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**EDUCATING SELF-PROTECTION SKILLS FOR 5–6-YEAR-
OLD CHILDREN USING EXPERIENTIAL APPROACH IN
KINDERGARTENS IN THE NORTHERN MOUNTAINOUS
REGION**

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INTRODUCTION

1. Background to the study

1.1. Pre-school education programs are always developed regularly to be suitable for the reality, contributing to promoting educational innovation to a new stage - according to the educational philosophy of forming and developing quality, force for children. One of the important new points of the program is the requirement of the content that needs to be associated with the children's real life and experiences; Educational methods must create conditions for children to experience, explore and discover the surrounding environment in various forms to meet the needs and interests of children. From there, teachers can design and organize educational activities to suit the actual conditions of each child, region and locality.

1.2. In that educational innovation trend, organizing activities at preschools according to an experiential approach has become an indispensable requirement, because experience is the process of perceiving and discovering objects directly by interacting with each other. objects through external physical manipulations (seeing, touching, tasting, smelling...) and internal psychological processes (attention, memory, thinking, imagining) should be consistent with psychological characteristics of children. Education based on experiential approach helps children promote positivity, self-discipline and self-control, thereby gaining knowledge and developing capacity. This method is consistent with the point of view of child-centered teaching and is also a clear feature of advanced preschool education methods being applied today in Vietnam such as Steam, Montessori, W. Steiner, Reggio Emilia...

1.3. Self-protection skills help children can control themselves, be able to behave appropriately with others and know how to respond positively to dangerous and unsafe situations in life. When they have protective skills, children will know how to stay away from dangers or explore the world within safety. Educating self-defense skills according to the experiential approach is to implement a child-oriented perspective, to help children have the capacity to respond to life's changes based on creating conditions for children to have the opportunity to experience life. experience problems related to themselves and the external environment.

1.4. Preschool children in the northern mountainous areas are mainly ethnic minorities, living in remote and mountainous areas, with mountainous terrain and harsh climates. Children who go to school face many difficulties and are at high risk of unsafety such as: houses and schools are often located on mountain slopes and steep slopes; the distance from home to school is far, children walk on their

own without an adult to pick them up; floods, thunder, landslides; kidnapped; abused children; getting lost, traffic accident, drowning; Get a burn; sharp thing; being bitten by insects and wild animals; being hungry, thirsty; sick with fever; home alone when parents go to work for a long time...

1.5. The period of 5-6 years old marks an important transition for children in terms of changing the educational environment with the main activity being play in preschool to the main activity being learning in elementary school. At this time, children need to be prepared to enter grade 1, including physical, psychological, capacity and quality preparation. In mountainous areas, children have a relatively high independence in self-service activities, many children can play at home alone or walk long distances to school, so it is necessary for children to have knowledge and skills. Basic self-protection knowledge and skills in specific situations and circumstances; experience activities associated with social realities to identify unsafe risks and avoid them. For that reason, self-protection skills education for children in preschools in the Northern mountainous area has been focused and is being implemented in different forms, initially achieving certain results. However, the efficiency is still low, not meeting the requirements of the society. Education on self-protection skills for children is mainly carried out integrated into the activities of the daily routine at preschools without sufficient research attention on the content, methods and forms. organization process as well as appropriate performance evaluation. Moreover, the children's limited Vietnamese language, shyness and lack of confidence when participating in activities are also significant barriers affecting the results.

From the above reasons, we have chosen the issue of "Educating self-defense skills" for 5–6 years old children according to the experience approach in preschools in the Northern mountainous area" as the research topic. research for the thesis.

2. Scope to the study

On the basis of theoretical research and the reality of self-protection skills education for 5-6-year-old children according to the experience approach at preschool, the topic proposes measures to educate children on self-defense skills for 5-year-old children. The 6-year-old follows an experiential approach to improve the effectiveness of self-defense skills education for 5-6-year-old children in preschools in the Northern mountainous area.

3. Participants and research subjects

3.1. Participants

The process of life skills education for preschool children in preschool.

3.2. Research subjects

Self-protection skills education for 5-6-year-old children according to an experiential approach in preschools in the Northern mountainous area.

4. Hypothesis in science

Children living in mountainous areas are at high risk of losing their safety, so they need to be equipped with essential self-protection skills. If the education of self-protection skills for 5-6-year-old children in kindergarten is conducted through experiential learning approach and organized according to the appropriate local procedures; combined with building hypothetical situations for children to experience and simulate; evaluating the skills of children based on observation during the process; with a diverse physical and psychological environment to enhance children's experiences; and with close coordination between the school, teachers, families, and communities, it will improve the self-protection skills of children in the northern mountainous region... according to the structure of self-protection skills.

5. Research mission

5.1. Developing a theoretical basis for educating self-protection skills for 5-6 year-old children using experiential approach in mountainous kindergarten areas.

5.2. Surveying and evaluating the current situation of educating self-protection skills for 5-6 year-old children using experiential approach in kindergarten in the northern mountainous region.

5.3. Proposing educational measures for teaching self-protection skills for 5-6 year-old children using experiential approach in kindergartens in the northern mountainous region.

