

KINDNESS EDUCATION FOR 5 TO 6-YEAR-OLD CHILDREN IN VIETNAM THROUGH EXPERIENTIAL EDUCATION. A TYPICAL EXPERIMENTAL STUDY IN HANOI

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ABSTRACT

Kindness education for children is an integral part of the personality education process for children, plays an important role in creating the personality foundations later. This study refers to experiential education as the most effective method and mode of education that are suitable to the psycho-physiological characteristics of 5 to 6-year-old children. In this study, the author conducted an experiment with 216 children from September 2019 to September 2021, children were randomly selected, the experimental analysis results showed that: When kindness education activities for 5 to 6-year-old children are built and organized at kindergartens following requirements, principles and processes of experiential education in accordance with personal development characteristics of children with favorable environmental conditions, ensuring children to actively experience, observe, share feelings and thoughts, draw lessons from experience, adjust and practice kind behavior regularly, they will have a positive impact on the results of children's kindness education.

Keywords: Kindness, kindness education, 5 to 6-year-old children, experiential education.

1.0 INTRODUCTION

Kindness education must begin at kindergarten age. This is the most effective and favorable time for education because, in preschool children, emotions develop very strongly, especially empathy, emotionality towards people and surroundings. Preschool age is the time when children begin to discover and comprehend forms of social relationships between people, norms, and cultural codes of conduct. Children easily recognize, understand, and choose to perform good or bad behaviors, acts that should or should not perform in life. Kindness education helps children to be aware of the good, the bad, the light, and the evil, to have attitudes and behaviors that care, love, and help others. For 5 to 6-year-old children, kindness education is especially important to prepare the necessary conditions for entering First grade.

In kindergartens, experiential education creates many opportunities for children to be exposed to real life, to be exposed to the surrounding environment, and to develop emotions, exploit and enrich children's experiential capital. At the same time, experiential education helps children to proactively, actively, and independently express themselves, demonstrate the right attitudes and behaviors in relationships. The experience is of great significance in opening up

many conditions and opportunities to help practice and develop kindness in 5 to 6-year-old kindergarten children.

In the current reality, kindness education for children in general and kindness education through experience, in particular, are increasingly interested in families, schools, and society. However, the effectiveness of kindness education for children is in fact still low, not meeting the requirements of society. In addition to causes related to the negative effects of the market economy and the pressure of socio-economic development, there are also the responsibilities of the families and the school. Kindergartens still attach importance to cognitive development overvalue education; Kindness education through experience has not been studied, so early childhood education has not yet grasped contents and methods of kindness education through experience for children; orientation of kindness education for children from the schools to families is limited and ineffective.

2.0 THEORETICAL BASIS

2.1. Concept of kindness

The concept that kindness is an emotional attribute, affection, and love of humans

According to Confucius, kindness is not a vague feeling, but is also expressed through specific interactions and starts with those around us, in the family, kindness is filial piety to parents, in society, it is respect for people older than them, careful keeping of faith, love for people and learning from virtuous people (Cao Xuan Huy, 1995). According to Mencius, Humanity is "mercy of man" and it is "the focal point of all virtues". Mencius also talked a lot about human Morality, which is benevolence and righteousness and is understood as "being equally fraternal - loving everyone" (Cao Xuan Huy, 1995). Rubinstein (1978) conceptualized that kindness is love for people, for oneself as well as for all living beings. He believes that kind people must first know how to love themselves, love the people around them, and everything that is attached to their lives. According to Sue Patton Thoele (2016), "Kindness comes from the heart full of love, is the intense emotion, compassion, and understanding in the eyes...". Saron Salzberg said that: Kindness is generosity, concern for others without hurting them. According to Khuat Thu Hong (2011), kindness is favoring people, loving people".

The concept that kindness is a moral quality, showing human nature

Daparogiet (2000) conceived that kindness as a moral quality consists of three basic elements: ethical feelings, ethical behavior, and ethical concepts about the good and the bad, about phenomena in social life. According to Le Minh Thuan (1989), kindness is love for people, is an ethical quality in the personality structure, so in order to educate children to be kind, it is necessary to affect the attributes of personality. From a philosophical point of view (Do Tuyet Bao, 2001), kindness is a basic human value that distinguishes humans - consciousness and morality from animals, instincts, and beasts. Dang Thanh Hung, Tran Thi To Oanh (2016) emphasized humanity in the concept of kindness.

The concept is that kindness is competence.

