

Developing Communication Skills for Secondary School Students via Experiential Activities

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Abstract—Diversifying after-school activities, experiential activities outside the classroom, outside the school so that students have many conditions to expand their horizons, develop their thinking, experience reality, develop talents. For many years, the school has implemented the program content and organized to teach life skills to students with the following contents including knowing how to live with an ideal, have faith; practicing communication skills, behavioral culture in schools; skills for coping with unhealthy temptations; knowing to take care of themselves and friends; skills for solving problems around them; how to access and select information to prevent school violence. Experimental activities are compulsory educational content in the secondary school education program. This is a dominant content to integrate educational content including education to develop communication skills for students. Experimental activities help students in the process of experiencing personal values, establishing relationships between individuals with the collective, with other individuals, with the school environment and living environment. This is the condition for the development and increasingly perfecting of communication skills for students.

Index Terms—Experimental activities, communication skills, students, teachers

I. INTRODUCTION

Interactive operating environment in which there is a cognitive connection with social feelings and learners' behavior in vivid learning situations. In the process of participating in experiential activities, a large amount of information can be communicated with each other; the experiential activity helps students increase their understanding and absorption of the traditional values of the nation and the good values of humanity [1]. On the other hand, it is also the basis for students to consolidate their existing skills while continuing to practice and develop communication skills, behavior, etc.

The development of communication skills for middle school students through experiential activities is the creation of conditions (such as environment, content, ways and means of communication) that transform the system of communication skills follow the direction of students in the direction of becoming more mature, fluent, enriching, and effective in the student's communication process with objects in communication relationships [2].

From the above analysis, it can be understood: “Developing communication skills through experiential activities is the process of teachers choosing to organize appropriate experiential activities in schools to integrate communication skills for ethnic minority secondary students to contribute to improving students' communication skills to achieve the goal of comprehensive development of their personalities”



Figure 1. Experimental learning activities at a school in Vietnam.

In order to exploit creative experiences in schools as means to develop students' communication skills, educators need to measure the levels of existing communication skills [3]. On that basis, it is possible to choose or design the forms of organization of experiential activities to best promote the fundamental communication skills while bringing those skills to a higher level (Fig. 1).

II. EXPERIENCED GROUPS OF ACTIVITIES HELD IN SECONDARY SCHOOL

Experimental and career-oriented activities in secondary schools according to the secondary school program in 2018 are aimed at 4 groups of activities developing concentricly through classes from 6 to 9 at secondary schools. Specific groups of activities include:

- Personal development activities including activities such as activity to learn, self-discovery; Practices, habits, compliance and responsibility will to overcome difficulties, activities to develop relationships in the home, school and society
- Labor activity includes some activities such as labor activities at home, labor activities at school and labor activities in the locality.

- Social activities and community service include activities such as traditional educational activities, ideology and morality, cultural activities, education, friendship and cooperation, activities to explore the landscape, historical - cultural relics of the locality and the country, volunteer / humanitarian activities and educational activities on social affairs, current affairs.
- Vocational education activities include activities such as activities to learn and experience the professional world, assessment and training of self-quality and competencies suitable to the profession group.

III. THE ADVANTAGE OF EXPERIENTIAL ACTIVITIES IN THE DEVELOPMENT OF COMMUNICATION SKILLS FOR SECONDARY SCHOOL STUDENTS

A. Raising a Need for Communication in Secondary School Students

Experimental activities designed to become compulsory content in schools are a favorable condition that arises components of communication activities [4]. With 4 groups of activities impacting all aspects of an individual's activities, it is the environment for students to experience their communication skills, training those skills to develop more and more.



Figure 2. Encouraging communication skills for students via real activities.

When students participate in the experiential activity, they must engage in an act of communication, each individually interacting with each other by verbal (verbal or written) or non-verbal media (facial expressions, eyes, gestures, posture, etc.). In order to interact with each other, they must approach each other, perceive each other, see each other and hear each other's voices, feel behavior, gestures through eyes, hug and handshake (Fig. 2). In the absence of meeting, communication still takes place to satisfy the needs of exchanging information by means of mail, phone, etc. Content in student stories comes from the need to communicate with others through a binding by action [5].

