiential Learning

Kolb's experiential learning theory (ELT: Experiential learning theory) on the basis of inheriting the research results of John Dewey, Jean Piaget, William James, Carl Jung and other researchers. He believed that an important part for the formation of any value was the interaction of new knowledge or experience with existing knowledge and experience [5], [25]. He also argued that learning was the process in which knowledge is created through the transformation of experience.

He introduced a cyclical experiential education model in a spiral form with four basic stages. The learning process must be continuous, complete this cycle to lead to new experience and establish a new cycle. The time frame for a cycle varies for learners and ranges of learning experience and highlighted the role of experience in experiences, of which feelings plays an important role.

David Kolb's experiential education theory has its roots in experimental studies by Dewey, Lewin, and Piaget. This is the most prominent theory and tool used in many different fields for a long time and has been still widely applied today. Learners can get effective results through the repetitive process of experiential education (four steps). Severely students are interested in all four steps of experiential education. However, after going through all the steps, learners can participate more actively in active interactions with other participants in experiential education activities. Previous research agreed that student could optimize their learning process during learning activities [26].

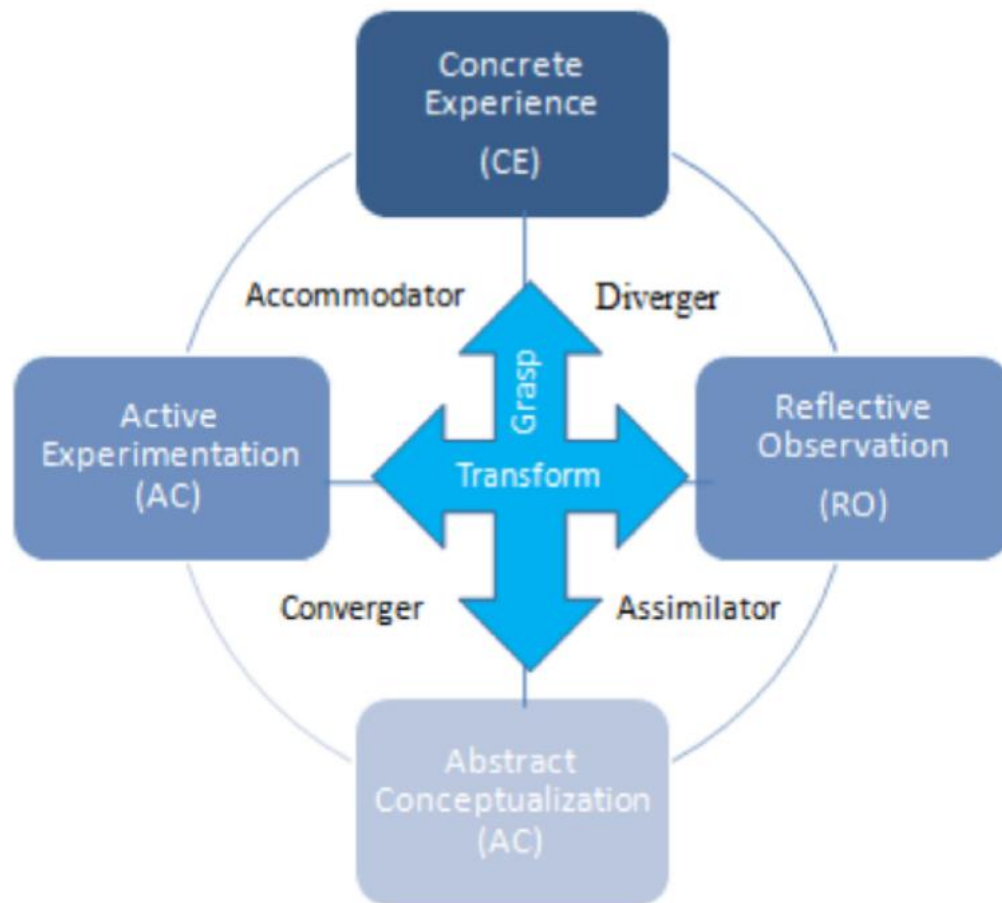


Fig. 1: Experiential learning cycle and basic learning styles [25]

The experiential learning model is defined by Kolb: As “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” [5, p. 41]. In the experiential learning model process, children have to go through step by step with four stage in two opposite grasping experience aspect (concrete experience and abstract conceptualization) and transforming experience (reflective observation and active experimentation). In four stage, children will be given skills to experience, reflect, think and act to overcome each stage in the context of a specific learning situation.

Kolb's model includes the following specific stages:

Stage 1: Concrete experience. This stage is started from action, where children can practice what they have learned, be tested and adjusted their behavior with people around. At this time, children

perform activities, concrete and real situations. It is like an input material, a necessary condition of experience. Whether the experience here is of high or low quality depends on the child's level of participation, on the quality of the concrete, real situation for the child to experience.