Hartman (2002) considered kindness as a competence. He said that people have the competence to determine value, in which empathy is the competence to see and appreciate the true value of others, ie. recognition, acceptance of others, ability to put oneself in the other's place. He gave 5 categories to measure value such as: Know what to do; Know how to do it; Ability to plan and organize implementation; Measure competence and results, ability to cooperate with others in a good, positive way, know how to evaluate others (empathy). According to Hoang Thi Phuong (2010), the concept of kindness is the competence to sympathize with the pain of others and it manifests in different levels of emotions, feelings, perceptions, and actions.

The concept that kindness is a value

Tsunesaburo Makiguchi considers kindness as a value that conforms to social norms. Nguyen Quang Uan (1995) conceives that kindness is a value, always objective, related to the need to be recognized by people.

The author's conception is as follows: Kindness is a human virtue, a human love, expressed via empathy, concern, sharing, help, protection, and generosity toward oneself, all people, and everything around them, not only through awareness but also through positive attitudes and behaviors.

2.2. Elements of kindness

Kindness is one of the important values of people in general and of Vietnamese people in particular. Daparogiet (2000)...conceived that the elements constituting a specific value are kindness, including cognition, emotion, and behavior, which is shown in detail in the following diagram:

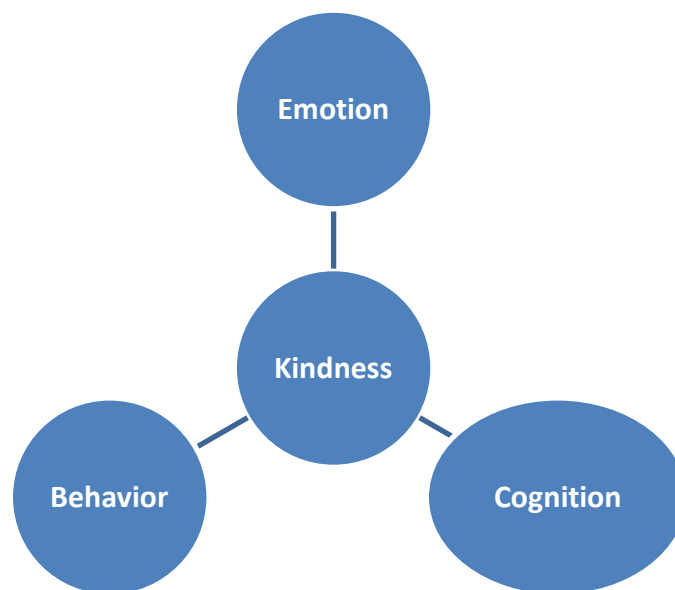


Figure 1. Elements constituting the value of kindness

Emotional factor: It is the excitement and joy when showing kindness to oneself and others around, expression of emotions and feelings to the outside through facial expressions, carriages, and gestures that are suitable for situations and circumstances.

Cognitive factor: It is people's understanding of kindness, knowing that kindness is empathy, concern, sharing, help, forgiveness, and protection of themselves, people, and things around. Recognize acts/emotions of kindness- comment on acts of kindness/. Be aware of situations/circumstances that need empathy...

Behavioral factors: These are acts of kindness that are expressed externally in words and non-verbal behaviors (carriages, gestures, facial expressions...) in relation to themselves and others, with things around. These are actions that show empathy, care, sharing, help, protection, and generosity. People's acts of kindness towards themselves, people, and things around them are shown by specific actions based on the unity between correct cognition and positive emotions of people in specific situations of life.

2.3. Kindness education for 5 to 6-year-old children through experience

The author believes that kindness education for children through experience is the process of organizing activities for children to directly interact with things, phenomena, and events in reality in order to acquire knowledge, form positive attitudes, and behaviors that show children's love for themselves, people and things around them. Help children realize that kindness is to be empathy, care, sharing, help, protection, and generosity for themselves and those around them. Help children form excitement, comfort, and joy when showing kindness to themselves and those around them. From there, they know how to express emotions and feelings to the outside through facial expressions, carriages, and gestures appropriate to situations/circumstances. Help children form actions that show kindness outwardly through language and non-verbal behaviors (carriages, gestures, facial expressions...) in relation to themselves and people around them. Those are actions that show care, sharing, help, generosity, and protection for themselves and those around them.

Principles of kindness education for 5 to 6-year-old children: the kindness of 5 to 6-year-old children is formed and developed in the direction of human value development but also has its own age-specific characteristics due to the limited cognitive abilities, experiences, feelings, emotional characteristics, and actions of children are still limited. Specifically, the following principles are included:

Teachers need to influence children emotionally. Educate with emotions must come from the sincere emotions of educators and use their emotions to influence children's emotions, creating positive feelings of children in the cognitive process as well as in performing acts of kindness towards oneself and those around.

