MANAGEMENT OF JAPANESE TEACHING IN EXPERIENCE-DRIVEN AT FPT UNIVERSITY IN HO CHI MINH CITY

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ABSTRACT
Currently, in Vietnam, many active teaching methods in the direction of encouraging student participation in the training process to increase the initiative in knowledge acquisition and creation have been researched and tested. Typically, problem-based, case-based or project-based learning methods are gaining great attention in higher education. However, the application of these methods depends on the conditions of the training institution and the form of application in the training industry. This study delves into the issue of how to manage experiential learning in the training process of Japanese language students at FPT University in Ho Chi Minh City. By the main research method is document analysis, observation and participation in experiential teaching activities applied to the Japanese language major, research results have been obtained such as pointing out the strengths and weaknesses of the students, successes and limitations in teaching organization and management of teaching activities according to current experience at school. Some suggestions of experiential-based teaching management methods are also given in the article as a reference.

Keywords: experiential learning, students, Japanese, management of experiential teaching methods

I. INTRODUCTION
In the period of international economic integration, the foreign language industry is always considered as a potential industry because the demand for foreign language human resources is huge with job opportunities such as translators, interpreters, offices, tourism, marketing, import-export, etc. Japanese language is also a typical field which has been gradually popularized in the fields of training at universities [1]. The job opportunities of learners also bring many challenges for universities in building the training program in which direction, how to approach it to help learners both acquire the necessary knowledge and at the same time have an experiential environment to apply learned knowledge and promote creative potential. In addition to the subjects in the training program, "experience activities" are activities that play a very important role. Some forms of experiential activities can be listed as: discovery (practice, sightseeing, picnic), implementation form (scientific research, seminars, club activities), performance form (exchange activities, contest). In terms of form, it is similar to extracurricular activities, but in terms of educational methods and goals, it is very clear [2]. The content of experiential teaching is very diverse, integrated, synthesizing knowledge and skills of many different fields. The best way to teach and learn is to facilitate the drawing of students' beliefs and ideas about a topic that they can then test, experiment with, and integrate with new, more refined ideas[1]

At the current university level, experiential teaching focuses on facilitating for students to observe and think through practical activities. Thereby, learners will form consciousness, qualities, life skills and abilities. To do this, management plays a very important role [3].

II. LITERATURE REVIEW
2.1 Overview
2.1.1 Definition of experiential learning
Experiential learning, to put it simply, is the process of 'learning through experimentation'. More specifically, the process begins with practice, experimentation, and then the learner analyzes and reflects on the experience and the results of that experience.
As the educators of Northern Illinois University (USA) have summarized that experiential learning is also related to concepts such as learning through action, learning by practicing and learning through discovery and exploration [4].

In experiential learning, each learner's actual experience is positioned as an important role in learning. However, daily experience alone is not a sufficient condition for learning. Learning is a matter of understanding and reflecting on what one has experienced once, and struggling with ambiguity and anxiety about new situations. It is said that it is a process of creating knowledge by modifying and transferring the experience to a new situation. Learning is a holistic process associated with the real world, and is viewed as a circular process consisting of four stages: sensing, looking closely, thinking, and acting[5].

2.1.2 Managing experiential learning activities

Experiential teaching management is the process by which a manager performs the functions of planning, organizing, directing and checking teaching activities to ensure that teaching activities are organized in an experiential way [2].

In addition, the evaluation of the results from the lecturers also plays a very important role in the management of experiential teaching activities. The reflection and direct observation of the teachers will show how this process and the results affect their thinking, leading to meaningful changes in the application of the experiential appropriate approach[6].

Implementing and organising teaching activities in real or hypothetical environments help students flexibly apply existing knowledge and experiences to solve tasks in order to acquire new knowledge, practice skills, shape develop positive attitudes, develop self-efficacy, thereby achieving the educational goals of the school [3].

2.2 Research history

To renovate educational programs, reforming educational methods is indispensable in the current trend. However, the issue of how to perceive innovation still has many different views and opinions because Vietnam's higher education is facing problems left behind by history [4].

Whether it was before or now, the goal of the teaching/learning process is the learner. All agents involved in the teaching/learning process aim for the personal perfection of learners through knowledge acquisition, skill training and personality formation. Therefore, the current educational method has also changed a lot to meet this criterion. Typically, the widespread application of experiential teaching methods in schools in countries around the world and even in Vietnam [1].