Stage 2: Observation, analysis. If children use their own experiences to handle happenings and events in a concrete experience stage, then at this stage, children will respond and share what they have learned from their experiences. In this stage, the child's thinking process goes from low (recording, describing information) to high level (exploring causes and relationships), analyzes behaviors and expressions according to kindness value standards: how to express the value of kindness; situational consistency, value consistency, optimal expression selection; effects and outcomes on the giver and the receiver.

Stage 3: Concept formation. This stage is the one of shaping new knowledge and experience, generating new understanding. This is the stage where children based on analyzing results and evaluating experiences in stage 2 to summarize and discover new knowledge on their own.

Stage 4: Positive testing. This stage corresponds to the child's application of newly acquired knowledge and experience (through all three stages above) to new contexts or events in life and experience is created then. Children's knowledge and experience are increasingly improved.

The experiential education model for children is a logical sequence of 4 stages. The result of a previous stage is the starting point, the fulcrum of next stages [27]. New experiential knowledge is formed, put to the test in a new situation, and it becomes available, concrete experience and is the beginning of a new experiential education cycle. The time frame for each stage varies depending on the child's cognitive and experience characteristics.

4 Application Base of David Kolb's Experiential Learning Model to Educate Kindness for 5-6 Year Old Children in Vietnam

To be able to apply David Kolb's experiential learning model to educate kindness for 5-6 year old children in Vietnam, the author has identified the following basic grounds:

Firstly, David Kolb's experiential learning model shows the suitability and compatibility with the objectives, contents, methods and organizational forms of early childhood education in Vietnam. In this context, David Kolb's experiential learning model is considered as one of the most widely chosen solutions in the field of Early Childhood Education in Vietnam.

Secondly, based on the psychophysiological characteristics, the characteristics of the process of forming kindness of Vietnamese 5-6 year old children show that: the process of forming kindness also includes steps/stages similar to the four successive and spiral steps in Kolb's experiential learning model.

Thirdly, A method to design a specific lesson/activity on educating kindness for 5-6 year old children will achieve the educational purpose if it is

included and divided into the 4 successive and spiral steps in Kolb's experiential learning model.

Fourthly, the characteristics of awareness, understanding, experience and pedagogical capacity of preschool teachers are completely appropriate and can acquire and operate very well the steps/stages similar to the four successive and spiral steps in David Kolb's experiential learning model.

Fifthly, the conditions of learning materials and facilities for educating kindness for 5-6 year old children completely satisfy the requirements of David Kolb's experiential learning model.

Sixthly, the Results of interviews with experts, education administrators and preschool teachers show that: It is completely possible to apply Kolb's experiential learning model in educating kindness for 5-6 year old children.

We use descriptive statistics analysis to measure the children's kindness in three aspects of awareness, feeling and behaviour to evaluate the effectiveness of experiential education in both groups before and after the experience.

5 The Model of Educating Kindness for 5-6 year Old Children by Applying David Kolb's Experiential Learning Model

During such process, the teacher should carry out the following activities:

In this research, the author has implemented the design and construction of activities which educate kindness for 5-6 year-old children through applying Kolb's experiential learning model, specifically including:

Determining the goals of educating kindness for 5- year old children: Providing knowledge of kindness such as sympathizing, caring, sharing, helping, being tolerant, and protecting oneself and people around; forming a child's positive attitude towards himself and the people around him; practice kindness behavior towards people.

Selecting contents of educating kindness for 5-6 year old children in preschools: Cognitive education (helping children recognize the expressions and signs of kindness, reasons to be kind to themselves and people around them); Feelings and attitude education (helping children show appropriate attitudes towards kind and unkind acts; Knowing how to express appropriate feelings and emotions to the situation)

and Behavioral education (helping children express acts of kindness outwardly with people around them such as sympathizing, caring, sharing, helping, being tolerant, and protecting oneself and people around).

Identifying forms of activities of educating kindness for 5-6 year old children in preschools. In the practice of educating preschool children, children are allowed to participate in many different activities and each activity has its own advantages for educating children, especially educating kindness for children. Therefore, in order to teach kindness for children, it is necessary to exploit the advantages of activities that help children have many opportunities to experience and practice behaviors. The basic

forms of activities in a preschool can be mentioned as playing activities, working activities, festival activities, sightseeing activities...

Selecting activities of educating kindness for 5-6 year old children. Including fun activities, games, working activities, daily activities...which have the effect on educating kindness for children.

