RESEARCH ON THE BENEFITS OF LEARNING JAPANESE IN EXPERIENCE EDUCATION IN UNIVERSITIES IN HO CHI MINH CITY

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ABSTRACT

The twentieth century is the time when the application of education officially begins in the direction of experiential activities and is realized by progressive-minded educators. It can be said that the Vietnamese education system is gradually applying this method to help learners from elementary school to high school students to apply the knowledge that learners have experienced themselves to apply in the classroom in a more productive and proactive way. With the desire to find out the great benefits and to be able to apply Japanese language learning in the long-term in the direction of experiential activities, this article is completed based on the results of a survey from 20 students studying Japanese at universities in Ho Chi Minh City. The results show that the majority of students feel that learning Japanese in the direction of experiential activities will be a very good and useful method when learning hard skills and soft skills to be more active in learning and useful going to work in the future.

Keywords: university, experiential education, experiential activities, learning Japanese, Ho Chi Minh City

I. INTRODUCTION

Vietnam's education system always has innovation in each period so that students can later bring Vietnam's mountains and rivers together with the great powers of the five continents. In it, one of the first ideological sources of experiential education is thanks to the saying of Confucius, he said: "What I hear, I will forget. What I see, I will remember. What I do, I will understand." Therefore, the method of learning in the form of experiential education rather than traditional learning (i.e., students only listen and learn passively) has gradually been widely applied in universities. In particular, this method for some universities, because they are still familiar with the traditional way of learning, for students studying at universities that apply this method, this is really a This is a big obstacle because this depends on the flexibility and self-discipline of learners [1]. Not only that, although many universities are applying this method, the application is not really effective because the time management system is not suitable and insufficient when it has to balance and meet the volume of programs, curriculum, while monitoring student activities. However, for Japanese language students, because Japanese is a difficult language, they want to take advantage of this experiential mode of activity to further improve their Japanese level as well as practice soft skills (ability presentation skills, searching documents, etc.) to prepare to work with Japanese people better in the future [2]

II. RESEARCH CONTENT

2.1 Literature Review

According to Hien et al (2021), experiential science education emphasizes on learners' direct participation in activities and relationships. Not only that, this activity is also carried out inside and outside the classroom with a variety of contents and forms, typically activities outside the classroom with the aim of developing new skills. Knowledge, skills and attitudes about the world around students. Experiential activities are educational activities oriented, designed, and guided by educators, creating opportunities for students to approach reality and experience positive emotions. Exploiting previous experiences and mobilizing synthesis of knowledge and skills of subjects to perform assigned tasks or solve practical problems of school, family, and social life [1]. The role of experiential learning focuses on developing competencies and building creative and critical thinking skills for the purpose of enhancing the quality of learning. In particular, this educational learning process is promoted by learners' self-discipline to perform, evaluate, and practice reflex skills [3]. In the most objective way, the experiential activity
takes place with the partial help of the teacher and enables learners to promote their own ability to acquire knowledge and understanding [4]. Not only that, this form of experiential education can bring a variety of emotions to learners and bring a positive impact to the next lesson through practice [5].

2.1 Actual situation of application of experiential education in learning

When applying experiential activities in learning, learners' social skills will be improved and enhanced. In particular, the first social skill is that learners can still freely participate in contributing ideas even if a stranger suddenly joins the conversation. This seems like a small and very normal problem, but for people who are often timid and passive, they tend to close themselves and feel unnatural when suddenly there is a stranger interference [2]. Following the first social skill, the second social skill is that learners can confidently ask questions or problems more openly not only with group members but also with strangers. Because in the reality of society, when people are facing a big problem that needs to be dealt with carefully, we must listen, collect and choose the correct and correct common opinions. most comprehensive. The third skill is that learners can know how to regulate and control emotions in appropriate situations, that is, learners will not be distracted and do not put personal emotions in when working in groups [4].

In general, for a developed country like Japan, experiential education helps learners to form their own opinions by thinking to give rich thinking ideas and create reasoning ability. This activity is not only applied in the lecture hall, but also expanded and applied in many different environments such as learners experiencing the common real working environment. There, with the guidance of the teacher, learners will voluntarily study how to write a newspaper, increase their thinking ability to handle problems, improve and develop professional teamwork skills, etc. This study will be summarized by the learners to prepare for their own work experience after graduation [6].

For a developing country like Vietnam, experiential education is being applied more widely from primary schools to universities. The common point in terms of benefits of this experiential activity deserves to be recognized and further enhanced. Firstly, thanks to this new method, learners gradually form curiosity to actively explore the learning content before going to school. Secondly, this activity helps learners practice perseverance in studying, working, researching and forming responsibility when working in groups (the ability to divide work, submit reports on time, etc.). Compared with the traditional method of passive learning, experiential education also helps learners to form critical thinking in thinking and create the habit of questioning and critical thinking. Thus, learners can be more self-aware and let go of passivity and timidity and from there, they will become more and more confident in communication [4].