Educate by the example of the adults around. Educating by the example of adults around means that if we wish to teach a certain behavior to a child, the educator himself must show it in their actual behaviors and actions.

Make a strong impression on children in the process of educating kindness. Impressing children is to make the process of educating kindness rich in expression, openness, and democracy. Children have the opportunity to share their own feelings, thoughts, and desires

with friends, teachers, and parents, making those conversations move the children's inner emotions.

Educate kindness for children through a humane-rich environment. The environment is the condition and the result of the principled education of value education in general and kindness in particular. Use the environment to educate and through education create a favorable environment for children to be positive and have more opportunities to experience more effectively.

3.0 DESCRIPTION OF RESEARCH METHODS

Methods of analysis and synthesis to review historical documents, including materials on psychology, education, domestic and foreign educational research works on preschool children, and kindness education, education through experience. Systematize views and theories of value education, education through an experience related to the study problem. Methods of systematization and generalization of theories are to define a system of concepts and views, build a theoretical framework, methodological lines, and investigation design, scientific experimental design. The author observes children and their activities: Record expressions of the kindness of 5 to 6-year-old children in situations with friends and surrounding adults at kindergartens; Observe the organization of experiential activities for 5 to 6-year-old children by teachers at kindergartens (clarify the appropriateness of contents, methods, forms and means of kindness education for children).

The author uses questionnaires combined with direct exchange to find out perceptions and measures of teachers and parents of children about kindness education for 5 to 6-year-old children through experience; uses exercises to assess the level of kindness expression of 5 to 6-year-old children in kindergartens. Quantitative and qualitative data processing methods on current study results and experimental results serve as the basis for commenting on scientific hypotheses and the correctness of study results. Collect opinions of experts on assessment criteria and survey exercises; feasibility and effectiveness of kindness education activities for 5 to 6-year-old children through experiences in kindergartens.

4.0 TYPICAL PEDAGOGICAL EXPERIMENT ON KINDNESS EDUCATION FOR 5 TO 6-YEAR-OLD CHILDREN IN VIETNAM THROUGH THE EXPERIENTIAL EDUCATION PROCESS

4.1. Experimental period and location:

The author experimentally conducts kindness education activities for 5 to 6-year-old children through the experiential education process in Hanoi city at two kindergartens (Co Bi Kindergarten, Gia Lam district; Hoa Hong Kindergarten, Dong Da district). The experimental period is from September 2019 to September 2021 (total of 24 months).

4.2. Experimental contents:

The author guides the organization of kindness education activities for 5 to 6-year-old children through experiences (including fun activities, labor activities, festival activities) in kindergartens with 4 stages: Children are experienced; Opportunities (forums) are created for children to share and give feedback on experiences; Children gather experiences, form

concepts/draw lessons; Children are encouraged to actively demonstrate acts of kindness in their lives.

4.3. Experimental subjects and conditions:

The experimental activities were conducted at two kindergartens in Hanoi city with the following two specific rounds: The first round of the experiment included an experimental group of 30 children in preschool class A1 of X20 Garment Company Kindergarten. The experiment was conducted in a narrow scale to explore the appropriateness of activities in October 2019. The second round of experiments included: 126 children (63 children studying at Hoa Hong Practical Kindergarten, Dong Da, and 63 children at Co Bi Kindergarten, Gia Lam in Hanoi). Of which, there are 63 children in two schools in the experimental group, 63 children in the control group to confirm the feasibility and effectiveness of the activities.

Pedagogical experiments were conducted under normal conditions. The experimental group and the control group both implemented the early childhood education program, the program implementation conditions and other conditions were the same. The experimental group followed the activities that the author built.

4.4. Analysis of experimental results

4.4.1. Analysis of exploratory experimentation results

In the exploratory experimentation, the authors conduct testing some contents in the official experimental program. However, in order to meet the goals set forth above, the selection of exploratory experimentation content must ensure basic requirements such as being suitable for activities in kindergartens; creating certain changes in the level of kindness formation in children in both cognition, emotion, and behavior; ensure the economy and efficiency in terms of experimental organization. The authors have experimented with a number of educational activities with the following specific contents: Determination of goals, contents, and activities to educate kindness for children at 5-6 years of age through experiences at the time of experimental work carried out. Guide teachers in determining goals, contents and selecting types of kindness education activities suitable to each time and the actual conditions of schools.

The survey results before and after the exploratory experimentation were processed by statistical methods and are shown in Table 1.