Experiential activity is a learning method that plays a central role in competency-based training, because it indicates learners' specific learning activities to develop foundational experiences. Learning through self-experience, learning associated with the benefits of life, learning is to adapt to the ever-changing life environment [6].

At FPT University, in order to be able to implement experiential teaching methods, the first factor to consider is what is a meaningful learning environment for learners, and at the same time gain knowledge from learning language theory, and consider how to design and implement an experiential Japanese course. To provide a "meaningful learning environment" for learners, the course offered should have five characteristics of "positive", "constructive", "independent", "practical" and "collaborative" [7].To design and implement an experiential course, it is necessary to orient a number of experiential activities corresponding to the four learning stages as follows, Specific experience (learning through specific activities, behaviors, manipulations directly tied to the actual context); Reflective observation (learning through observing activities performed by others or reflecting on oneself, reflecting and contemplating new ideas and experiences); Abstract conceptualization (learning through constructing concepts, synthesizing and analyzing observations); and Experimentation (learning through suggestions, experimenting with problem-solving options) as a basis for teachers to design experiential activities for learners[8].

2.3 Actual situation of teaching and teaching management in the direction of experience at FPT University in Ho Chi Minh City.

2.3.1 The reality of using teaching methods

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FPT University in Ho Chi Minh has been applying many different teaching methods for many years in general and Japanese language in particular. With the urgent changing requirements of the times, in order to increase students' interest and self-discovery of knowledge, traditional teaching methods are gradually replaced by active and modern teaching methods, many Teaching organization forms and diverse methods have been applied, popular are:

<table>
<thead>
<tr>
<th>Teaching forms</th>
<th>Implementation process</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching in groups</td>
<td>Instructors will introduce the topic, define tasks for groups, create groups. Students will make a plan of what to do, set rules of common work, solve assigned tasks, prepare to present in front of the class.</td>
<td>Contributing to motivating students to promote their positivity. At the same time, develop the ability to work in a team, responsibility and communication ability.</td>
</tr>
<tr>
<td>Teaching by case study (specifically, science subjects)</td>
<td>Instructors will guide how to write a research paper, choose a research topic, and find documents. Students will actively follow the instructions, then choose a topic, research documents, and write a research paper.</td>
<td>With this method, the lecturer will hold the role of &quot;teaching how to learn&quot; rather than &quot;teaching knowledge&quot; because students will be proactive in finding the necessary knowledge to complete the task. Moreover, students will develop the ability to think and reason about a problem.</td>
</tr>
<tr>
<td>Teach by role play</td>
<td>The teacher gives topics, groups, gives situations and asks for roles for each group. Including preparation time, performance time of each group. Groups discuss together. Each group plays a role in turn. The teacher and the whole class evaluate the performance, behavior, ask critical questions, and draw conclusions.</td>
<td>With this method, students have the opportunity to experience handling situations as well as problem solving. But role-playing is only one part, the most important thing is still discussion by students after practice.</td>
</tr>
</tbody>
</table>

In addition to the active teaching methods organized in the classroom environment, there are learning activities outside the classroom in the form of experiential learning.

The first can be mentioned is the experience tour program. With the goal of creating a real environment for Japanese language students to have the opportunity to experience the job of a Japanese language guide, this is an effective and useful learning method. Students not only have the opportunity to visit famous places, scenic spots of the country, but they also have the opportunity to practice leading the delegation, introducing those places of interest in Japanese [5].

Another effective method is the On the job training (OJT) program. On the job is a program designed for students to practice working on the real job. Students can learn the necessary knowledge and skills to do real work and get used to the working environment[3]. The prerequisite for entering the OJT semester is when students achieve the required number of credits equivalent to the amount of background knowledge needed to help students enter the real work experience environment.

2.3.2 Actual situation of experiential teaching management

As the university focuses on experiential teaching, the organization and management are also carried out and checked according to a strict plan [4].

For the active teaching methods in class, which are regularly organized flexibly by the lecturers depending on the characteristics of each subject, and the results of those methods are also the results of the assessment of students' academic achievements and should regularly be checked and evaluated by the management department [1].

For experiential activities, first of all, the OJT program is implemented through the cooperation of the faculty's lecturers and the Business Relations Department, so from the process to the participation conditions are very
2.4 Methods, subjects and scope of the study

This article was completed based on the main methods of document analysis, participant observation and survey. Focusing mainly on research works, journals, treatises, books of Vietnam and other countries related to the research problem, thereby analyzing, synthesizing and building a theoretical basis for the research. In addition, observing actual participation in experiential teaching activities being applied with the aim of understanding the reality of this teaching method and the extent and factors affecting students in the learning process. learn to use this method. This article is also completed based on a survey of 50 students and 5 Japanese language lecturers at FPT University in Ho Chi Minh City. The reason these survey subjects were selected is because space, time and distance to carry out the research have many advantages. Support tools such as Zalo, Facebook, Email have also been utilized to get the most relevant and accurate survey results.