This constraint is created by the requirements placed on teams in the organized experience activity. In the process of contact, the need to communicate in each student is revealed such as the desire to talk to others,

the desire to have close friends, the desire to feel joy or sadness, affection or anger of the person you are talking to (Fig. 3). The need to communicate is the source of the individual's positive communication [6]. This is the basis for forming rich and diverse social relationships in human life. Organizing a variety of experiential activities with activities of discovery, exchange, discovery, play, labor, etc. helps students take over new ways to generate new and diversified students' communication needs. When a need arises for students to want to communicate more, as the relationship expands, the need to communicate continues to increase. The expansion of relationships leads to a change in the need to communicate constantly increasing in junior secondary school students. In the process of that individual communication skills are trained and developed, students will draw lessons to communicate more effectively in communication relationships [7].

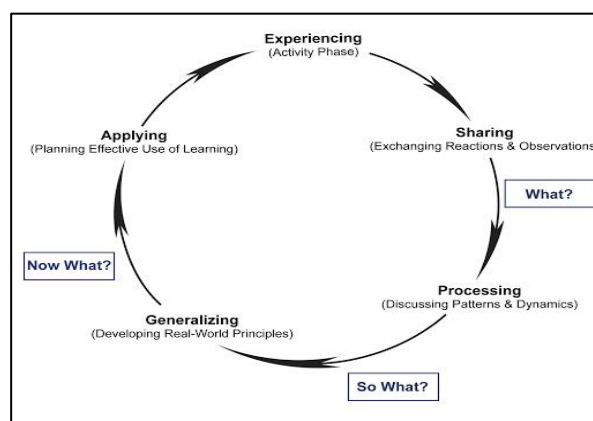


Figure 3. The experiential learning cycle by Kolb.

B. Diversifying Communication Content

Communication content is often associated with active content with the participation of communicating subjects. Content communication is an important aspect of human-human communication. In any communication process, there exists a certain communication content.

In the experiential and career-oriented activities at secondary school, students are allowed to join activity groups, each activity group will provide them with materials to make communication content [7].

Group 1: Personal development activities. In this group, students need to establish relationships with parents, siblings, friends, grandparents, people around them, students can define their own role in that relationship. When participating in learning activities at school, students communicate with teachers and friends. As a result, students not only expand communication content but also have conditions to develop language and verbal skills in communication.

Group 2: Labor activity which derived from agreeing the rules of labor activity in all 3 environments: home, school and local. Students who are penetrated into activities as the subject of communication activities will train their confidence and skills to present to communicating objects (maybe 1 or more people).

Group 3: Social activities and community service: in groups of activities, this group of activities helps students experience the richest variety of communication content. This is an activity to help overcome limitations in communication activities of students in secondary school, which is the poverty of communication content. Since birth, growing up and participating in preschool and primary schools, students do not have many opportunities to experience the above activities due to age limitations and lack of favorable conditions from the environment to live and learn [8]. The content of communication through new activities such as volunteering, humanitarian activities, cultural exchanges, and friendship cooperation contributes to clearly change the communication relationships and communication content of students.

C. *Expanding Object and Scope of Communication*

Secondary school students will be involved in more diverse social relationships from peers, neighbors, schoolmates, schoolmates, peers, age friends, friends of the same age, friends in the clubs, You participate in an activity, a campaign, etc. through experiential activities [9]. Through linked activities with many different communication objects, it is a favorable condition to personally establish new relationships with new communication objects (their friends). However, in each individual activity, there will be corresponding relationships, the nature of these relationships is also different (regular or irregular, close or just communication relationship).

Communication range is a limited range of the communicative relationship of the subject, including the spatial scope (you are far away or you are close); objects with which the subject communicates more or less, variety or narrow, little. Students entering the lower secondary level have a need to expand their communication relationships, to satisfy this need, they tend to expand friends within and outside the school, of the same sex and of the opposite sex, etc. Next is related to a number of other psychological characteristics such as adaptation, communication ability, ability to conquer, etc. These are the factors that need to be considered and promoted for the group of junior secondary school students [10]. When participating in experiential activities, students' communication not only in the school but also with participating organizations, places where they can experience, the range of communication is constantly expanding [11].