Table 1. The level of kindness formation of 5 to 6-year-old children before and after the exploratory experimentation

Level	Cognition	Emotion	Behavior	Total
Before the experiment	2.93	1.73	2.87	7.53
After the experiment	3.36	3.13	3.47	9.96

Through Table 1 and observing children during the exploratory experimentation, the authors found that the level of kindness formation of 5 to 6-year-old children was developed higher than before the experiment, specifically: Kindness of 5 to 6-year-old children after the experiment developed higher than before the experimentation in terms of cognition, emotion and behavior. Regarding cognition: If before the experiment, the mean (arithmetic average) of the children was only 2.93, then after the experiment, it increased to 3.36 (difference of 0.43). This shows that children's cognition has developed from not knowing fully the expressions and signs of kindness, without understanding the specific meanings of kindness acts, after the experiment, they have known more fully the expressions and signs of kindness and initially stated the meaning of kindness acts in life. Regarding emotion: If before the experiment, the mean of the children was only 1.73 then after the exploratory experiment, it increased to 3.13 (difference of 1.4). Before the experiment, children did not know how to show emotion, some children only initially knew how to express their own desire for kindness. After the experiment, children know how to express their own desires and initially know how to express their feelings and emotions appropriately. Regarding behavior: If before the experiment, the mean of the children was only 2.87, then after the exploratory experimentation, it increased to 3.47 (difference of 0.6).

4.4.2. Analysis of official experimental results

The level of loving-kindness formation of 5 to 6-year-old children in the control and experimental groups before the experiment. The results are shown in the following table:

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

Domains	Level	Control group						Experimental group					
		Male		Female		Total		Male		Female		Total	
		Qty	(%)	Qty	(%)	Qty	(%)	Qty	(%)	Qty	(%)	Qty	(%)
Cognition	High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Medium	11	34.4	18	64.3	29	48.3	10	35.7	23	69.7	33	54.1
	Low	21	65.6	10	35.7	31	51.7	18	64.3	10	30.3	28	45.9
Emotion	High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Medium	0	0.0	1	3.6	1	1.7	0	0.0	2	6.1	2	3.3
	Low	32	100	27	96.4	59	98.3	28	100.0	31	93.9	59	96.7
Behavior	High	0	0.0	0	0.0	0	0.0	0	0.0	2	6.1	2	3.3
	Medium	16	50.0	22	78.6	38	63.3	7	25.0	18	58.1	25	41.0

	Low	16	50.0	6	21.4	22	36.7	21	75.0	13	41.9	34	55.7
Total	High	0	0.0	0	0.0	0	0.0	0	0.0	1	3.0	1	1.6
	Medium	7	21.9	10	35.7	17	28.3	6	21.4	11	33.4	17	27.9
	Low	25	78.1	18	64.3	43	71.7	22	78.6	21	63.6	43	70.5

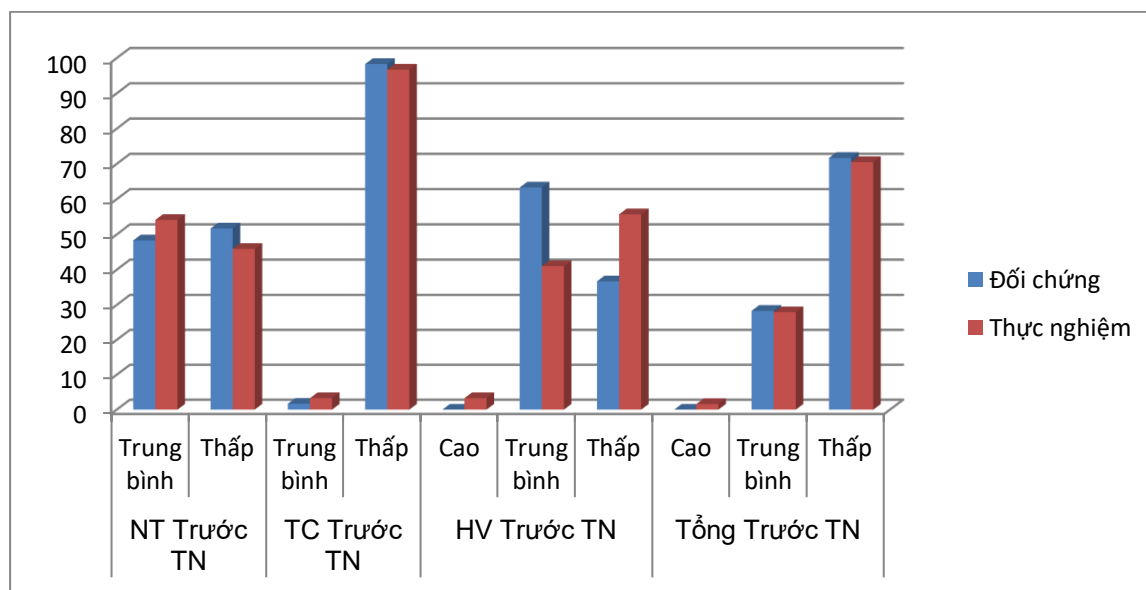


Figure 1. The level of kindness formation of children in the control and experimental groups before the experiment