6. Research scope limitation

- The research content: The dissertation evaluates and analyzes the self-protection skills of 5-6 year-old children before and after practical exercises on different skill groups: skills to avoid unsafe places, dangerous objects that can harm their lives, and risky actions; safe eating skills; skills to prevent abuse; skills to prevent getting lost and being kidnapped; skills to recognize and call for help in emergency situations.

- The survey subjects and research area: The topic conducts a survey on the current situation with 575 teachers from 9 provinces and 220 preschool children aged 5-6 from 10 kindergartens in 5 provinces in the Northern mountainous

region of Vietnam, and the practical experiment is conducted in 2 kindergartens in Dinh Hoa district, Thai Nguyen province.

- The research period: from January 2020 to August 2022.

7. Approach and research methodology

7.1. Research approach

- System-structure approach.
- Activity approach.
- Practical approach.
- Integrated approach.
- Capability approach.
- Experience approach.

7.2. Research methodology

7.2.1. Group of theoretical research methods:

Method of document analysis and synthesis.

Method of systematization and generalization.

7.2.2. Group of practical research methods:

- Survey method.
- Observation method.
- Method of dialogue, in-depth interview.
- Expert method.
- Method of studying the operation of products.
- Case study method.
- Method of pedagogical experiment.

7.2.3. Statistical methods

8. Defense arguments.

8.1. Self-defense skills are an important component of the life skills system that needs to be developed for 5-6 year-old preschool children. Education in self-defense skills for children is based on a systemic-structural approach, integrating an experiential education model that is implemented through a process that considers factors appropriate to the local context.

8.2. Experiential education has advantages in helping children develop self-defense skills. When participating directly in activities related to the practical environment around them, children will feel more comfortable, confident, proactive, and positive.

8.3. Proposed educational measures, after detecting the current situation and analyzing the influencing factors, will promote the implementation of self-defense skills education for children through an experiential approach, contributing to the development of self-defense skills for 5-6 year-old children in

preschools in the mountainous regions of the North.

9. Contributions of the thesis

The research results of the thesis contribute to enriching the theoretical foundation on the education of self-protection skills for 5-6 year-old children in preschools. The study utilizes an experiential approach that is closely linked to the practical situation of the mountainous region.

The research evaluates the self-protection skills of 5-6 year-old children and the status of education on self-protection skills for this age group using an experiential approach in preschools in the northern mountainous region. The analysis identifies the causes of the current situation, thereby highlighting the existing issues related to the education of self-protection skills for children in the mountainous areas, especially those from ethnic minorities.

The study also proposes measures to educate children on self-protection skills using experiential approach in preschools in the northern mountainous region.

Chapter 1

THEORETICAL BASIS FOR STEM EDUCATION FOR 5-6-YEAR CHILDREN USING AN EXPERIENTIAL APPROACH IN A PRESCHOOL IN A MOUNTAINOUS AREA

1.1. Research overview of the problem.

1.1.1. The research on education through experiential learning.

On a global scale, authors such as John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Rogers, Steiner, David Kolb, and Montessori have conducted studies that highlight the role of experience; the relationship between knowledge, skills, and experience in education; and the models of experiential education and education through experiential approaches.

In Vietnam, authors such as Nguyen Thi Lien, Nguyen Thi Chi, Nguyen Thi Thu Ha, Nguyen Thi Thuy Trang, Pham Thi Nhan, Tran Hoai Phuong, Dang Thi Thuy Hong, Le Thi Kim Anh, Nguyen Thi Lien, Vo Trung Minh, Hoang Thi Phuong, La Thi Bac Ly, Nguyen Manh Tuan, Cao Thi Hong Nhung, Ngo Cong Hoan, Bui Thi Lam, Luu Thi Thu Hang, and Chu Thi Hong Nhung have conducted research on the objectives, content, methods, and processes of education through experiential approaches.

1.1.2. Some studies on education of self-protection skills for children through experiential learning approach

1.1.2.1. Research on Protection Skills and Education on Self-Protection Skills for children

Internationally, scientists focus on researching the role of self-protective

skills, the necessary skills to be formed for children; some methods and forms of educating self-protective skills for children; the role of teachers, schools, and families in educating self-protective skills for children. Typical authors include Cheryl Poche, Gina M. Potenza, Adiele, E. E., & Abraham, Wurtele and Owens, Deblinger and Runyon, Conte & Fogarty, Maureen C. Kenny, Chen, Banks, Aaron L, D.Brown, Melanie, Liebling.

In Vietnam, the theory of protective skills is mainly expressed through the theory of life skills in general. The authors also mention the content, methods, forms, and measures of educating life skills, including self-protective skills for children: Nguyen Thanh Binh, Huynh Van Son, Nguyen Thi My Loc, Lam Trinh, Mai Huong, Nguyen Thanh Lam, Nguyen Tu Phuong, Nguyen Thi Xuan Huong, Vu Thi Ngoc Minh, Nguyen Thi Nga, Hoang Thuy Nga, Dao Thi Chi Ha, ...

1.1.2.2. Research on education of self-protection skills for 5-6 year-old children through experiential approach at kindergarten.

