

## Physical Education for Students: Researching one University in Vietnam

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**Abstract:** Physical education and sports activities in schools have a very important role and position in the development of education and training, in order to provide a comprehensive education for students, contributing to source training high-quality human resources to meet the requirements of national industrialization and modernization and national defense. However, the actual implementation of this work at universities in Vietnam is still difficult, due to both objective and subjective reasons and the achieved results are not really as expected. This study focuses on analyzing the state of physical education at Vietnamese universities, the difficulties, and barriers in the teaching process, and then propose solutions to implement physical education for students in the universities getting better and better.

**Keywords:** Physical education, students, universities, UTC – HCMC, Vietnam.

## INTRODUCTION

Physical education contributes to the formation of key qualities and common competencies for students; besides, through equipping health knowledge, health management, and training, physical education helps students form and develop physical competencies and physical culture, sense of responsibility to the health of oneself, family and community [1]; know how to choose a sport that suits your athletic ability to practice; know how to adapt to living conditions, be optimistic and share with everyone; have a healthy life physically and mentally [2].

The main content of physical education is to train motor skills and develop physical fitness for students with diverse exercises such as forging basic motor skills, team formation, exercises. Physical exercises, sports games, sports, and methods of injury prevention [1]. In the tertiary physical education program, physical education content is divided into two stages:

Firstly, in the basic education stage, physical education is a compulsory subject, helping students know how to take care of their health and body hygiene; forming a habit of improving health; through sports and exercise games, forming basic motor skills, developing physical qualities, as a basis for comprehensive development [1, 2].

Secondly, during the career-oriented education period, physical education is done through the form of sports clubs, students can choose sports content in accordance with their aspirations and ability university response. They continue to develop health care and hygiene skills, cognitive development, and athletic skills, helping students with sports aptitudes to guide their careers accordingly.

For many years, in the Vietnamese education system in general and higher education in particular, physical education is a compulsory subject and has been put into mainstream teaching [3, 4]. However, there have been many problems during the teaching process. This study focuses on analyzing the advantages and disadvantages of physical education, thereby proposing solutions to better implement this activity in Vietnamese universities.

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## RESEARCH METHODS

### Collecting secondary data

A number of relevant studies on physical education have been published since 201. Primary data: Academic results of 35,388 students studying the physical education content of the Ho Chi Minh City University of Transport (UTC-HCMC) in the two academic years of 2012- 2013, 2013-2014. Besides, exchanging and interviewing physical education teachers and students is a method to find out the current situation, shortcomings, causes, and solutions to improve the results of learning physical education for Academy students.

### Analysis and data processing Descriptive statistical analysis

The reality of physical education program, facilities, teaching staff, activities of sports clubs, demand for learning physical training of students. Solutions to improve the results of learning physical education for UTC - HCMC students. Comparative statistical analysis: The results of learning physical education of students at UTC - HCMC, the fitness level of students UTC - HCMC students compared with the standards of the Ministry of Education and Training of Vietnam (2008) [4], the criteria for assessing the fitness of Vietnamese youth [2]. This study uses 6 criteria to evaluate and classify students and students (Ministry of Education and Training, 2008), including [4]:

Content 1: The force of the dominant hand (kg);

Content 2: Lie on your back and stomach (times/30 seconds);

Content 3: Turn on the spot (cm);

Content 4: Run 30m high departure (seconds);

Content 5: Shuttle shuttle 4x10m (seconds);

Content 6: Run for 5 minutes (meters).

## LITERATURE REVIEW

Physical education is a subject that creates the basis for students' physical development, thereby helping them improve their learning efficiency. With that importance, this subject is always interested in schools innovating content and teaching methods.