The survey results of the level of kindness formation of 5 to 6-year-old children in the two experimental and control groups are shown in Table 2 and Figure 1 shows that: The level of kindness formation in the control group and the experimental group was similar and not high. Specifically: There are very few children who reach a high level. In the control group, there were no children, in the experimental group, there was one child, accounting for 1.6%. The average level in the experimental and control groups was similar and reached nearly 30% (in the control group it was 28.3%, and in the experimental group it accounted for 27.9%). Children with low levels accounted for the highest percentage, in the control group of 71.7%, in the experimental group of 70.5%. Through observation and discussion with children, we found the similarity in children’s kindness formation in the experimental and control groups and the unevenness in children’s cognition, attitudes, and behaviors.

The level of kindness formation of 5 to 6-year-old children in the control and experimental groups after the experiment. The results obtained are shown in Table 3 and Figure 2.

Table 3. The level of kindness formation of children in the control and experimental groups after the experiment

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

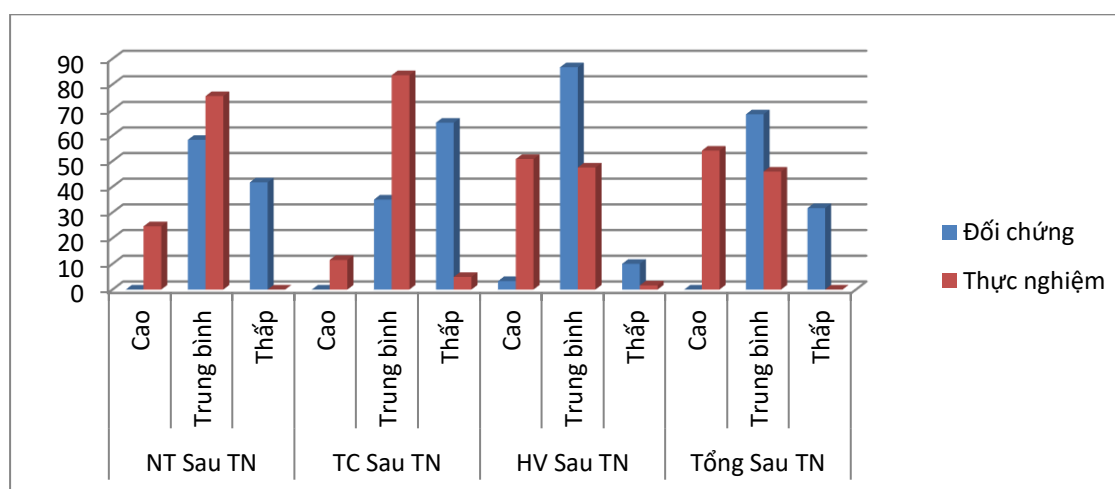


Figure 2. The level of kindness formation of children in the control and experimental groups after the experiment

Table 3 and Figure 2 show that: The level of kindness formation after the experiment has changed significantly between the control group and the experimental group, both control and experimental groups all reach an evolution. However, the level of kindness formation in the experimental group was much higher than that of the control group, specifically: The number of children with a high level in the experimental group increased significantly, accounting for 54.1%, while the control group did not have children at this level, in which the average level in the experimental group was 45.9% and the control group was 68.3%. A low level in the experimental group was not seen, while the control group still accounted for a high percentage of 31.7%. In each aspect, the level of children's kindness formation in the experimental and control groups is clearly different. In the control group, there were no children with a high level of cognition and emotion, and the behavior level was 3.3%. In the experimental group, there were children with a high level of cognition, emotion, and behavior, but unevenly in all domains, in terms of cognition reaching 24.6%, emotion reaching 11.5%, and behavior reaching 50.8%.