The model of educating kindness for 5-6 year-old children through the application of Kolb's experiential learning model in Vietnam presented as follows (Table 1):

Table 1. Comparing Kolb's model and the model recommended by the author (experimental application of educating kindness for 5-6 year old children)

Criteria for comparison	Kolb's model	Model recommended by the author
Similarities: Nature of the model	1. It is designed into successive stages to form a closed and spiral cycle and requires learners to satisfy all stages. 2. Goals: Optimize the activities of learners. 3. Role of learners: Active, positive and creative. 4. Learning mode: Learning through working, through experiencing.	
Differences: Name of stages	Stage 1: Concrete experience. Stage 2: Observation, analysis. Stage 3: Concept formation. Stage 4: Positive testing.	Stage 1: Children are experienced (teachers organize activities to help children gain experience in kindness) Stage 2: Creating opportunities for children to share and respond to their experiences of kindness Stage 3: Processing and forming concepts/drawing lessons about kindness Stage 4: Encouraging children to actively show acts of kindness in their activities and daily life Stage 5: Assessment and social connection

Stage 1: Children are experienced (teachers organize activities to help children gain experience in kindness)

This stage provides children with the opportunity to experience in different situations and circumstances to accumulate experience of kindness and observe the kindness behavior of people around with many different subjects.

Educating kindness for 5-6 year old children must start from their actual experiences. Children should have many opportunities to interact with things and phenomena around them, to act and communicate with their friends, younger or older siblings and adults close to them. In the process of activities and communication, children can actually

observe, see, listen, and feel everything around them. Therefore, the more children experience, the richer the experience they perceive. Especially, if the children's experiential activities are more diverse, in accordance with the children's interests, abilities and previous experiences, they will participate and observe more actively, closely, their ability to analyze and compare is better and solving problems that arise during the experience more effectively. Accordingly, children will accumulate more and more new experience, creating a basis for sharing thoughts and feelings in the next stage. This is the first stage of the experimentation process. The content of activities for children to experience should be based on the content of education kindness for children and should make the most of the children's

experience (Figure 2). In stage 1, teachers will select class activities for children, including play, work, festivals or visits to communicate and conduct relationships with other children and participants. In each activity, the teacher will design programs, environments and locations for children related to the experiential education process. Children will experience related activities, thereby developing

kindness through awareness and feeling, improving their kindness behaviours in the specific situation.



Fig. 2: The Children experienced process

Stage 2: Creating opportunities for children to share and respond to their experiences of kindness

This is the stage to create a forum for children to share their feelings and thoughts about kind behaviors so that they can have a correct awareness of right, wrong, good, and bad behaviors that are suitable for their abilities..

In the process of experiencing, children can directly expose to objects and phenomena, and can communicate with their friends and people around them. However, children's awareness of values is still vague and unclear, so it is necessary to ask them to share the results of their observations, debates, and share their thoughts and feelings that they have accumulated in actual activities. At this stage, teachers and children actively exchange and share

feelings and thoughts about the children's experiences. Let the child review or recall the problematic situation that he has just experienced to help them recall his behavior and feelings. To help children identify and clarify the expressions of kindness, it is necessary to organize a conversation with a system of questions to elicit feelings, thoughts about caring, helping, sharing, etc. observed as well as self-executed or received. During the conversation, it is necessary to let children speak their feelings and thoughts when observing others or living in such context (Figure 3).

During such process, the teacher should carry out the following activities:

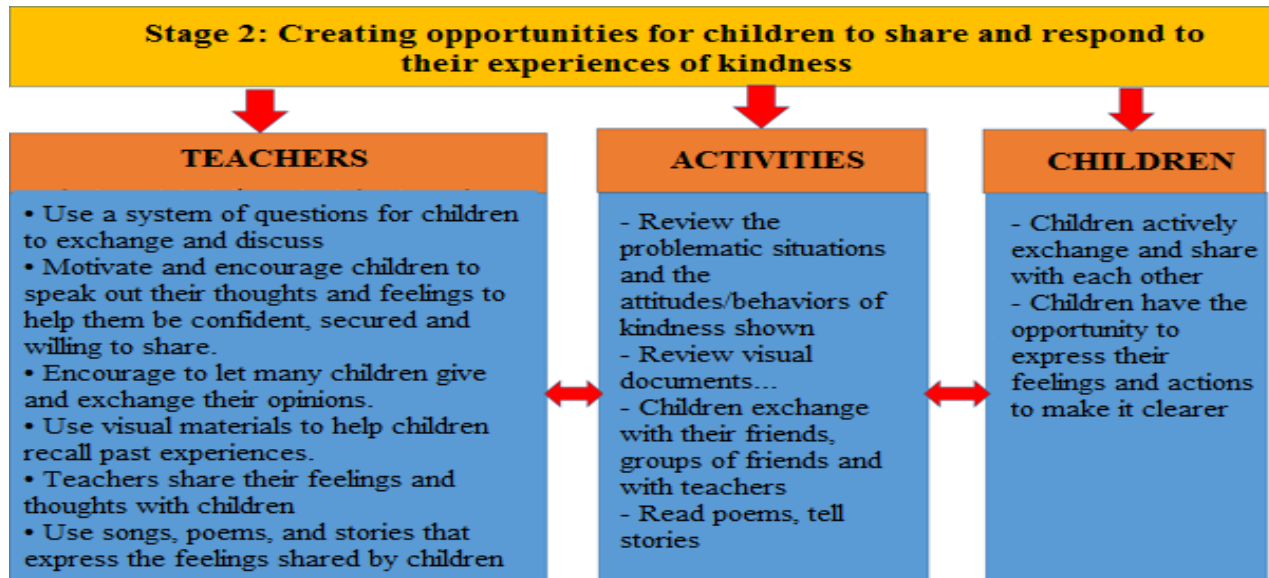


Fig. 3: The creating opportunities for children to share and respond to their experiences of kindness process

Stage 3: Processing and forming concepts/drawing lessons about kindness

At this stage, teachers help children to analyze and comment on their own behaviors and attitudes and those around them from the perspective of kindness; draw out the right principles and understanding about what to do and what not to do, when encountering similar things, how to do it correctly and fairly, for yourself and everyone to be joyful and happy. At this step, the results of observations and specific actions have helped children to make comments and reflections on the value of kindness. Therefore, teachers should help children systematize their acquired experiences into rules and standards of right and wrong behavior.

Teachers may use some learning games such as lotto, picture matching, picture puzzle, games used words to reinforce children's experience. At this stage, teachers may use some value education methods such as role-playing method, conversational method and game method to help children inculcate and more clarify values. Organize for children to discuss, analyze, reflect, review experience, discuss how it has been done, about topics, experienced problems, how to solve such problems, personal experience and experience of members or groups (Figure 4). Teachers use systematized and generalized questions to help children analyze and process the experience they have gained, like what should you do? what should you say?...

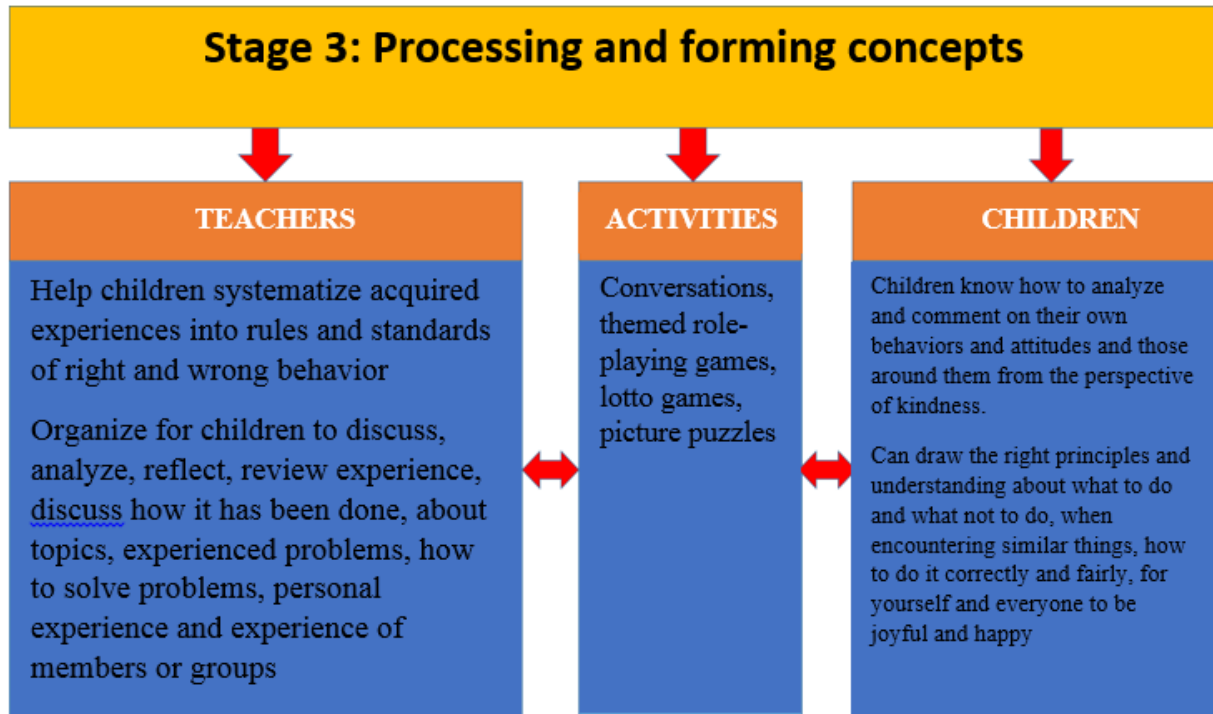


Fig. 4: The processing and forming concepts process

Stage 4: Encouraging children to actively show acts of kindness in their activities and daily life.