However, for learners who are university students, the application of experiential activities is a bit difficult due to the large amount of knowledge as well as the time of the activities that cannot be met when the teacher needs to Summarize all knowledge, divide the time of each activity evenly (time of speech, reporting, etc.). However, it is undeniable that the benefits of applying this method for a long time are that learners are becoming more agile in searching documents, preparing more quality and accurate knowledge [6].

2.2 Methods, subjects and scope of research

The article is analyzed based on a number of previous and current research methods, however, the two main methods used in this article are qualitative and quantitative methods. In which, the research object of the article is "Benefits of learning Japanese in the direction of experiential education" and the article is conducted based on seventeen questions that have been answered in the form of a linear range in each electronic survey of 20 students studying Japanese language at universities in Ho Chi Minh City. These surveys are not only to find out clearly about the actual situation of universities that are effectively using the "Experience Activity" method, but also to offer methods and remedial measures. to improve the “Experiential Education” model even more. If it is possible to come up with new measures, university lecturers will apply this model more flexibly not only to help learners absorb faster but also realize the benefits of participating in "Experience activities”. From there, “Experiential Education” will be applied more not only in Ho Chi Minh City in particular but also in education departments in Vietnam in general.

2.3 Research results

The results of the study are completed based on two more specific methods, the structural method and the semi-structured method. With the structured method, there are two pre-set questionnaires with 17 pre-answered questions
so that learners do not waste time thinking and evaluate faster on the 5-point Likert scale, completely disagree to completely agree. In which, the main content of the survey refers to the evaluation and benefits of “Experiential activities” that learners have been given the opportunity to experience by the school and the classroom. Regarding the semi-structured method, the content of the survey mentioned asking learners to update their e-mail address (reply is not required) for interview contact if they feel comfortable sharing their personal feelings about experiential activities organized by the student's school. With the consent of the learners, the interview was conducted with all 5 participants. In which, there are 2 students from FPT University and 3 students from the Open University in Ho Chi Minh City. From there, the results will be more objective and accurate for the completion of this article.

Table 1. Student's assessment of the experiential activities of school, classroom

<table>
<thead>
<tr>
<th>No</th>
<th>Content of survey</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Answer</th>
<th>Total Score</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school organizes practical activities outside</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>7</td>
<td>20</td>
<td>85</td>
<td>0.14</td>
</tr>
<tr>
<td>2</td>
<td>The school organizes a club related to Japan</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>20</td>
<td>82</td>
<td>0.14</td>
</tr>
<tr>
<td>3</td>
<td>The school organizes a Japanese speaking contest</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>3</td>
<td>20</td>
<td>76</td>
<td>0.13</td>
</tr>
<tr>
<td>4</td>
<td>The school opens an exchange session with students from Japan</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>20</td>
<td>91</td>
<td>0.15</td>
</tr>
<tr>
<td>5</td>
<td>Instructor gives flexible time for group discussion</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>20</td>
<td>86</td>
<td>0.15</td>
</tr>
<tr>
<td>6</td>
<td>The teacher creates a lively atmosphere in the class</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>20</td>
<td>89</td>
<td>0.15</td>
</tr>
<tr>
<td>7</td>
<td>Instructors build real-life situations for students to act</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>20</td>
<td>80</td>
<td>0.14</td>
</tr>
</tbody>
</table>

|                | Total |                  | 589               | 1.00          |

Table 2. Benefits of experiential activities when learning Japanese

<table>
<thead>
<tr>
<th>No</th>
<th>Content of survey</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Answer</th>
<th>Total Score</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve teamwork skills</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>20</td>
<td>81</td>
<td>0.08</td>
</tr>
<tr>
<td>2</td>
<td>Improve your Japanese conversation reflexes</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>20</td>
<td>84</td>
<td>0.09</td>
</tr>
<tr>
<td>3</td>
<td>Improve listening skills</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>20</td>
<td>85</td>
<td>0.09</td>
</tr>
<tr>
<td>4</td>
<td>Improved document search skills better</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>82</td>
<td>0.08</td>
</tr>
<tr>
<td>5</td>
<td>Improve thinking and problem-solving skills</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>9</td>
<td>20</td>
<td>86</td>
<td>0.09</td>
</tr>
<tr>
<td>6</td>
<td>Improve presentation skills</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>20</td>
<td>81</td>
<td>0.08</td>
</tr>
<tr>
<td>7</td>
<td>Increase self-awareness</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>20</td>
<td>83</td>
<td>0.09</td>
</tr>
</tbody>
</table>
In terms of benefits that learners receive when participating in experiential education activities, they are similar to Table 1. In which, the total level of agreement to the level of completely agree for each benefit from the activity. and accounts for the average high to quite high rate (the lowest is 70% and the highest is 95%). From the table above, the 5 biggest benefits that learners receive are the ability to think and handle situations (95%), and improve confidence when speaking Japanese (90%). In which, the remaining 3 benefits are equivalent to each other (80%) is improving the ability to better reflect Japanese conversation; improve listening skills; promote creativity. Regarding the neutral opinion, the benefits that learners receive according to the above assessment account for a low percentage (from 5% to 40%). The highest neutral rating is in question 4, which is better document search. From the above table, it can be said that experiential activities have improved Japanese communication ability very well for learners, but searching for documents needs to be focused on training so that learners can improve their ability to find key information. more precise and selective (Hue et al., 2020). With opinions from not completely agreeing to strongly disagreeing, it is fortunate that the percentage is low (from 5% to 15%). In which, the increase in the level of interaction with the lecturer and the memorization of grammar is at the level of disapproval (15%). The experiential activity is intended primarily for learners to interact more with each other, but the reduced interaction with teachers needs to be rethought to help learners become confident to communicate with people with more practical experience as a lecturer [7]. As for memorizing grammar, because the Japanese structure has a completely different grammatical arrangement than Vietnamese in terms of order, learners will remember vocabulary a little better, but "teachers need to set a importance of communication” mostly in Japanese so that learners do not find the content too long and difficult (Table 2).