Resolution No. 08/NQ-TW of December 1, 2011, on strengthening the leadership of the Communist Party of Vietnam, creating a strong development in physical training and sports till 2030, emphasized: physical education according to the curricular program; strongly develop sports activities of pupils and students, ensuring the objective of developing the comprehensive physical strength and basic motor skills of pupils and students and contributing to training sports talents and talents". Since then, many universities have implemented many activities to renovate the curriculum and methods of physical education, contributing to encouraging the spirit of learning and physical training movement in universities.

Accordingly, physical education is divided into two relatively independent aspects: physical teaching and physical education. The main content is to train motor skills and develop physical fitness for students with diverse exercises such as forging basic motor skills, team formation, exercises, games movement, sports, and methods of injury prevention in activities [5].

The physical education program fully grasped the views, objectives, and requirements to meet the quality, competence, educational plan, and orientation of educational contents stated in the general education program. Originating from the course's characteristics, the Program emphasizes some of the following constructive views:

3.1. The program is built on the theoretical and practical basis, updating the achievements of modern sports science and pedagogical science, namely: Research results of educational and psychological studies study, physiology, method of physical education and sports training; Experience in developing programs of Vietnam and other countries with advanced education; Practical education, socio-economic conditions, the diversity of students in terms of regions, conditions and ability to learn in Vietnam.

3.2. The program is designed in a concentric and linear structure in accordance with the mind - physiology of age and the law of physical development of students; through teaching methods and forms that promote the activeness and potential of each student; apply testing and evaluation methods suitable to the subject's characteristics and support the formation and development of motor skills and qualities in students.

3.3. The program is open and create conditions for students to choose activities appropriate to their physical strength, aspirations and school conditions; at the same time, create favorable conditions for schools to build an education plan in accordance with educational requirements, practical conditions, and specific characteristics of local students.

## RESEARCH CONTENT

### Physical education program in UTC - HCMC

Based on the physical education subject curriculum of the Ministry of Education and Training (2008) [4], UTC - HCMC has concretized the curriculum and content of the subject of the physical education subject (Table 1). The research results show that the duration of the teaching and learning of each semester ranges from 60-100 lessons, thus, on average, there is one regular and one extra-curricular hour per week of classrooms, two hours of preparation. But in reality, students spend a lot of time on foreign affairs and prepare very little, it is difficult to meet the requirements.

For example, with 30 athletics classes with groups/classes in the period I or II, III the students must study: Running 100m, jump far, physical education Theory -Running average distance. The above duration and content only satisfy the mastery of technical principles. Particularly, the curriculum is very large in duration, but this content is voluntary, there is no examination and evaluation depending entirely on the self-awareness, needs, and interests of students, so the effectiveness is not high, the content of physical education subject teaching at UTC - HCMC is in accordance with the curriculum of the Ministry of Education and Training in the formal hours.

**Table-1: Distribution of content and learning time in the physical education program for students of UTC - HCMC**

Numerical order	Teaching content	Total number of teaching periods	The study by subject credit			
			Semester I	Semester II	Semester III	Semester IV
1	Jogging	30	x			
2	Jump far	30		x	x	
3	Volleyball	30		x	x	x
4	Advanced volleyball	15			x	x
5	Swim	30				x

### Situation of teachers teaching physical education subject

The teaching staff of Education and Training of the UTC - HCMC graduated from the University of Physical Education and Training with a regular system. The lecturers are divided evenly by training majors such as athletics, football, volleyball, swimming, gymnastics, basketball, badminton, tennis, etc. This is a great potential for teaching, train Academy delegates, or develop the movement, conduct scientific research to contribute to the improvement of the quality of education. However, with the current training scale, the number of lecturers is not enough to meet the teaching task. The ratio of teachers of education/students for each semester is about 1/900, which is too high (Table 2) of 66%, the remaining 83.33% lecturers <45 years old, 83.33% lecturers are male. This is a strong resource for education and training, but none of the lecturers has a doctorate degree (there is only one graduate student), the main lecturer is 22.22%, the university-level is 27, 7%. Thus, the number of lecturers is still inadequate and has not been regularly trained to improve the level of research capacity.