4.4.3. Test of experimental indicators:

To test the reliability of the results after the experiment and the difference between the control and experimental groups before and after the experiment, the authors calculate the values for comparison. The results are shown in Table 4:

Table 4. Comparison of results of two control and experimental groups before and after the experiment

Domains		Control group					Experimental group				
		Mean	SD	Median	Mode	CV	Mean	SD	Median	Mode	CV
Cognition	Before the experiment	2.97	1.01	2	2	0.34	2.85	1.39	4	4	0.49
	After the experiment	3.17	0.99	4	4	0.31	4.49	0.87	4	4	0.19
Emotion	Before the experiment	1.57	0.91	2	2	0.58	1.67	0.91	2	2	0.54
	After the experiment	2.70	0.96	2	2	0.36	4.13	0.81	4	4	0.20
Behavior	Before the experiment	3.13	1.24	4	4	0.40	2.79	1.38	2	2	0.49
	After the experiment	3.87	0.72	4	4	0.19	4.98	1.07	6	6	0.21
Total	Before the experiment	7.67	2.06	8	8	0.27	7.31	2.73	8	8	0.37

	After the experiment	9.73	1.58	10	10	0.16	13.61	1.74	14	12	0.13
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(In which, Mean is the arithmetic average; SD: standard deviation; Mode: the most frequent score; CV: coefficient of variation).

Table 4 shows the difference between the control and experimental groups before and after the experiment: The arithmetic average (Mean) of the children in the control group after the experiment was higher than before the experiment (before the experiment of 7.67; after the experiment of 9.73) but not much higher. The experimental group has a much higher average than before the experiment (before the experiment of 7.31, after the experiment of 13.61). The most frequent score (Mode) of the control group in cognition and behavior after the experiment was 4, and in emotion was 2. In the experimental group, the most frequent score was higher, after the experiment, in which cognition and emotion were 4, and behavior was 6.

To really test whether there is a difference between the experimental group and the control group, we carried out a test of the equality of the two variances and examined the t-test results. Based on the test results of the equality of two variances, we see the results of the t-test.

Test of experimental and control groups

Table 4 shows the difference between the control and experimental groups before and after the experiment such as: The arithmetic average (Mean) of the children in the control group after the experiment was higher than before the experimentation (before the experiment of 7.67; after the experiment of 9.73) but not much higher. The experimental group has a much higher average than before the experiment (before the experiment of 7.31, after the experiment of 13.61). The most frequent score (Mode) of the control group in cognition and behavior after the experiment was 4, and in emotion was 2. In the experimental group, the score was higher, after the experiment, in which cognition and emotion were 4, and behavior was 6.

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Test of experimental and control groups

Comparison of independent paired-sample			Total after the experiment	
			Equal variance mean	Unequal variance mean
Levene's test for equal values	F		2.005	
	Sig.		.159	
t-test for means	T		12.786	12.797
	Df		119	118.233
	Sig. (2-tailed)		.000	.000
	Average difference		3.873	3.873
	Standard error difference		.303	.303
	95% Reliability of difference score	Lower		3.273
Higher			4.473	4.473

The Sig test value in Levene's test = 0.159 (>0.05), the variance between the two experimental and control groups is not different, we will use the test results in the equal variance mean. The Sig value of the variance means is equal in the $t < 0.05$ test, thus we can conclude that there is a significant difference in the mean between the two experimental and control groups (the average of the sum of the domains of children in the experimental group is statistically significantly larger than the control group.)

The level of kindness formation of children in the experimental group before and after the experiment

Table 5. The level of kindness formation of the experimental group according to the social environment

Domain	Level	Level	Suburb		Inner		Total	
			Qty	(%)	Qty	(%)	Qty	(%)
Cognition	High	Before the experiment	0	0.0	0	0.0	0	0.0
		After the experiment	6	19.4	9	30.0	15	24.6
	Medium	Before the experiment	16	51.6	17	56.7	33	54.1
		After the experiment	25	80.6	21	70.0	46	75.4
	Low	Before the experiment	15	48.4	13	43.3	28	45.9
		After the experiment	0	0.0	0	0.0	0	0.0
Emotion	High	Before the experiment	0	0.0	0	0.0	0	0.0
		After the experiment	4	12.9	3	10.0	7	11.5
	Medium	Before the experiment	1	3.2	1	3.3	2	3.3
		After the experiment	24	77.4	27	90.0	51	83.6
	Low	Before the experiment	30	96.8	29	96.7	59	96.7
		After the experiment	3	9.7	0	0.0	3	4.9
Behavior	High	Before the experiment	2	6.5	0	0.0	2	3.3
		After the experiment	15	48.4	16	53.3	31	50.8
	Medium	Before the experiment	11	35.5	14	46.7	25	41.0