With the semi-structured method, the interview was conducted with the participation of 2 students from FPT University and 3 students from the Open University, which contributed significantly to the results of this study. With the first question: “Do you think the questions posed in the survey are correct or incomplete?”. All 5 students agree that the survey has listed the content quite well and is quite complete. So, for the second question: “Can you add more content to make the survey more complete?” All 5 students from two different universities talked about the experience in more detail [8].

For students of FPT University, learners are very impressed when the school organizes field trips outside, typically an extracurricular activity to Ben Tre. Thanks to this activity, each learner can transform into a tour guide and give a speech in Japanese. Not only that, they can also explore and learn about the culture and region in Ben Tre such as visiting the coconut candy making process; put on grandmother’s clothes to participate in rural river games such as wading in a ditch to catch fish; can work in groups to bond emotionally between members to understand each other better as well as discover new talents to learn from each other. On the part of Open University, learners have the same experiences and joys as FPT students, but after visiting, they have to practice writing a two-page report in Japanese with the content that when participating in activities including: who are the members, what are the lessons learned from the tour, what are the weaknesses and strengths of each member of the group, etc. With the final question: “So do you feel that the activity is experienced? Does the test have any defects and needs to be corrected?” Both sides believe that the organization time is not reasonable in terms of time and what needs to be corrected here is that "the school should distribute the location according to a reasonable timeline“ and stretch it out more so that students can catch up. adaptive, because learners have just played the role of a tour guide, even though the script has been prepared in advance, the speech is still confused and confused, so it still takes a lot of time [7]. All 5 learners have the opinion that quality is better than quantity, so they also hope that the lecturer can correct the sentences and vocabulary that the learners have said to be more Japanese so that the tour speech will have quality. and the best results.
2.3 Some suggestions

The direction of experiential activities has greatly helped students majoring in Japanese language to develop more knowledge as well as practice soft skills. However, through the survey to assess the level of satisfaction when learners receive benefits from experiential education, there are still a few students who feel not fully satisfied. In order for learners to feel and better understand the positive side that experiential activities bring, the following suggestions are made to overcome the dissatisfaction level of some students in particular and develop a new method. This kind of education is more for students in general [8].

Firstly, for language students, the ability to speak a foreign language fluently is indispensable to negotiate and talk with foreigners [9]. Therefore, when learners present a topic, schools and classrooms can take some time to adjust or invest in a camera to record. After saving, the instructor as well as other learners can evaluate to help the practitioner learn from experience (such as adjusting speech, walking, etc.) for the next project.

Second, schools and classrooms can organize their own more critical topics, announce specific times, and ask students to prepare more. This is an activity that can bring about critical thinking as well as contribute to improving vocabulary and practicing orderly grammar in the process of self-answering and learning for each question [5].

Finally, after each experience session, the teacher should ask the learners to write an evaluation of the day that includes the contents of the activities that took place (listing the strengths and weaknesses of the teammates, the feelings of the team members), topics of criticism, lessons learned from own mistakes, etc.) in Vietnamese and Japanese. In order not to waste time, learners should record their own assessment on the computer and then send the file to the teacher, then the lecturer will send back the student's performance evaluation sheet so that the students can draw their own experience [10].

III. 3. CONCLUSION

Learning Japanese by experiential education method has contributed significantly to students' progress not only in language knowledge but also in soft skills such as improving teamwork skills, improving presentation skills, promote creativity, etc. These are essential things for learners to confidently enter the Japanese working environment in the future. In addition, schools in particular and educational institutions in general need to continue to promote more positive aspects in the organization of experiential activities and improve the unsatisfactory aspects for many learners. be able to perceive and understand the importance of these activities.

Limitations of the article

The article still has certain limitations, but hopefully in the not too distant future, the article will be more carefully and thoughtfully invested.

Acknowledgement

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REFERENCES