**Table-2: Actual situation of lecturers of the Institute's physical education (as of January 2020)**

Index	Sex		Academic level			Year old		Title		
	Man	Woman	P.h.D	Master	MA	>45	<45	Tutors	lecturers	Main lecturer
Amount	15	3	0	12	6	15	3	1	13	4
Ratio	83.33	16.67	0	66/66	33.37	83.33	16.67	5,55	72.22	22.23

### Methods of education

The basic requirements of educational methods are to promote students' activeness, self-awareness, creativity and initiative, self-training, and self-training capacity for students, giving them opportunities to develop their skills physical force [1]. Lecturers play the role of designing, organizing, advising, refining, guiding the practice activities for students, creating a friendly learning environment to encourage students to actively participate in learning activities, experiencing yourself, discovering yourself, and growing.

Using a variety of methods to actively optimize the activities of students in a rational way, combining the types of tools and equipment suitable to the local practical conditions, focusing on the effective use of achievements of information technology, audio-visual media through technical pictures, video clips, etc. to create lively and effective school hours [7]. It is necessary to integrate and use knowledge of some other subjects so that the content of practice is not monotonous. In the process of organizing practice, teachers should use some songs (rhymes) when organizing games, or combine with appropriate music as a "background" for certain practice times during class time, create a joyful atmosphere, excitement when practicing, making students like and passionate about sports practice. It is necessary to be creative and flexible when developing a physical education subject teaching plan to ensure practicality, consistent with regional characteristics and conditions.

Teachers need to flexibly and effectively use specific methods in teaching-learning general education: modeling, using words, practicing, and focusing on the use of game, competition, and performance methods [6, 7]. Attention should be paid to the use of special treatment methods, which are suitable for students' health, to develop a special aptitude for students, etc.

Reasonable use of teaching and learning methods to promote students' self-awareness, activeness, initiative, and creativity. Paying attention to fostering self-study methods, cooperation ability, skills to apply knowledge into practice, to form and develop the capacity of students.

The teaching-learning organization needs to diversify the forms of teaching and learning activities inside and outside the classroom, inside and outside the university; balance between teaching and educational activities, between collective, small and individual group activities, between compulsory and elective teaching, to ensure both core and core competencies are developed specialized force of physical education, improving the quality of education for students. Strengthen and improve the effectiveness of teaching facilities, especially information and communication technology, to support innovation in teaching methods [7]. Create conditions for students to access diverse learning resources, exploit rich information through the Internet, etc. to build topics of interest, and develop self-study capacity according to their ability skills and learning styles of individual students.

The feature of physical education is a type of education whose specific content is teaching movement (movement) and the deliberate development of motor mankind qualities. The stages of teaching movement to form in learner's motor skills, the ability to apply in practice [5]. The organization of activities, equipping knowledge and forming motor skills (exercise skills, movements, and motor games, etc.) through teaching movement and organizing activities, help students form and develop basic physical components such as: fast, strong, durable, skillful and flexible; adaptive capacity of the body; motor memory; the reaction of the body; ability to care for and develop health; ability to perform sports, etc. thereby helping students develop performance and competition.

### **Evaluate educational outcomes**

The evaluation of the results of physical education must be based on the objectives and requirements to be met in the physical education program, ensuring comprehensive, objective, and differentiated; must combine regular and periodic assessments, the combination of teacher evaluation and student self-assessment to timely adjust teaching and learning activities [6, 7].

The evaluation of the results of physical education needs to promote and support students' development of common qualities and competencies, focusing on the ability to use knowledge in solving advocacy tasks students' interest and encouragement to practice the spirit of students, thereby encouraging them to participate in sports activities inside and outside the school.