	Low	After the experiment	15	48.4	14	46.7	29	47.5
		Before the experiment	18	58.1	16	53.3	34	55.7
Total	High	After the experiment	1	3.2	0	0.0	1	1.6
		Before the experiment	1	3.2	0	0.0	1	1.6
	Medium	After the experiment	15	48.4	18	60.0	33	54.1
		Before the experiment	8	25.8	9	30.0	17	27.9
	Low	After the experiment	16	51.6	12	40.0	28	45.9
		Before the experiment	22	71.0	21	70.0	43	70.5
		After the experiment	0	0.0	0	0.0	0	0.0

Firstly, consider the level of kindness formation of children in the experimental group before and after the experiment. The results are shown in the following figure:

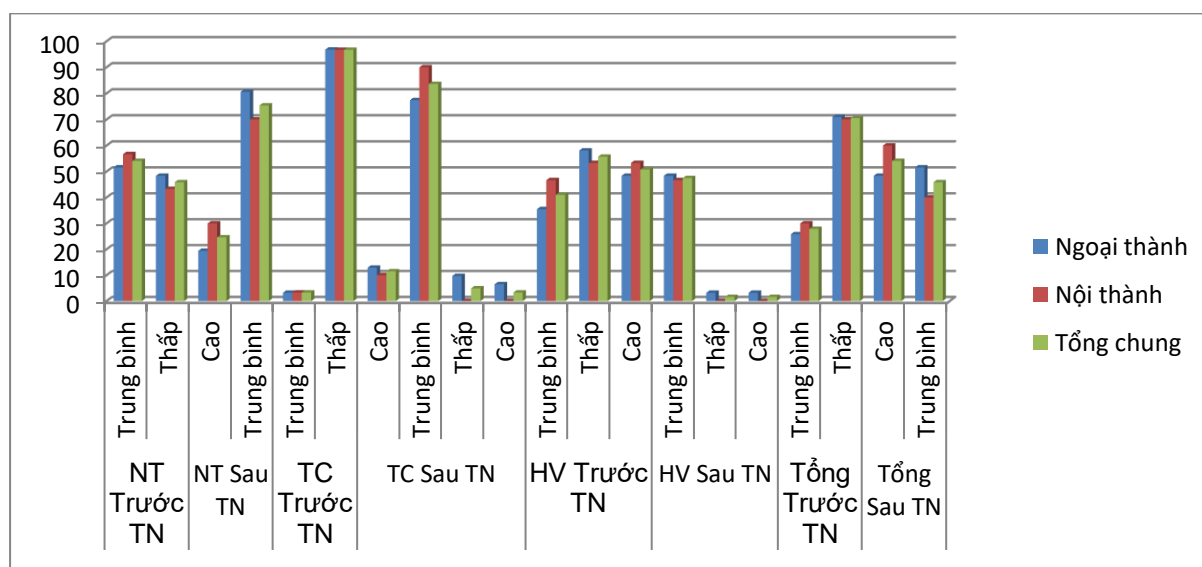


Figure 3. The level of kindness formation of children in the experimental group before and after the experiment

The results of the level of kindness formation of 5 to 6-year-old children in the experimental group before and after the test shown in Figure 3 show that: After the experiment, the children's level of kindness formation has developed higher than before the experiment. If before the experiment, children mainly achieved the medium and low levels, then after the experiment, children mainly achieved the high and medium levels. Specifically, before the experiment, the children with high level only reached 3.2%, after the experiment, children with high level accounted for 48.4%, before the experiment with a low level of children accounted for 70.5%, then after the experiment with a low level of children was no more. The children's kindness formation develops in all cognitive, emotional, and behavioral domains. Before the experiment, the children's cognition, emotion, and behavior were mainly at medium and low levels (only 3.3% of the children had high levels in the behavioral domain), after the experiment, there were high level, low levels, in all aspects, accounts for a very small percentage (only from 1 to 2 children with a low level of cognition). However, in the emotional domain, the percentage of children achieving a high levels is still lower than in cognition and behavior.

To test the difference in the effectiveness of kindness education for children of the experimental group before and after the experiment, the authors analyze the results in Table 6.

Table 6. General analysis results of the experimental group before and after the experiment

Domains		Mean	SD	Median	Mode	CV
Cognition	Before the experiment	2.85	1.39	4	4	0.49
	After the experiment	4.49	0.87	4	4	0.19
Emotion	Before the experiment	1.67	0.91	2	2	0.54
	After the experiment	4.13	0.81	4	4	0.20
Behavior	Before the experiment	2.79	1.38	2	2	0.50
	After the experiment	4.98	1.07	6	6	0.22
Total	Before the experiment	7.31	2.73	8	8	0.37

	After the experiment	13.61	1.74	14	12	0.13
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Table 6 shows the difference between the experimental group before and after the experiment: The average of children in the experimental group after the experiment is higher than before the experiment (before the experiment of 7.31, after the experiment of 13.61). The most frequent score (Mode) of the experimental group before the experiment in the cognitive and behavioral domains after the experiment is 4, the emotional domain is 2. In the experimental group after the experiment, the most frequent score is higher, after the experiment, cognition, and emotion are 4, and behavior is 6. The coefficient of variation (CV) of the experimental group after the experiment is lower than that of before the experiment. That means the experimental group after the experiment is more stable than that of before the experiment.