The relationship between life skills, social skills and experiential activities has been addressed in studies by authors such as Nguyen Thi Thu Hanh, Luu Thi Thu Hang, Chu Thi Hong Nhung, and Nguyen Thi Hong Van. The authors Nguyen Thi Thu Hanh and Nguyen Thi Hong Van have discussed the forms and methods of organizing experiential activities, while Nguyen Thi Hai Yen and Chu Thi Hong Nhung have studied the process of education through experiential activities.

Although many scientific works have discussed the life skills and self-protection education for children and have indicated the relationship between social skill education and experiential activities, there is still a lack of detailed analysis of self-protection education for children through experiential activities in preschools, particularly in specific regions such as mountainous areas.

1.2. Self-protection skills of preschool children.

1.2.1. The concept of self-protection skills.

The concept of self-protection skills involves carrying out actions or activities with the aim of keeping oneself physically and mentally safe by using personal knowledge and experiences in a reasonable and flexible manner in different situations.

1.2.2. The structure of self-protection skills in preschool children.

In this study, we selected the structural components of self-protection skills for 5–6-year-old children, which include three correlated factors:

- Children's perception of self-protection
- System of self-protection actions, operations, and corresponding

means

- Attitudes of children towards the necessary self-protection actions.

1.2.3. The development of self-protection skills in preschool children.

1.2.4. The component skills of self-protection skills.

- Skills to avoid unsafe places, dangerous objects that endanger life and dangerous actions.

- Safe eating skills
- Skills to prevent abuse
- Safe skills when participating in traffic
- Skills to prevent getting lost and kidnapped
- Skills to recognize some emergencies and call for help
- Skills to perform some behaviors and social rules that ensure safety
- Skills for personal hygiene and health protection
- Skills to protect oneself safely in cyberspace.

1.3. Experiential learning approach in early childhood education

1.3.1. The concept of experiential learning in preschool education

Experiential education for young children is an educational approach in which the teacher designs, organizes, and guides activities for children to directly participate in and interact with various objects, phenomena, and practical activities in the environment around them, in order to acquire knowledge, develop skills, and promote their own learning.

1.3.2. The nature and characteristics of education through the experiential approach for preschool children

1.4. Education on self-protection skills for 5-6 year old children through the experiential approach in preschools located in mountainous areas

1.4.1. The concept of education on self-protection skills for 5-6 year old children through the experiential approach in preschools

Education on self-protection skills for 5-6 year old children through the experiential approach in preschools is the process of organizing activities for children to participate in, directly engage with various objects, phenomena, and practical activities in their surrounding environment, to achieve reasonable and flexible self-protection actions or activities that keep themselves physically and mentally safe.

1.4.2. Advantages of experiential education in self-protection skills for preschool children in mountainous areas in preschools

1.4.3. Objectives of education on self-protection skills for 5–6-year-old

children through the experiential approach in preschools in mountainous areas

1.4.4. Content of education on self-protection skills for 5–6-year-old children through the experiential approach in preschools in mountainous areas

1.4.5. Methods of education on self-protection skills for 5–6-year-old children through the experiential approach in preschools in mountainous areas

1.4.6. Forms of education on self-protection skills for 5–6-year-old children through the experiential approach in preschools in mountainous areas

1.4.7. Process of education on self-protection skills for 5–6-year-old children through the experiential approach in preschools in mountainous areas

1.4.8. Participants in education on self-protection skills for 5–6-year-old children through the experiential approach in preschools in mountainous areas

1.4.9. Evaluation of results in education on self-protection skills for 5–6-year-old children through the experiential approach in preschools in mountainous areas.

1.5. The factors influencing the education of self-protection skills for 5–6-year-old children through experiential learning approach in preschools in mountainous areas include various elements.

CONCLUSION CHAPTER 1

1. Education on self-protection skills for children and experiential education have been of great interest to many researchers both domestically and internationally, with research conducted on various aspects. However, there are very few studies on the relationship between education on self-protection skills and experiential education, especially regarding education on self-protection skills for 5-6-year-old children through the experiential approach in preschools, with no published work on this topic.

2. Experiential education has particular advantages in educating self-protection skills for children. Therefore, the thesis clearly identifies the objectives, content, methods, forms, and ways to evaluate the implementation of education on self-protection skills for 5-6-year-old children through the experiential approach in preschools located in mountainous areas.

3. There are many factors that affect the effectiveness of organizing education on self-protection skills for 5-6-year-old children through the experiential approach in preschools, such as time, space, location, and organization tools; psychological characteristics and experiences of

children; the ability of teachers to organize activities through the experiential approach; coordination between the school, teachers, parents, and the community; instructional materials. These factors have interdependent relationships with each other. Therefore, it is necessary to coordinate these factors in the process of organizing activities.

Chapter 2

THE SITUATION OF LIFE-SKILLS EDUCATION FOR 5–6-YEAR-OLD CHILDREN THROUGH EXPERIENTIAL APPROACH IN PRESCHOOL INSTITUTIONS IN THE NORTHERN MOUNTAINOUS REGION

2.1. Overview of the surveyed area

2.1.1. Characteristics of natural conditions and socio-cultural aspects in the Northern mountainous region.

2.1.2. Overview of preschool education in the Northern mountainous region.

2.2. Overview of the current survey.

2.2.1. Purpose of the survey.

"To survey and evaluate the level of attainment of STEM education for 5–6-year-old children and the current status of STEM education for 5–6-year-old children using an experiential approach in preschools in the Northern mountainous region. From there, to use the results as a basis for developing STEM education measures for 5–6-year-old children using an experiential approach.