### **Solutions to improve the quality of physical education in UTC - HCMC**

The study has proposed five solutions for improving the results of the education subjects for students of UTC - HCMC as follows:

Group of propaganda and education solutions to raise awareness about the position, role and effects of physical training and sports: Raise awareness of the role, position and effect of physical education in schools propagating deeply and widely to raise the awareness of officials and students about their responsibility for the health of themselves and the younger generation); Increasing the leadership's interest in physical training and sports (the leadership levels arrange an extra time to participate in training at least one sport, thereby being a model to attract lecturers and students participate in physical training and sports activities); publish the training objectives, output standards, requirements, content of subjects, methods of assessment and examination (publicize training programs, contents, requirements and methods of examination and examination; criteria for evaluating fitness ratings on the internal website system).

Group of solutions to improve the content, programs, methods of assessment and evaluation: Classification of study subjects in groups (Department of Health Academy tests and groups health of students in Semester 1, conduct tests in at the beginning of the second, third, fourth and fifth school year to have a basis for the next solutions); innovating teaching methods and evaluating scores in the direction of "softening" (lecturers researching on innovating teaching methods and exam examinations. On that basis, the subject organizes seminars each semester 1 time, use that as a criterion to evaluate the evaluation comments); optimize the use of equipment, training tools, and visual aids (develop regulations on the use of equipment, playground equipment, visual teaching system (during main and extra-curricular time periods). Strengthening physical exercises (strengthening physical exercises help students develop their physical strength, improve the results of learning physical education, train discipline, solidarity, and collectivism in daily life, in life).

Group of solutions to enhance extracurricular activities, physical training clubs, and sports clubs: Establishing and putting into practice sports clubs in the form of socialization (following the Association's plans) sports activities of the University, clubs with specific regulations, and active programs). Improve the quality of sports teams (develop plans, training programs, apply new training methods to ensure training efficiency). Sports competitions, tests, and friendships (as planned, regularly organize traditional tournaments every year, thereby creating a healthy playground for lecturers and students. Once a year/time, to organize traditional tournaments the whole Academy (alternating between periods of sports).

Group of solutions for upgrading physical and extra-curricular facilities: Increasing investment in material facilities, renovating and upgrading technical and material facilities in service of physical training and sports (Priority to construction building, renovating, repairing and upgrading training ground, gym, gymnasium, and gymnasium, making the most of existing conditions for teaching and practicing key-curricular activities). Creating mechanisms and policies "socialization" to effectively exploit the facilities for physical training and sports (propose the school board to assign the right to use the facilities for physical education in the school to the education center) physical education and sports, extra-curricular activities with priority given to lecturers and students, assigning work, responsibilities, personal and collective benefits).

Group of solutions to improve professional qualifications for physical education teachers: Improve professional qualifications for physical education teachers, assign responsibilities to each group, each teaching staff, and complete the duties mission, develop the school's physical training and sports. Increasing funding for regular and extra-curricular physical training activities (increasing the allocation of funding according to the percentage of students studying for physical education centers to ensure funding for teaching-learning and practicing activities - Sports tournaments at all levels.

## CONCLUSION

The physical education of the University of Transport in Ho Chi Minh City (UTC - HCMC) has followed the rules but the number of extra-curricular hours of students is small; Lecturers are still lacking, scientific research is limited; physical foundations and equipment for physical education and sports are inadequate and degraded; sports clubs have been formed but limited in the number of students participating in practice and competitions regularly; ranked the fitness level of students UTC - HCMC at an average level - if compared with the standard; the results of physical education of students are at an average level, most students are self-conscious, have a need and desire to study and practice physically.

The study proposes five groups of solutions to improve the results of physical education subjects at UTC - HCMC focusing on propaganda and education to raise awareness about the position, role, and effects of physical training and sports; improve the content, programs, methods of assessment and evaluation; strengthening extracurricular activities, sports clubs; to increase investment in material foundations, renovate and upgrade material facilities in service of physical training and sports activities and raise professional qualifications for officials and physical training and sports teachers.

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