In order to really test whether there is a difference between the experimental group before and after the experiment, the authors conducted a test of the equality of the two variances and examined the results of the t-test.

Test of experimental group before and after the experiment

		Pair 1
		Total score before and after the experiment
Difference of paired samples	Mean	-6.295
	Standard deviation	2.729
	Standard error of mean	.349
	95% Reliability of difference score	Lower Higher
		-6.994 -5.596
T		-18.019
Df		60
Sig. (2-tailed)		.000

With the two-tailed observation significance level Sig. (2 tailed) = 0.000 < 0.05) it can be concluded that there is a statistically significant difference in children's evaluation in 3 domains of cognition, emotion, and behavior of the experimental group before and after the experiment. Specifically, the total of 3 domains of children after the experiment was rated higher than before the experiment, with an average of about 6.3. This shows that the development of the experimental group after the experiment is higher than that of before the experiment, then confirming the suitability and effectiveness of the recommended activities.

5.0 COMMENTS

The experimental program was implemented to evaluate the effectiveness of kindness education activities for 5 to 6-year-old children, adjusted and improved gradually through 2 exploratory experimentation and official experiment. The experimental content was developed on the basis of the current early childhood education program with the viewpoint that children are the subject of the educational process, thus it has prioritized the use of positive educational methods and forms to help children have more the opportunity to practice experiences, learn from each other to draw their own experiences of kindness.

The experimental results show that the kindness education activities for 5 to 6-year-old children at kindergartens have had a positive impact on the level of kindness formation of 5-6-year-of-age children. The experimental process has shown that children's level of kindness formation and development is better, more stable and more frequent when they have experienced in real and shared situations and circumstances, shared their thoughts and feelings, then drawn experiences for themselves and actively, creatively experimented in life.

The research process shows that the level of kindness formation for 5 to 6-year-old children increased markedly between input and output, much higher than that of children in the control group. For each child, the formation of kindness is different, especially the difference in sex characteristics, thus it is required to have its own impact on the individual child and each child's experience. Before carrying out the pedagogical impact, it is required to clarify the characteristics of age group and individual characteristics of each child in order to select appropriate activities to ensure the desired effect. Kindness education for 5 to 6-year-old children through experience is a long-term process that requires close cooperation with the family.

6.0 LIMITATIONS

The authors' research only stops at experimenting with children in Hanoi city, therefore, it cannot represent all provinces/cities, regions/areas of Vietnam. Moreover, the number of children attending the experiment (126 children) is still limited, concentrated in 2 kindergartens of Hanoi city.

7.0 CONCLUSIONS

Kindness education through experience is the process of organizing activities for children to directly interact with real-life objects, phenomena, and events in order to acquire knowledge, form positive attitudes and behaviors for children to express their love for themselves, people, and things around them. Kindness education through experience is organized according to a process of 4 stages: Children experience, share feedback from experience, and

coordinate with teachers to give principles of behavior to show kindness, and actively show kindness acts in life. The early childhood education program is an oriented framework program for teachers in the process of children's care and education.

In order to ensure the effectiveness of the implementation of kindness education activities for 5 to 6-year-old children through experience in kindergartens, it is required to focus on the following issues:

For early childhood education managers: Pay more attention to the task of value education in general, and kindness education for kindergarten children in particular and consider it a core task, creating a foundation for the formation of human personality, which is started from kindergarten age. Applying experience as a positive educational method should be prioritized in the process of reforming early childhood education in the direction of children's positive activities. Training and professional development courses in schools so that teachers can understand and effectively implement kindness education activities for 5 to 6-year-old children through the experience.

For kindergarten teachers: Actively self-study to improve understanding of kindness education through experience from defining goals, selecting content, and using effective experiential education methods for 5 to 6-year-old children in kindergartens. Regularly cultivate and practice to be able to design experiential activities to educate 5 to 6-year-old children in kindergartens. Actively apply measures to educate 5 to 6-year-old children through experience in daily educational activities. Strengthen the relationship with young parents, support them in the care and education of children in general, in carrying out activities to educate children about kindness through experience, and mobilize young parents to participate in children's experience in kindergartens.

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