D. *Train the Ability to Use Communication Language*

To communicate, people can use many different types of communication but mainly linguistic and non-verbal means of communication [12]. Language is a system of words, language and rules that combine them into meaningful sentences for communication. Participating in experiential activities, students interacting with many people, each using the language at different levels will help them learn how to communicate effectively, creating responses of one another. Thanks to the diverse communication relationships, children learn and

gradually build the habit of using more elaborate words, rich in images and subtleties.

IV. SOME RECOMMENDATIONS

The application of active teaching methods and techniques, designing the teaching process of lessons or teaching topics, ensures the requirements on teaching methods, how to build, organize, implement, and test. Evaluating the sequence of learning activities according to the orientation of learners' ability to develop is very necessary for teachers in the current period.

In each lesson, according to the logic of the cognitive process, learners usually have to go through the following activities: starting to raise the problem; form knowledge of lessons; systematize knowledge and practice; apply knowledge into practice and expand research.

In the framework of the article, in order to help teachers achieve high efficiency in the process of organizing learning activities for students, we would like to share some experiences as follows:

A. *Divide Groups*

Study groups are very necessary in teaching oriented to develop learners' capacity. When studying in groups, students can share ideas with each other, support and help each other to progress together to develop capacity and quality, and improve themselves in the learning process.

The division of groups must ensure that students have a favorable learning environment, the seats of the group must be easy to exchange and discuss with each other to learn and build lessons together under the control of the teacher. They must be convenient in taking notes and reading lesson materials as well as in doing experiments. The study group can be 2 students, 3 students, preferably 4 students to ensure that they can easily cooperate with each other [3].

When dividing groups, teachers should avoid choosing too big groups since this will hinder the communication and control of the group leader as well as other group members, leading to some children being abandoned when discussing or not having the opportunity to present its opinions during the discussion. Choosing group study is not suitable with the methods and techniques given by the teacher, such as presentations, slideshows, questions and answers, no discussion in groups of students.

Teachers should optimally divide groups (if there are 4 students in a group, it is best) so that students can exchange, discuss and manage each other's work during the learning process [6]. It is possible for each table to have 4 students as a group, or to combine tables to create groups of 4 students; The position of tables and chairs for groups must be convenient for the movement of teachers and students, so there should be space in the classroom where teachers can walk around the classroom; Adjust unnecessary furniture to be put away if it interferes with group activities; Alternately appoint the group leader and group members to report the results

of group activities in a flexible manner appropriate to the activities of each lesson.

B. Instruct Students to Take Notes

Student notebooks are important documents to support students in the learning process. The note-taking must be scientific, clear and practical in the learning process in class as well as at home. Notebooks help students reproduce their knowledge, skills and learning outcomes in the learning process, helping teachers as well as students' parents know the cognitive level as well as learning outcomes of students during their studies in high school. Based on student notebooks, teachers know their students' learning and can use them to assess students' learning processes and adjust students' learning styles to achieve the desired effect [5].

For the lower secondary level, in each learning activity, teachers need to pay attention to guiding them right from the beginning of the first school year, training students in the habit of taking notes, avoid the case of mechanically taking notes according to the teacher's discretion, such as copying something in the blackboard into notebooks that students don't understand [2].

To do this, from the very beginning, in each learning activity, teachers should pay attention to students taking notes according to the following steps:

- Record the task of the activity that the teacher assigns in the notebook. The team leader and friends support and remind you next to you in writing this task in your personal notebook.

- Take notes of individual students' opinions in notebooks. Teachers need to give students enough time for them to think independently about the learning task as well as think individually how to solve the problem according to the subjective opinion and level of the student. Each member must have a note-taking opinion. Students can have many or few ideas, but it is mandatory for each member to have at least one written opinion (whether that opinion is right or wrong), then the group leader will have the right to allow you to group discussion [7].

- Record the group's discussion in the notebook. Each student will record in their notebooks the group's discussed ideas about the assigned task. Students should be asked to write down the opinions of 3 friends in the group in their notebooks, from which to analyze and compare the opinions to give the group's general opinion in solving the assigned task.

- Take notes on the group's presentation of the results in the notebook. Discuss and choose the reporting option. For example, when the report uses A0 paper, A4 paper and projector lights, supporting slides or just oral reports [4].