2.2.2. Content of the survey.

- The current status of STEM education for 5-6 year-old children in preschools in the Northern mountainous region.

- The awareness level of teachers and management staff on the concept and importance of STEM education for 5-6 year-old children using an experiential approach in preschools in the Northern mountainous region.

- The current status of STEM education for 5-6 year-old children using an experiential approach in preschools in the Northern mountainous region.

- Factors affecting STEM education for 5-6 year-old children using an experiential approach in preschools in the Northern mountainous region.

2.2.3. Survey participants.

- The survey will involve 575 preschool teachers from 43 preschools located in 9 provinces/cities: Bac Giang, Thai Nguyen, Bac Kan, Ha Giang, Cao Bang, Yen Bai, Lang Son, Hoa Binh, Phu Tho; and 226 children from 9 preschools located in Thai Nguyen, Bac Kan, Cao Bang, Ha Giang, and Yen Bai provinces.

- In addition, a pilot study will be conducted on 35 children from Preschool 19.5 in Thai Nguyen City to test the reliability of the measurement tools.

2.2.4. Research methods.

- Survey method; Group discussion method, in-depth interviews with teachers, school administrators, parents; Observation method; Activity product research method; Case study research method; Data from the survey were processed using mathematical statistical methods.

- Evaluate the KNTBV of 5-6 year old children according to the criteria table presented in Chapter 2 through process observation and situational tasks.

- Survey data were processed using SPSS software version 20.0.

2.2.5. The criteria, measurement scales, and assessment tools for the self-protective skills of 5-6 year old children.

* Criterion for evaluation:

Based on the foundational idea of Benjamin Bloom (1956) on competency assessment, the thesis constructs criteria for assessing children's self-protection skills, including 3 criteria and 7 indicators:

Criteria	Indicator	Expression level
Criterion 1: Regarding children's awareness	Indicator 1: Identify the names of actions that cause unsafety in operations and their harmful effects.	- Level 4: Full awareness of self-protective actions: able to fully articulate ideas, quick and accurate reflexes, confident when speaking.
	Indicator 2: Identify dangerous situations and potential safety hazards that may cause harm to oneself.	- Level 3: Relatively full awareness of self-protective actions: able to articulate ideas fully but sometimes needs prompting, reflexes not always quick and not completely confident.
	Indicator 3: Recognize the appropriate ways to perform self-	- Level 2: Children have incomplete awareness of self-

Criteria	Indicator	Expression level
	protective actions for oneself, the object of impact, and specific situations.	protective actions: often require guidance and prompting from teachers, reflexes not always quick and not confident.
	Indicator 4: State the purpose and tasks of self-protection actions to be performed in each specific situation.	- Level 1: Children have little to no awareness of self-protective actions: able to articulate very little or unable to articulate without constant guidance and prompting from teachers, sometimes unable to articulate correctly or clearly.
Criterion 2. Regarding implementation.	Indicator 5: Perform self-protective actions when there is a risk of unsafety.	- Level 4: Proactively perform actions quickly, accurately, skillfully; persist in performing until completion. - Level 3: Proactively perform actions in a timely and accurate manner, but not yet truly skillful; persist in performing until completion, but sometimes still need encouragement. - Level 2: Not yet fully proactive, can perform correctly but not yet skillful and need guidance and assistance; not truly persistent in performing until completion. - Level 1: Not proactive, perform inaccurately and unskillfully; not persistent in performing until completion.
Criterion 3:	Indicator 6: Able to	- Level 4: Shows appropriate

Criteria	Indicator	Expression level
Attitude	express emotions and attitudes towards different situations.	emotions and attitudes for each situation; quickly adjusts their behavior and emotions to match when performing self-protective actions.
	Criterion 7: Being able to regulate one's behavior and emotions when performing self-protective actions.	<p>- Level 3: Shows relatively appropriate emotions and attitudes for each situation; able to adjust their behavior and emotions in a timely manner to match when performing self-protective actions.</p> <p>- Level 2: Exhibits emotions and attitudes that are not completely appropriate for each situation; not entirely confident in adjusting their behavior and emotions when performing self-protective actions.</p> <p>- Level 1: Unable to demonstrate appropriate emotions and attitudes for each situation; has difficulty adjusting their behavior and emotions when performing self-protective actions.</p>

* Scale and measurement tools:

- Scale: Each skill group is assessed on a 4-level scale corresponding to a score range from 1 to 4:

Level 4: Excellent (4 points)

Level 3: Good (3 points)

Level 2: Average (2 points)

Level 1: Weak (1 point)

- Measurement tool: To evaluate the self-protection skills of 5-6 year-old children in kindergarten, we use an Assessment Form. Each form includes 9 skill groups that make up the self-protection skills, and each skill group is evaluated based on the 3 criteria mentioned above.

2.3. Kết quả khảo sát

2.3.1. The current situation of self-protection skills of 5-6 year-old children in preschools in the mountainous areas of Northern Vietnam.