This stage aims to encourage children to actively demonstrate their kind behavior in life with many objects, in many situations in accordance with the child's needs, desires and abilities.

Children's kindness, to be strengthened and developed, should be practiced through many situations and put in many relationships. Children will be able to express their kindness to people around them naturally, without force. In fact, in preschools, there are many diverse situations, by putting children in those situations, they will be experienced, reflected and thereby

can draw lessons for themselves. The process of children's experience of kindness will be continuous from the unknown to the concrete actions. At this stage, teachers continue to let children experience and apply their experience to help them actively use knowledge and experience in practical situations. Teachers should use different methods to encourage and motivate children's good actions, and at the same time, help children record their own actions for self-assessment and actively participate in the assessment of their friends' behavior (Figure 5).

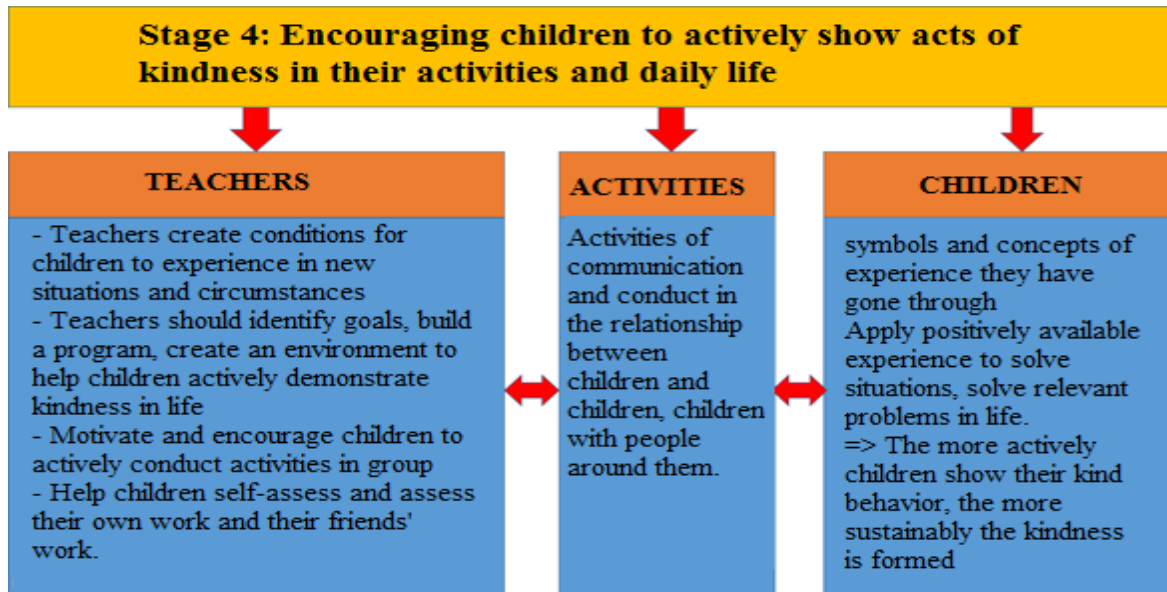


Fig. 5: The Encouraging children to actively show acts of kindness in their activities and daily life process

Stage 5: Assessment and social connection

At this stage, children are experienced the kindness in the most direct and profound way, of which, teachers are the organizers for children to self-assess on each child's expressions of kindness, the children assess each other and the teacher assesses each child, determines the achievement level of each child in terms of awareness, attitude and behavior showing kindness. At the same time,

teachers will also organize social connections for children, i.e., applying awareness, attitudes and behaviors that show kindness in social relationships (with teachers, friends, family, neighbors and social relationships that children join). Social connection will help children have a deeper awareness of kindness, standardization of attitudes and behaviors; the values of kindness that have been formed become deeper and more enduring (Figure 6).