2.5 Research results

By conducting a practical survey on experiential teaching at FPT University in Ho Chi Minh City, the results obtained are as follows:

<table>
<thead>
<tr>
<th>Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
<th>Total score</th>
<th>Average level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquire knowledge more easily through practice, practice.</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>13</td>
<td>26</td>
<td>109</td>
<td>0.12</td>
</tr>
<tr>
<td>2. Experience helps develop creative thinking.</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>12</td>
<td>26</td>
<td>104</td>
<td>0.11</td>
</tr>
<tr>
<td>3. Gain practical experience.</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>26</td>
<td>100</td>
<td>0.11</td>
</tr>
<tr>
<td>4. Practice how to face practical problems in life.</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>12</td>
<td>26</td>
<td>105</td>
<td>0.11</td>
</tr>
<tr>
<td>5. Emotional control.</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>4</td>
<td>26</td>
<td>90</td>
<td>0.10</td>
</tr>
</tbody>
</table>

The level of agreement shows that when grasping the role of teaching through experience, teachers will design and organize appropriate and effective experiential activities that will help students participate in learning activities. Practice actively, confidently, and gain knowledge in a favorable way for the Japanese Language major. Not only that, for foreign language subjects only learning without practice will gradually lead to passivity in practical application (Table 1).
Figure 1. The role of experiential Japanese teaching activities

Through the survey, it can be seen that the majority of lecturers and students are aware that experiential teaching methods play a huge role in the current new educational method. Specifically, for the role of grasping knowledge more easily through practice, practice accounts for 22%, this is also one of the criteria that the school is aiming for how to make students grasp and apply knowledge easier. Next, accounting for 21%, is the role of training how to deal with practical problems. This is followed by the experiential role that helps develop creative thinking (20%), and jointly accounting for 19% is the role of gaining practical experience and controlling emotions (Figure 1).

Figure 2. The benefits of experiential Japanese teaching activities

According to Figure 2, the rate of agreeing to the benefits of experiential teaching is similar. This also shows a level of interest in this learning method. The learning is not limited to hearing and seeing, but also requires high activities, creating a new and exciting learning environment, arousing the students' curiosity and interest in discovery. In addition, the students themselves find that learning from practice brings outstanding efficiency in both remembering and applying knowledge.

Table 2. The reality of using teaching methods
It can be seen that the lecturer has flexibly organized teaching activities in the direction of experience, according to active teaching methods and techniques, helping students to catch up with new forms of learning. This comes from the effectiveness of this teaching method. At the same time, according to the results of this survey, it can be seen that students have been promoting their positivity, initiative, self-discipline and creativity. Actively participate in the design of activities, preparation, implementation and evaluation of the results of activities, experience, and self-affirmation. Be more active and self-reliant in learning, make progress in communication, become more confident and bold, develop basic skills such as: communication skills, problem presentation, cooperation with friends (Table 2).

### Table 2. The reality of managing teaching activities in the direction of experience

<table>
<thead>
<tr>
<th>Management forms</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
<th>Average level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Organize training courses on experiential teaching for teachers.</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>26</td>
<td>81</td>
</tr>
<tr>
<td>2.Guide teachers to plan self-improvement on experiential teaching.</td>
<td>1</td>
<td>4</td>
<td>13</td>
<td>7</td>
<td>1</td>
<td>26</td>
<td>81</td>
</tr>
<tr>
<td>3.Organization of sharing and learning experiences from other universities/FPT University in other regions on experiential teaching.</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>7</td>
<td>1</td>
<td>26</td>
<td>79</td>
</tr>
<tr>
<td>4.Organize testing and evaluation of learning outcomes in experiential teaching.</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>26</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>323</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
sightseeing tours will not only help to expand the context of Japanese communication, but also require students to prepare themselves in advance with knowledge about culture in both Japanese and Vietnamese languages before each trip, moreover, play and learn at the same time. It also reduces a lot of stress, thereby easily absorbing more knowledge. On the part of the lecturers, they also agree with the forms of discovery outside the school because they think that the environment is more open, it is easier to design learning activities for students [5].