Based on the results, the level of self-protection skills of children in the surveyed skill groups is mainly distributed at levels 2 and 3, ranging from 1.18 to 2.52 with a low standard deviation (<0.5), and the level of skills among children is not significantly different from the average value. According to the evaluation scale, the average value of children's skills is classified as average and good. This shows that the self-protection skills of children are not high and relatively evenly achieved, with only a few ($<5\%$) of children evaluated as having skills at a good and very good level (level 3 and 4).

2.3.2. The situation of educating self-protection skills for 5-6 year-old children through the experiential approach in preschools in the mountainous areas of Northern Vietnam.

2.3.2.1. Awareness of teachers about the concept, goals, and necessity of teaching life skills for children aged 5-6 through an experiential approach in preschools in the mountainous areas of Northern Vietnam.

Overall, most teachers have a correct and complete understanding of the concepts of self-protection skills, experience, and education on self-protection skills through experiential approach in preschools, as well as the goals and significance of these activities. However, the level of understanding is still not high (less than 56.5%).

2.3.2.2. Content of education on self-protection skills for 5-6-year-old children through experiential approach in preschools in the northern mountainous region.

No.	Content	Important level			Implementation efficiency		
		Mean	SD	Rank	Mean	SD	Rank
1	The skills to avoid dangerous actions, unsafe places, and life-threatening objects;	4.39	0.49	9	3.76	0.77	7
2	Safe eating skills;	4.53	0.50	7	4.03	0.69	2
3	The skill of preventing sexual abuse;	4.64	0.48	2	3.77	0.80	6
4	Skills for safety when participating in traffic;	4.61	0.50	4	3.84	0.75	4
5	The skill of avoiding getting lost and being kidnapped;	4.62	0.49	3	3.95	0.75	3
6	Skills to recognize some emergency situations and call for help;	4.55	0.50	6	3.83	0.77	5
7	The skill of performing certain behaviors and social norms to ensure safety;	4.52	0.51	8	3.69	0.76	8
8	Skills of personal hygiene and health protection;	4.81	0.39	1	4.06	0.69	1
9	Skills to protect oneself safely in cyberspace;	4.59	0.51	5	2.64	0.68	9

The level of importance of the contents of KNTBV education is relatively evenly distributed, with high average scores ranging from 4.39 to 4.81 and standard deviations all < 0.5 . Therefore, the ranking is determined without significant differences.

However, the effectiveness of implementing KNTBV education has a lower average score and clearer differences between the rankings, ranging from 2.64 to 4.06 with standard deviations > 0.5 .

2.3.2.3. The approach to teaching self-protection skills to 5–6-year-old children using experiential method in preschools in the mountainous areas of Northern Vietnam

No.	Method	Frequency of implementation			Implementation efficiency		
		M	SD	Rank	M	SD	Rank
1	Conversation method	3.87	0.71	7	3.86	0.69	6
2	Visual method	4.42	0.49	1	4.29	0.60	1
3	Role-playing method	4.03	0.69	4	4.02	0.71	2
4	Practice method	3.99	0.64	6	3.96	0.66	4
5	Game-based method	4.01	0.69	5	3.92	0.68	5
6	Scenario-based method	4.05	0.45	3	3.97	0.69	3
7	Group discussion method	4.11	0.57	2	3.59	0.73	8
8	Modeling method	3.59	0.79	8	3.69	0.81	7

2.3.2.4. In terms of the form of education on self-protection skills for 5–6-year-old children using experiential method in preschools in the mountainous areas of Northern Vietnam

No.	Format	Frequency of implementation			Implementation efficiency		
		M	SD	Rank	M	SD	Rank
1	Playful activities	4.17	0.60	3	3.99	0.59	4
2	Purposeful learning activities	4.11	0.62	4	4.01	0.56	3
3	Festival, holiday activities.	3.72	0.73	5	3.67	0.66	5
4	Outdoor activities	3.54	0.86	6	3.56	0.82	6
5	Personal care and hygiene activities	4.31	0.56	1	4.13	0.56	1
6	Labor activities	4.13	0.65	2	4.06	0.58	2

2.3.2.5. The process of educating self-protection skills for 5-6 year-old children using experiential method in preschools in the mountainous areas of Northern Vietnam

100% of the opinions indicate that educational activities for children in the KNTBV approach through experiential learning are organized, but no teachers follow the basic 4-step process of experiential education.

Among them, 80.8% of the opinions believe that experiential learning is reflected in teachers creating opportunities for children to

directly experience some actions that demonstrate self-protection skills and are seen as small activities corresponding to the content of reinforcing knowledge or generating interest; 31.9% of teacher opinions believe that experiential learning is reflected in teachers organizing educational activities on self-protection skills for children outside of the classroom. Some other opinions suggest that experiential learning is demonstrated in activities where children practice and train some self-protection actions in daily life, such as cleaning before and after eating, after participating in activities, or when following safety rules for electricity and water.

From the above results, it shows that many teachers do not understand the essence of experiential education and have not been able to develop a separate process for organizing educational activities on self-protection skills for children according to the experiential learning approach.

2.3.2.6. The force participating in the education of self-protection skills for 5-6-year-old children through experiential learning approach in preschools in the mountainous areas of the Northern region.