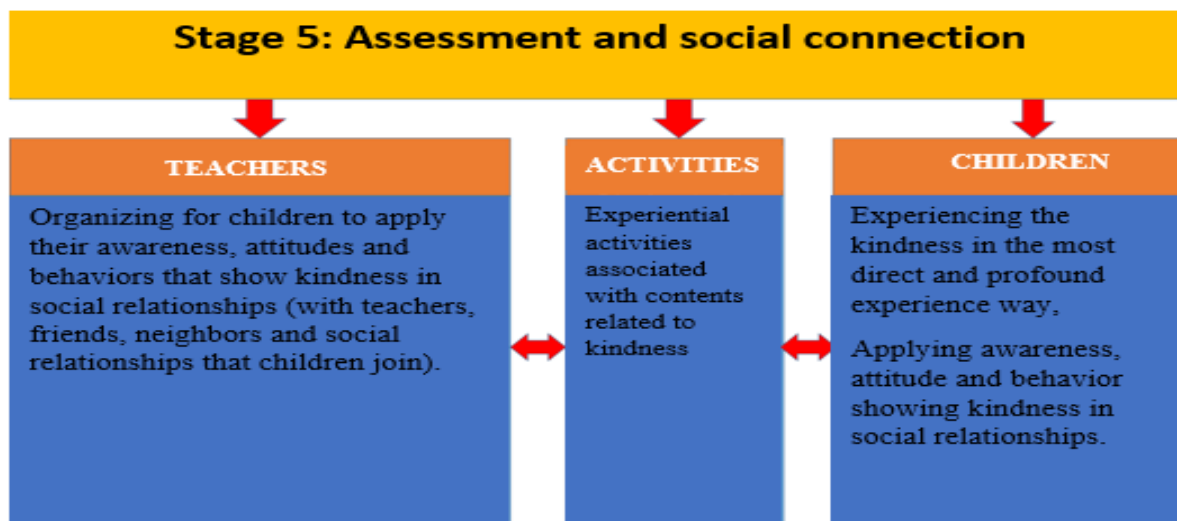


Fig. 6: The assessment and social connection process

6 Experimentally Applying the Model of Educating Kindness for 5-6 Year-Old Children According to Kolb's Approach

In this research, the author conducted an experiment to apply the model of educating kindness for 5-6 year-old children according to Kolb's approach for 216 children at two preschools (Co Bi Kindergarten, Gia Lam district; Hoa Hong Kindergarten, Dong Da

District). The experimental period is from September 2019 to September 2021 (total 24 months). The results obtained are as follows (Table 2 and Figure 7):

The level of kindness formation of 5-6 children in control and experimental classes before the experiment.

Table 2. The level of kindness formation of children in control and experimental classes before the experiment

Fields	Level	Control class						Experimental class					
		Boy		Girl		Total		Boy		Girl		Total	
		Q.ty	(%)	Q.ty	(%)	Q.ty	(%)	Q.ty	(%)	Q.ty	(%)	Q.ty	(%)
Awareness	High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Average	11	34.4	18	64.3	29	48.3	10	35.7	23	69.7	33	54.1
	Low	21	65.6	10	35.7	31	51.7	18	64.3	10	30.3	28	45.9
Feelings	High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Average	0	0.0	1	3.6	1	1.7	0	0.0	2	6.1	2	3.3
	Low	32	100	27	96.4	59	98.3	28	100.0	31	93.9	59	96.7
Behavior	High	0	0.0	0	0.0	0	0.0	0	0.0	2	6.1	2	3.3
	Average	16	50.0	22	78.6	38	63.3	7	25.0	18	58.1	25	41.0
	Low	16	50.0	6	21.4	22	36.7	21	75.0	13	41.9	34	55.7
Total	High	0	0.0	0	0.0	0	0.0	0	0.0	1	3.0	1	1.6
	Average	7	21.9	10	35.7	17	28.3	6	21.4	11	33.4	17	27.9
	Low	25	78.1	18	64.3	43	71.7	22	78.6	21	63.6	43	70.5