In the future, if more fields are expanded for experiential teaching, it is suggested that Japanese cultural exchange activities should be expanded such as experiencing tea ceremony art, origami art among students. Japanese and Vietnamese students, also have the opinion that it is necessary to create conditions for Japanese language students to experience teaching and think that it is possible to implement immediately within the scope of FPT school with the form of third-year students teaching first-year students [6].

From the interview results, it shows that not only lecturers but also students are very active with experiential teaching method. Compared with the traditional method, this method requires a higher creative, active and proactive spirit from both lecturers and students, but the benefits are absolutely worth the effort [4].

2.6 Limitations

In terms of results, it can be seen that the current training methods at FPT University have gradually approached the training methods of advanced countries in the world. In particular, methods that are concerned with student participation and real experiences have also been applied in Japanese language training [9]. However, in terms of limitations, the practice has not yet promoted the application of experiential learning methods in a profound and effective way. Because, the use of teaching methods for the industry currently has basic limitations [3].

Typically, students' self-discipline is still limited. Currently, experiential teaching methods are applied to students from the middle of the 2nd year and above, first-year students are still at the beginner level of Japanese, so the traditional teaching method is still mainly applied. This invisibly leads to a lack of self-awareness right from the beginning. It is because when the self-discipline is not good, the teacher will again become the oppressor, pointing out the path students must go through, so when the lecturer gives the experience, the students arrive at the destination with forced mind and the lessons learned will not come from the students' own discovery.

The next limitation is the shortage of human resources. With the number of students increasing every year, the current number of Japanese language instructors is not enough. The methods of teaching in class are not too difficult because the lecturers are still applying them very appropriately. However, out-of-school experiential activities are difficult to implement due to lack of organizers, guides and managers [8].

2.7 Some measures to manage experiential teaching at FPT University

From the actual situation and survey results, it can be seen the positive aspects and limitations that the experiential teaching method is applying [7]. Thereby, a number of management measures will be put in place to overcome the shortcomings, promote the positive aspects, and ensure that experiential teaching activities achieve the desired results [4].

2.7.1 Applying experiential teaching method from first-year for students

In order for students not to feel pressure when the learning process changes from passive to active in the second year of the current training program, it is necessary to apply experiential education methods earlier, especially for the first-year students [5].

For the beginner level because students are in the limited period of Japanese, it is recommended to apply the group teaching method, teaching in the direction of role play. Applied to group discussion in the process of teaching grammar in order to help students familiarize themselves with self-study, discussion, comparison and contrast with their mother tongue and expressing their views on teaching questions. The method released [10].

For the teaching method in the direction of role-playing, the lecturer gives real-life situations suitable to the lesson being studied for students to role-play in order to help students know how to apply practical Japanese to situations, confident, proactive in communication, and at the same time help teachers flexibly adjust their teaching plans to suit the students’ grasp of the knowledge they have learned.

2.7.2 Forming a specialized team to implement out-of-school experiential activities
Form a specialized team including a lecturer in charge of management and students in charge of building and planning out-of-school experiences in a clear step-by-step manner.

Step 1 - Identify the field of experience that is related to Japanese or can apply Japanese

Step 2 - Make a specific plan about the venue, participants, necessary equipment, etc.

Step 3 - Assign the team to perform.

Step 4 - Conduct under the direction of the management instructor.

The content of the experiential activities will be rich and diverse, the preparation will be thoughtful from the design stage to the implementation stage. This is both a mutual learning activity, learning in practice, and a place to test and experience new things for students, as well as a solution to the current human resource limitations of the Japanese language field. In the process of organizing and managing professional groups, lecturers can also develop new competencies and skills for students.

III. CONCLUSION

The experiential teaching activities at FPT University in Ho Chi Minh City aim to provide students with exciting lessons, in line with the teaching goal of training students to know Japanese and have the ability to work, work in a good Japanese environment right after graduation, in line with the needs of businesses and society in the current international integration context. Experiential learning increases attractiveness in learning, promote the positivity and connection between teachers and students and help Japanese language students not only improve their Japanese but also improve themselves.

The management of experiential teaching activities for the Japanese language industry already exists and results are significant, but still not as expected. Therefore, in the future, it is necessary to continue to research and develop appropriate management measures to promote activities to achieve better results.

Limitations of the article

Due to limited knowledge and time, the article still has certain limitations, hopefully in the not too distant future, the article will be more complete.

Acknowledgement

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REFERENCES