No.	Content	M	SD	Rank
1	Management staff	4.01	0.82	2
2	Preschool teacher	4.39	0.68	1
3	School health staff	3.81	0.88	4
4	Family and society	3.94	0.81	3
5	Child protection agencies and organizations	3.39	0.76	5

2.3.2.7. Assessing the results of education on self-protection skills for 5-6 year-old children through experiential learning approach in preschools in the mountainous areas of Northern Vietnam.

No.	Content	Implementation efficiency		
		M	SD	Rank
1	Using situational exercises	3.06	0.94	4
2	Developing and using observation criteria for children's self-protection skills (such as awareness, behavior, attitude, etc.)	2.77	0.93	5
3	Interviewing young parents	3.56	0.80	3
4	Observing children's activities in their daily routine at the kindergarten.	4.05	0.62	2
5	Talking to children	4.09	0.62	1

2.3.2.8. Difficulties in organizing self-protection skills education for 5-6-year-old children based on experience in preschools in the Northern mountainous area.

No.	Content	M	SD	Rank
1	The school has no plan to organize activities according to the experiential approach	3.91	0.93	4
2	The space to organize activities is not spacious enough	3.26	0.96	8
3	There are not enough tools, means and funds to organize activities	4.08	0.78	3
4	The number of children/class is large, the teacher has not been able to pay attention to each child	4.30	0.80	2
5	Difficulties in using methods, forms, and processes to organize activities according to the experiential approach	4.56	0.74	1
6	Parents do not regularly cooperate with teachers	3.85	0.82	6
7	There are no evaluation criteria for children's self-defense skills and the effectiveness of activities	3.87	0.82	5
8	Children with limited Vietnamese language skills	3.71	0.77	7

2.3.3. Factors affecting the education of self-protection skills for 5-6 year-old children through experiential approach in preschools in the mountainous areas of the North.

No.	Factors affecting	M	SD	Rank
1	Time of organization	3.44	0.69	8
2	Location and venue of organization	3.51	0.75	7
3	Conditions of infrastructure to serve activities	3.52	0.72	6
4	Psychological characteristics and experience of children	3.82	0.73	4
5	Ability to organize activities through experiential approach of teachers	4.56	0.49	1
6	Collaboration between school, teachers, parents, and society	4.25	0.71	2
7	Instructional materials	4.11	0.76	3
8	Preschool education program	3.54	0.59	5

CONCLUSION CHAPTER 2

1. The level of self-protection skills exhibited by children in all three areas of perception, execution, and attitude is not high, with most component skills distributed mainly at level 1 (weak) and level 2 (average); level 3 (good) and level 4 (excellent) have many component

skill groups that no children have achieved, with level 4 accounting for less than 19.1%.

2. Teachers have a high evaluation of the significance of experiences in educating self-protection skills for children. However, many teachers still have incomplete and inaccurate perceptions of self-protection skills, experiences, and education of self-protection skills through experiential learning in preschools.

3. The implementation of content, methods, and forms of educating self-protection skills for 5-6 year-old children still focuses on a few dominant contents, methods, and forms, without unique characteristics according to the experiential learning approach; there is no educational process based on experiential learning and no criteria and measurement scales for children's self-protection skills have been established.

Chapter 3

EDUCATIONAL MEASURES FOR TEACHING SELF-PROTECTION SKILLS TO 5–6-YEAR-OLD KINDERGARTEN CHILDREN USING EXPERIENTIAL APPROACH IN NORTHERN MOUNTAINOUS PRESCHOOL EDUCATION INSTITUTIONS.

3.1. Principles of proposing solutions

3.2. Approaches to educating self-protection skills for 5-6 year-old children through experiential learning in kindergartens located in the mountainous areas of Northern Vietnam

3.2.1. Measure 1: Developing a process for educating self-protection skills for 5–6-year-old children through experiential learning in kindergartens that is suitable for local conditions.

3.2.2. Measure 2: Creating hypothetical situations for children to experience and simulate.

3.2.3. Measure 3: Designing a diverse and open educational environment to provide opportunities for children to experience.

3.2.4. *Measure 4:* Regularly coordinating with teachers, schools, families, and communities in organizing educational activities to teach self-protection skills for 5–6-year-old children through experiential learning in kindergartens.

3.2.5. *Measure 5:* Developing criteria for evaluating educational activities to teach self-protection skills for 5–6-year-old children through experiential learning in kindergartens using observation throughout the process.

3.3. The relationship between the educational measures for teaching self-protection skills to 5-6 year-old children through experiential learning in preschools in the northern mountainous region.

CONCLUSION CHAPTER 2

- Based on the results of theoretical and practical research and principles, the thesis proposes 5 measures to educate 5-6 year old children on self-protection skills through an experiential approach in kindergarten. Each measure has specific objectives, content, methods, and corresponding conditions for convenient application by teachers.

- The proposed measures for educating self-protection skills for 5-6 year old children through an experiential approach in kindergarten have a close and supportive relationship with each other during the implementation process. These measures are built to strengthen the resources available to teachers (both inside and outside the school), guide teachers in educating self-protection skills for 5-6 year old children based on local practices (with an education plan, implementation procedures, and evaluation criteria), increase opportunities for experiencing diverse physical environments with confidence, comfort, and initiative, so that children can effectively apply these skills in their lives to ensure their own and others' safety.