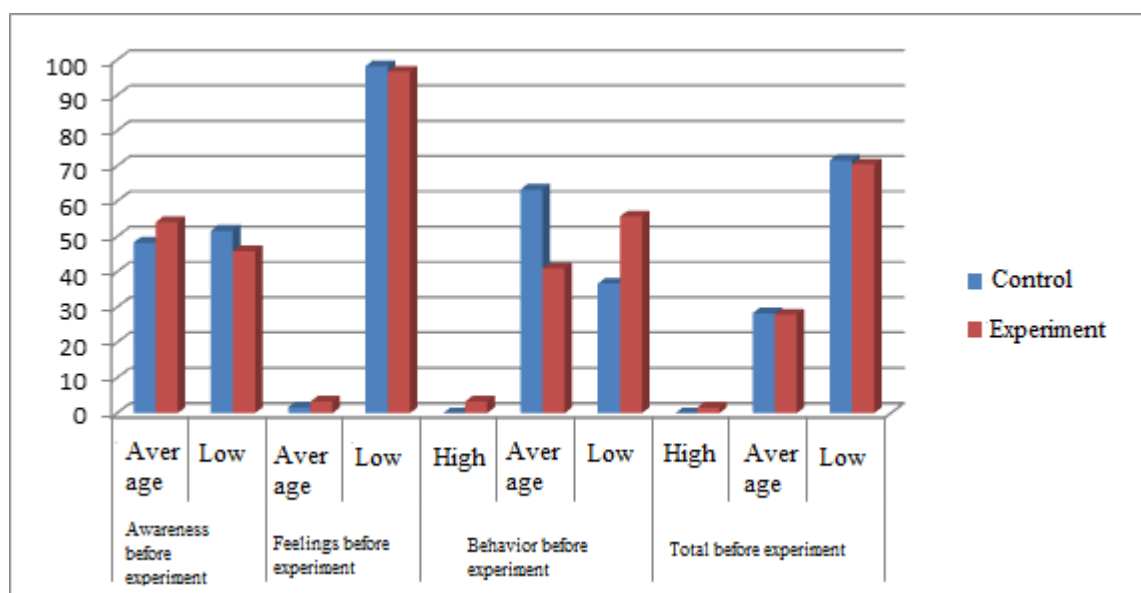


Fig. 7: The level of kindness formation of children in control and experimental classes before the experiment

The results of the survey on the level of kindness formation of 5-6-year-old children in the two experimental and control groups are shown in Table 2 and Chart 1, indicating that: The level of kindness formation in control and experimental classes are similar and not high. In particular: There were very few children who reached the high level. There were no children in the control group, there was one child in the experimental group, accounting for 1.6%. The average level in the two experimental and control groups was similar and reached nearly 30% (the control group was 28.3%, the experimental group was 27.9%). Children with low level accounted for the highest ratio, the control group was 71.7%, the experimental group was 70.5%. Through observation and discussion with children, we found the similarity in kindness formation of children in the two experimental and control groups as well as the inequality in children's awareness, attitudes and behaviors. Before the experimental period, both

children in control and experience group had moderate and low kindness awareness and feeling. The number of children in the experimental class with average kindness awareness was significantly higher than the children in the control class. With kindness feeling, children in the two groups mainly in low level and there was no significant difference between the two class groups. Girls have significantly higher kindness awareness and feeling than boys in both groups. In awareness behaviours, few young girls in the experimental class in a high level of kindness behaviour. The percentage of children with average kindness behaviour levels in the control group was significantly higher than in the experimental group. Girls in average kindness behaviour are higher than boys in both groups.

The level of kindness formation of 5-6 year old children in control and experimental classes after the experiment

Table 3. The level of kindness formation of 5-6 year old children in control and experimental classes after the experiment

Fields	Level	Control class						Experimental class					
		Boy		Girl		Total		Boy		Girl		Total	
		Q.ty	Ratio (%)	Q.ty	Ratio (%)	Q.ty	Ratio (%)	Q.ty	Ratio (%)	Q.ty	Ratio (%)	Q.ty	Ratio (%)
Awareness	High	0	0.0	0	0.0	0	0.0	7	25.0	8	24.2	15	24.6
	Average	15	46.9	20	71.4	35	58.3	21	75.0	25	75.8	46	75.4
	Low	17	53.1	8	29.6	25	41.7	0	0.0	0	0.0	0	0.0
Feelings	High	0	0.0	0	0.0	0	0.0	3	10.7	4	12.1	7	11.5
	Average	9	30.0	12	40.0	21	35.0	24	85.7	27	81.8	51	83.6
	Low	23	70.0	16	60.0	39	65.0	1	3.6	2	6.1	3	4.9
Behavior	High	0	0.0	2	7.1	2	3.3	15	53.5	16	48.5	31	50.8
	Average	29	90.6	23	82.1	52	86.7	12	42.9	17	51.5	29	47.5
	Low	3	9.4	3	10.7	6	10.0	1	3.6	0	0.0	1	1.7
Total	High	0	0.0	0	0.0	0	0.0	16	57.1	17	51.5	33	54.1
	Average	19	59.4	22	78.6	41	68.3	12	42.9	16	48.5	28	45.9
	Low	13	41.6	6	21.4	19	31.7	0	0.0	0	0.0	0	0.0