When it is necessary to report on the group's activities, the teacher should designate a student (a certain child, especially those who are not confident) to report. During group activities, teachers should avoid speaking loudly in front of the class, presenting, or explaining problems, distracting the group's activities; In general and walking too much in the classroom for unknown purposes, etc.

Teachers need: Choose a standing position, observe the activities of groups and each child, promptly detect when students raise their hands to need support or notice; Abandon the habit of "playing cards" for students, affirming the truth, locking knowledge for groups when they are working in groups, have not reported to the group.

C. Techniques for Recording the Teacher's Board

The board is a very effective and practical device for the classroom in the teaching process. No matter how advanced the teaching techniques and methods are in the future, the whiteboard is still a close and practical tool to support teachers and students in the learning process, everywhere.

To use the board effectively, teachers should avoid: Using the board as a screen to hang extra boards and other materials that the teacher or student should be able to draw, draw quickly on the board, etc.; Copy all the content of the lesson on the board.

The teacher needs to: Record the board when necessary, such as the content of the whole class activities, the name of the lesson, the tasks to be transferred to the students, the opinions of the students (if necessary) and the systematization of knowledge. activity suggestions such as how it works, equipment requirements and learning materials and products of the activity; Write down points that need to be inculcated such as formulas, clauses, etc. for students to note when systematizing knowledge; avoid duplicating existing knowledge in extra tables, slides and other documents unnecessarily.

D. Organize Warm-up Activities, Raise Problems

Warm-up activities (creating starting situations) are very necessary in teaching to develop students' capacity and develop thinking capacity to solve problems. This activity needs to create situations and problems where learners need to mobilize all their existing knowledge, experiences, and living capital to try to see and solve them in their own way and feel a lack of knowledge and information to deal with [2].

Thus, the activity of creating a starting situation is a learning activity, the teacher's transfer task must be clear, the students must be able to express their own opinion as well as the group's opinion on that issue as well as reporting results.

However, some teachers also abuse this activity. For example, organizing games, singing and dancing that do not fit into the lesson or just to "enter the lesson" with the name of the lesson that everyone knows.

In order to effectively organize this activity, teachers should avoid: Allowing students to play games, dance and sing songs that are not compatible with the lesson, especially abusing the Self-Management Council to control this; choose inexpensive situations that they can easily answer with simple probing questions (what problem?); The time for this activity is too little because it has not been considered as a learning activity, and has not yet allowed the children to think and express their opinions; try to explain, lock knowledge in this activity.

Teachers need to state the learning problem of the lesson at the start-up associated with the follow-up activity of forming the knowledge that is already in the materials and textbooks of the lesson; treat the activity as a learning activity, with a purpose, duration, and work product; arrange an appropriate time for the children to study, express their views as well as the products of the activity [5].

E. Systematize Lesson Knowledge

The important stage in the lesson is to systematize the knowledge formed in the lesson. Usually teachers organize this activity in the section "Construction of knowledge" or "Practice". In the lesson, the teacher is required to systematize the knowledge. A lesson can be a teaching topic consisting of lessons with contents that require the teacher to choose an appropriate time to systematize knowledge to ensure that the goal of the lesson is achieved. Students must achieve the goals of the knowledge and skills standards specified in the general education curriculum.

In order to organize the lesson system, the teacher should have a general class discussion about the new knowledge formed in the "knowledge formation" activity with the problems that the children discovered initially in the activity. On that basis, teachers have comments to evaluate the performance of groups, or individual students, selected and recorded in their "class notebook". This is the best time to help teachers have recognition, assessment, and experience in organizing their own activities.

Teachers must be referees and judges to finalize knowledge and help children realize the truth. If they are still having difficulty, they need to use techniques or methods to help them, even need to explain and give real examples of the problem, or continue to let them research and find out of class, etc.

When systematizing knowledge, teachers need to compile (can make study sheets) theoretical questions, basic exercises (preferably essay questions) to ensure that they meet the standards of knowledge and performance skills of the current program that the lesson objectives have set. It is possible to organize for children to experience before "closing" the knowledge of the whole lesson.

F. End of Lesson and Instructions for Assigning Homework

During the lesson, the teacher needs to actively finish and assign the homework to the students. Usually at least 3 to 5 minutes before the end of the lesson (if not continuing to teach in the next period), the teacher needs to stop the students from studying in class, maybe then there is still work in the class [1].