Chapter 4

PEDAGOGICAL PRACTICE

4.1. An overview of the process of organizing experiments

4.1.1 The purpose of the experiment.

The validation of the effectiveness and feasibility of the proposed educational measures for developing self-protection skills in 5–6-year-old children through experiential approach in preschools in the Northern mountainous region has been conducted. Thereby, the scientific hypothesis of the thesis is proven.

4.12. Experimental content

The thesis carried out a pedagogical experiment with the proposed measures in Chapter 3; the control group implemented a traditional childcare and education plan parallel to the time of the experimental group.

4.2. Experimental results

4.2.1. Pre-Experimental results

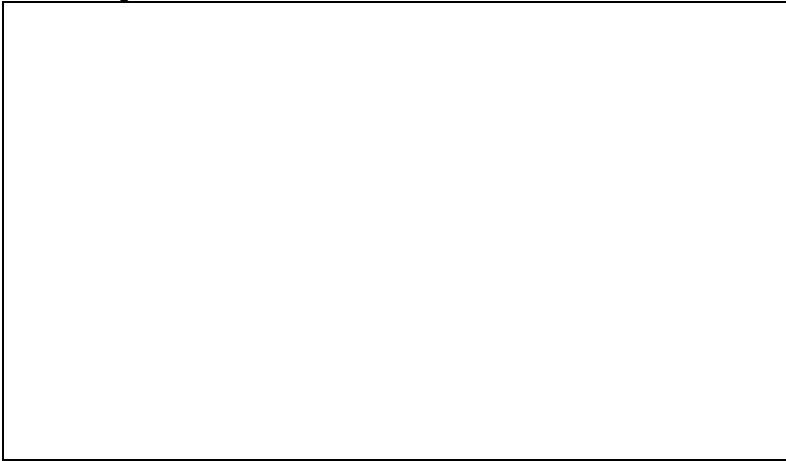


Chart 4.1. Frequency statistics of the evaluation levels of children in the experimental and control groups (average ratio of criteria).

4.2.2. Post- Experimental results

Table 4.6. Average evaluation score of children after the experiment in the experimental and control groups

Criteria	Experimental group		Control group	
	Average Score	SD	Average Score	SD
Comfortable feeling (Criteria 1)	4.51	0.66	3.67	0.84
Participants (Criteria 2)	4.29	0.66	3.46	0.78

Awareness (Criteria 3)	4.20	0.73	3.63	0.77
Result of implementation (Criteria 4)	4.00	0.67	3.50	0.84
Evaluation of results (Criteria 5)	3.98	0.77	3.26	.089
Application of experience (Criteria 6)	3.84	0.82	3.24	0.89

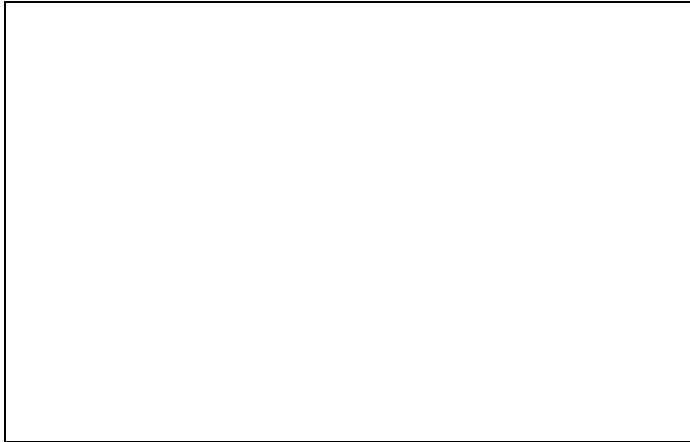


Chart 4.4. Distribution of the percentage of self-protection skill levels of 5-6-year-old children in the experimental and control groups

Table 4.13. Comparison of 5–6-year-old children's self-protection skills before and after the experiment (according to the average score of each criterion)

Result	Experimental group							Control group						
	Crit.1	Crit.2	Crit.3	Crit.4	Crit. 5	Crit. 6	Avg	Crit. 1	Crit. 2	Crit. 3	Crit. 4	Crit. 5	Crit. 6	Avg
Pre-Experiment	3.20	3.16	3.40	3.22	2.89	2.73	3.10	3.19	3.24	3.24	3.07	2.93	2.60	3.05
Post-Experiment	4.51	4.29	4.20	4.00	3.98	3.84	4.14	3.67	3.46	3.63	3.5	3.26	3.24	3.46
discrepancy	1.31	1.13	0.8	0.78	1.09	1.11	1.04	0.48	0.22	0.39	0.43	0.33	0.64	0.41

The results above show that the initial level of the experimental and control groups was equivalent. After the experiment, the average score of the control group improved but not significantly, increasing from 3.05 to 3.46 with a difference of 0.41 points. The average score of the experimental group changed more significantly, increasing from 3.10 (average level) to 4.14 (high level) with a difference of 1.04 points. This confirms the advantages of educational measures on self-protection skills for 5–6-year-old children through an experiential approach applied in preschools in the mountainous areas of Northern Vietnam.