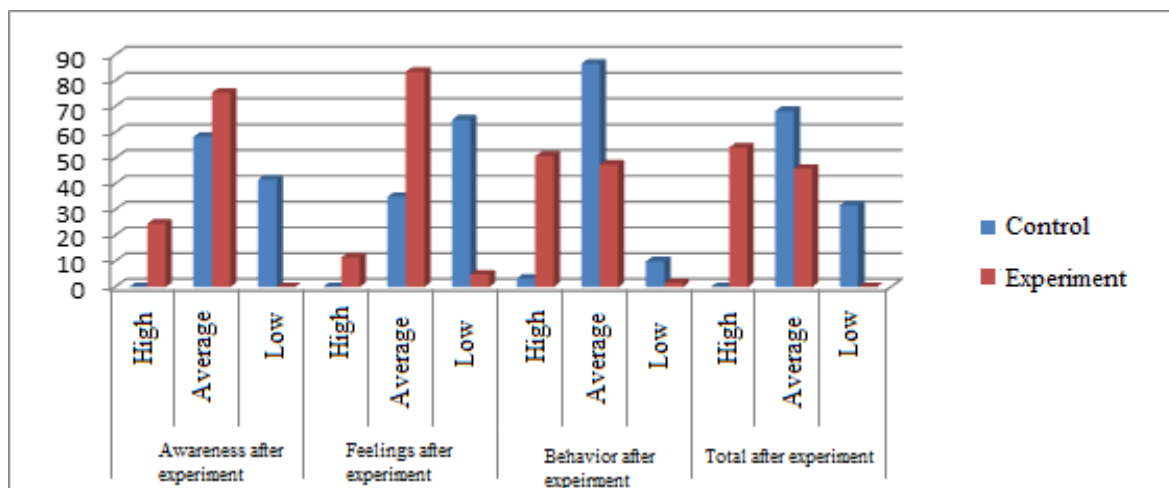


Fig. 8: The level of kindness formation of 5-6 year old children in control and experimental classes after the experiment

Looking at table 3 and figure 8, we can find that: The level of kindness formation after the experiment has changed significantly between the control group and the experimental group, both control and experimental groups have evolution. However, the level of kindness formation in the experimental group was much higher than that of the control group, specifically: The number of children reaching high level in the experimental group increased significantly, accounting for 54.1%, while the control group had no children at this level, the average level in the experimental group was 45.9% and the control group was 68.3%, the experimental group had no low level, while the low level in the control group still accounted for a high ratio with 31.7%. In each aspect, the level of children's kindness formation in experimental and control classes is clearly different. In the control group, there were no children with high level of awareness and feelings, and high level of behavior was 3.3%. In the experimental group, there were children with high levels of awareness, feelings and behavior, but unequal in all fields, in terms of awareness reaching 24.6%, feelings reaching 11.5%, behavior reaching 50.8%.

7 Comments and Conclusions

7.1 Comments

The activities of educating kindness for 5-6 year-old children in preschools have had positive impact on the level of kindness formation of 5-6 year old

children. Experimental process has shown that the level of formation and development of children's kindness is better, more stable and more frequent when children have been experienced in real situations and circumstances, shared their thoughts and feelings, then drew their own experience and been positive, creative to experience in life. The research process shows that the level of kindness formation for 5-6 year-old children increased markedly between input and output, much higher than that of children in the control class. For each child, the formation of kindness in each child is different, especially the difference in gender characteristics, so it is necessary to have individual impact on each child and each child's experience. Before carrying out the pedagogical impact, it is necessary to clarify the characteristics of the age and the individual characteristics of each child in order to choose appropriate activities to ensure the desired effect. Educating kindness for 5-6 year children through experience is a long process that requires close cooperation with the family

7.2 Limitations

The author's research only stops at experimenting with children in Hanoi city, therefore, it is impossible to represent all provinces/cities, regions/areas of Vietnam. Moreover, the number of children experimented (126 children) is also limited, concentrated in 2 preschools of Hanoi city.

7.3 Conclusions

In our study, a new approach for kindness experiential education based on traditional Kolb's experiential approach has been introduced. Our results show that the experimental learning approach is effective in the process of forming kindness for children aged 5-6 years old in Vietnam. Experiential education for kindness in preschools can help children communicate with real-life objects, phenomena and events for knowledge, and develop positive attitudes, and behaviours learning. In addition, experiential education can help children express their love for themselves, people and things around them [27]. Educating kindness through experience is organized according to a 4-stage process: Children are experienced, sharing and respond experience, together with teachers providing principles of behavior to show kindness, and actively demonstrate acts of kindness in life. The preschool program is an orientation framework program for teachers in the process of child care and education.

In order to ensure the effectiveness for the implementation of activities of educating kindness for 5-6 year old children through experiences in preschools, it is necessary to pay attention to the following issues:

For early childhood education administrators: Pay more attention to the task of value education in general, and educating kindness for preschool children in particular, and consider it a core task, creating the foundation for the formation of human personality, started at preschool age. Use experiences as a positive educational method that should be prioritized in the process of reforming early childhood education in the direction of turning positive children's activities. Organize professional training and re-training courses in schools so that teachers can understand and effectively implement activities of educating kindness for 5-6 year-old children through experience.

For preschool teachers: Actively self-study and self-research to improve the understanding of educating kindness through experience from identifying goals, choosing contents and effectively using experiential education methods for 5-6 year old children in preschools. Regularly cultivate and train to be able to design experiential activities to educate kindness for 5-6 year-old children in preschools. Actively apply methods of educating kindness for 5-6 year old children through experiences in daily educational activities for children. Enhance the

relationship with children's parents, support their parents in the care and education of children in general, in carrying out activities of educating kindness for children through experience, and mobilizing their parents to participate in the children's experiences in preschools.

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