The problem is how to handle pedagogical situations for each group and each child in the class. Teachers need to base on the results and activity progress of each group of students to assign homework to students. Learning at home (outside the classroom) can guide:

For groups of unfinished activities, we need to continue to return to the researcher, find out the

unfinished problem in class, suggest students to do it at home, etc. and apply it in practice. Ask them to report their performance at home through learning products.

For groups that have finished, It is necessary to assign tasks to students to continue applying practice, to propose other options already in the lesson. Ask them to report their performance at home through learning products.

Students should not be given homework assignments with questions and exercises of the nature of memorization, but should choose useful situations and tasks related to practice that require them to cooperate with the community to explore and discover.

G. Experimental Practice Activities

This is an important key learning activity for natural science subjects, especially subjects with lots of practical experiments such as Physics, Chemistry, Biology, etc. This activity helps students experience and learn through practice. , creating a premise for students to familiarize themselves with scientific research methods, typically learning by the method of "hand molding". Here, students can do experiments themselves, or do experiments in groups [7].

When organizing this activity, teachers need to: Transfer tasks, let students develop experimental plans (experiment layout, experiment, report form), predict results; safety instructions for experiments, places to arrange experiments and clean up laboratory equipment; instructions on how to collect information, analyze results and record reports, how to present reports; discuss, feasibility and safety of the experiment before doing the experiment.

Teachers should avoid: Practice experiments on behalf of students (except for demonstration experiments in class); Force students to do experiments according to the pre-arranged scenario of the teacher [3].

H. Techniques of Monitoring Students to Assess the Learning Process

Monitoring and evaluating students in the learning process is one of the important stages in checking and assessing learners' learning outcome. Here, teachers are observed, "targeted" the children's activities, gestures, behaviors, and manners during the learning process in the classroom as well as in self-study outside the classroom (if observed). Based on learning products and learning attitudes, teachers can assess students' progress, and evaluate their ability to apply problem solving to practice.

In order to monitor and evaluate the learning process of students, teachers need to: Have a notebook to monitor the learning process, in which notes and notes about the development ability as well as limitations of each child in the learning process are recorded. study program; Monitoring and assessing cognitive ability, learning attitude through learning activities: task reception, individual self-study, exchange and discussion, creative thinking, learning and presentation of learning products, skills practical manipulation skills, etc.; Should prepare evaluation criteria and analysis to guide

students on how to self-assess and evaluate each other; Regularly organize for students to self-assess and evaluate each other through organizing learning games, evaluating learning products,

Regularly look at students' notebooks, discover students' weaknesses, encourage and encourage students' efforts and progress compared to themselves; Diversify assessment forms and methods.

Teachers should avoid taking notes and evaluating students by feelings without proof of learning results; Biased, not creating opportunities for children to play roles, especially when organizing cooperative learning such as group leader, group secretary, etc.; Ignore students who are abandoned, lazy to study without finding out the reasons, without timely help; Forget the home-made learning products of students.

1. Using IT in Supporting the Organization of Learning Activities

Teaching with IT application helps teachers to facilitate learning activities. The software, pictures, diagrams, models, simulation experiments, videos, etc. have practical effects in the teaching process.

Teachers should only use IT to replace equipment and experiments that are difficult to perform, dangerous, etc. or impossible to perform [4].

When using IT to organize learning activities, teachers need to carefully prepare IT equipment to support such as software, computers, etc.; Slideshows should only be supported when transferring tasks, when presenting to explain or when systematizing lesson knowledge, etc.; Select audio, images, clip excerpts, etc. in accordance with the way the organization works [6].

Teachers should avoid teaching in a slideshow style, presenting the whole lesson; Slide show while students study individually, discuss in groups, etc.

V. CONCLUSION

Experimental learning is a compulsory educational activity in schools that helps students develop important qualities and core competencies, especially communication skills. This is a new breeze that is hoped to contribute to change the skin of Vietnam's education in particular and the education of other countries in general. Experimental activities in the school education program are an effective way to develop skills for junior secondary school students, especially communication skills. Through the activities, students have an environment to experience relationships, so that the content of communication is more diverse, the communication object is expanded, the skills that are practiced will become more mature and students will communicate more effectively.

CONFLICT OF INTEREST

There is no conflict of interest in the paper.

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