CONCLUSION CHAPTER 4

The process of experiential learning prioritizes the use of positive educational measures to help children have time to practice and experience, and to have more opportunities to share and exchange information and apply their experiences. The results of the experiment also demonstrate that strengthening the organization of educational activities using experiential approaches will provide children with a favorable environment to confidently express themselves, actively participate in activities, and thereby acquire knowledge, develop and enhance their self-protective skills.

CONCLUSION AND RECOMMENDATIONS

1. Conclusions.

1.1. Education on self-protection skills for 5-6 year old children through experiential learning in preschools plays an important role in equipping children with knowledge and life skills to keep them safe in dangerous situations related to their surroundings, and is conducted based on the children's experiences with the child at the center of the activities.

1.2. The results of the survey on the actual situation of the research topic show that the level of expression of self-protection skills in all three aspects of perception, implementation, and attitude of all component skills is not high, mainly distributed at the medium and fairly level; preschool teachers highly appreciate the significance of the experience in educating self-protection skills for children but many teachers still lack a full and accurate understanding of self-protection skills, experience, and education of self-protection skills through experiential learning in preschools. The content, methods, and forms of

education on self-protection skills for 5-6 year old children still focus on a number of main contents, methods, and forms, and there are no specific characteristics according to the experiential learning approach.

1.3. Based on the results of theoretical and practical research, the thesis proposes 05 measures to educate self-protection skills for 5-6 year old children through experiential learning in preschools. These measures have close relationships, support each other and have consistency in the implementation process, aiming to strengthen the support resources for teachers, guide teachers in educating self-protection skills for 5-6 year old children in accordance with local practices, and increase opportunities for children to experience a diverse physical environment with confidence, comfort, and proactivity.

1.4. The experimental program has confirmed the effectiveness of the measures to educate self-protection skills for 5-6 year old children through experiential learning in preschools in the mountainous area of northern Vietnam and proved the scientific hypothesis of the thesis.

2. Recommendations.

2.1. For Departments and Offices of Education:

- Implement the revised preschool education program according to Circular No. 51/2020/ Circular - Ministry of Education and Training flexibly with the reality of each locality and focus on educational activities based on experiential learning.

- Standardize the management and guidance of preschool educational institutions, evaluate educational activities based on experiential learning, including self-defense skill education for children.

- Compile, assess, and provide educational materials on self-defense skills for children in preschools (books, equipment, video simulations of various situations, etc.).

- Organize training sessions and professional development on organizing self-defense skill education activities for children based on experiential learning.

- Direct and organize training courses for parents on how to care for and ensure the safety of children in the family and community.

- Promote and encourage community-based education models to enhance the effectiveness of preschool education for children in mountainous areas.

2.2. For the Principals of Preschool Institutions:

- Develop a plan to organize self-defense skill education activities

for children so that teachers have specific instructions to follow, focusing on organizing activities based on experiential learning.

- Train and develop teachers on the process of organizing self-defense skill education activities based on experiential learning, organizing experimental activities, and drawing experiences to unify the content, methods, and forms of organization.

- Create an educational environment that places children at the center, in an open and organized manner, arranging toys, equipment, and tools so that children can easily experience and be stimulated to participate in activities.

- Create conditions for teachers to be proactive, flexible, and creative in implementing the preschool education program in general and the school's education plan in particular to suit the practical conditions of each class.

- Strengthen communication and awareness-raising activities on self-defense skill education for children to parents and the community.

2.3. For Preschool Teachers:

- Self-study and enhance knowledge about self-defense skill education for children based on experiential learning.

- Actively study the psychological characteristics, family conditions, customs, and practices of children to better coordinate in educating children.

- Proactively learn ethnic languages to better understand children and facilitate coordination with parents and the community.

LIST OF SCIENTIFIC WORKS THAT HAVE BEEN PUBLISHED RELATED TO THE THESIS

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2. **Le Thi Thanh Hue** (2021), *Developing the content of self-protection skills education for 5–6-year-old children based on experiential approach at preschools*, Education Equipment Journal, Special Issue May 2021, P241-243.
3. **Le Thi Thanh Hue**, Nguyen Thi Thanh Huyen (2021), *Education of self-protection skills for kindergarten students by methods of experiential approach: A case study in Kindergartens in Dinh Hoa District, Thai Nguyen province, Vietnam*, The Journal for Educators, Teachers and Trainers (JETT); Vol. 12 No. 4.
4. **Le Thi Thanh Hue**, Nguyen Thi Thanh Huyen, Ngo Huyen Nhung (2021), *Organizing educational activities approaching experiential activities for pre-school ethnic minority children in the north of Viet Nam*, 4th International Conference on Teacher Education Renovation (ICTER2021). ISBN: 978-604350-031-8, NXB Đại học Thái Nguyên.
5. **Le Thi Thanh Hue** (2022), *A survey on the self-protection skills of 5–6-year-old preschool children in nurseries in the northern mountainous region using process observation*, Journal of Tan Trao University Science, Volume 8, Issue 1-3, 2022.
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7. **Le Thi Thanh Hue**, Nguyen Thi Thanh Huyen (2022), *Developing the process of educating self-protection skills for 5–6-year-old children through experiential approach in preschools.* Journal of Education, Volume 22, Issue 22.P.26-31.