INNOVATION OF TEACHING METHODS OF PHYSICAL EDUCATION FOR STUDENTS AT UNIVERSITIES IN VIETNAM

INOVAÇÃO NOS MÉTODOS DE ENSINO DA EDUCAÇÃO FÍSICA PARA ESTUDANTES NAS UNIVERSIDADES DO VIETNÃ

Phan Thanh My
ORCID 0009-0001-2483-403X

University of Finance-Marketing
778 Nguyen Kiem, Ward 4
Phu Nhuan District, City
HCM, Vietnam
pt.my@ufm.edu.vn

Abstract. The form of teaching organization and teaching methods play a very important role. It greatly influences the quality and effectiveness of students' physical education studies in universities in Vietnam. In this article, the author focuses on researching and proposing necessary changes in teaching Physical Education at universities in Vietnam.The article emphasizes the importance of improving teaching methods to optimize the learning experience and comprehensive development of students. The author useed the interview method to conduct detailed interviews with students and lecturers to better understand their perspectives and experiences in teaching and learning physical education. Results show that innovating methods of teaching Physical Education for students at universities in Vietnam is an important factor for the comprehensive development of students and the education system in general. According to the results we can say that to achieve these goals, close cooperation is needed between stakeholders, including lecturers, students, school administrators and the social community.

Keywords: method innovation; physical education; teaching, quality of education at universities.

Resumo. A eficácia dos estudos de educação física dos alunos em universidades no Vietnã. Neste artigo, o autor se concentra em pesquisar e propor mudanças necessárias no ensino de Educação Física em universidades no Vietnã. O artigo enfatiza a importância de melhorar os métodos de ensino para otimizar a experiência de aprendizagem e o desenvolvimento abrangente dos alunos. O autor usou o método de entrevista para conduzir entrevistas detalhadas com alunos e professores para entender melhor suas perspectivas e experiências no ensino e aprendizagem de educação física. Os resultados mostram que inovar métodos de ensino de Educação Física para alunos em universidades no Vietnã é um fator importante para o desenvolvimento abrangente dos alunos e do sistema educacional em geral. De acordo com os resultados, podemos dizer que para atingir essas metas, é necessária uma cooperação estreita entre as partes interessadas, incluindo professores, alunos, administradores escolares e a comunidade social.

Palavras-chave: inovação de método; educação física; ensino, qualidade da educação nas universidades.

1. INTRODUCTION

Many decades ago, some Asian countries, especially Japan, have paid great attention to developing physical strength and human stature, aiming to develop human resources and narrow the development gap compared to other countries in America and Europe. Japan and a number of other countries have successfully applied synchronous solutions in nutrition and sports to directly impact the skeletal system, improve body stature, and body function at the same time, develop people's physical strength.

From 1950 to 1970, the Japanese Government implemented a program to increase the height of the Japanese body with synchronous and direct solutions such as proper nutrition and exercise for people from fetus to 18 years old. They consider nutrition and sports as two “wheels” to increase human body height.

In Vietnam over the past half century, along with the implementation of the goals of economic growth and national innovation, people's lives have gradually stabilized. The Vietnamese government has many important solutions and policies to improve people's health. Thanks to that, the stature and physical strength of Vietnamese people have also improved

significantly. Although it is slower than other countries, it is still a remarkable result for a country that has just escaped poverty.

According to data from the National Nutrition Census, conducted regularly every 10 years, implemented by the National Institute of Nutrition in collaboration with the General Statistics Office, and supported by many international organizations in 2020, found that the average height of Vietnamese youth reached 168.1cm for men, and 156.2cm for women. Compared to the results of 10 years ago, young men are on average 164.4cm tall, an increase of 3.7cm. In 2010, young women were only 153.6cm tall on average, but after 10 years, this height increased by 2.6cm. The height of city children is 2cm higher than that of rural children, especially in poor rural areas, areas prone to natural disasters and mountainous areas.

Currently, the height of Vietnamese people is ranked 153rd out of 201 countries/territories worldwide. Vietnamese people's physical ability is still limited, mainly due to lack of proper nutrition and exercise regimen.

Through observing the teaching of physical education at universities in Vietnam, the author realized that lecturers still use the form of organizing teaching in classes and in fixed groups. Regarding the method of communication, most still use the method of explaining, modeling the movements and then practicing using the flow circulation method and the reassembly method.

Due to the monotonous organizational form and teaching methods, it does not encourage students' active learning. Meanwhile, the lack of equipment and cramped grounds makes the intensity and density of exercise lower. From there, it has a significant impact on the implementation of the goal of teaching physical education for students.

Research on innovating methods of teaching Physical Education for students at universities in Vietnam is very important for the education system and the comprehensive development of students. Research helps optimize the learning experience of students in Physical Education, helping them better understand the benefits of physical activity for health and personal development.

Through research, new teaching methods can be developed and applied, thereby improving the quality of teaching and learning in Physical Education. Applying creative teaching methods that suit students' needs will create greater motivation for them to participate in physical activities and study. By improving the quality of physical education, research can help students develop the skills and health necessary to meet job positions after graduation.

Research on innovating physical education teaching methods not only supports student development but also has a positive impact on the quality of education and society in general.

2. RESEARCH METHODS

Before conducting detailed research, the author conducted a survey to understand the current situation of teaching physical education for students at universities in Vietnam. The survey helps the author have an overview of the program, facilities and teaching staff. Grasping the current situation is the basis for determining research goals and designing appropriate methods.

The survey will help the author identify the needs and challenges that students are facing in learning physical education. Understanding these aspects will help the author find appropriate solutions to improve the current situation. Based on the information collected from the survey, the author can identify aspects that need to be focused, factors that need to be considered, and points that need to be improved in innovating physical education teaching methods for students. students at universities in Vietnam.

The survey is a necessary basis to analyze and compare before and after implementing activities to innovate teaching methods of physical education for students at universities in Vietnam. It also helps the author clearly define research goals and methods suitable to the

current situation and needs of students at universities in Vietnam. This provides the basis for detailed research design and identification of next steps. This survey was conducted by the author in the 2020-2021 school year with 1,980 students at 30 universities and the 2022-2023 school year with 1,500 students at 9 universities.

Analyze collected data and evaluate the effectiveness of innovating physical education teaching methods for students at universities in Vietnam. Comparing the results with the set goals and commenting on the weaknesses and strengths of the new teaching method with the previous teaching method is a necessary job.

The author uses the interview method to conduct detailed interviews with students and lecturers to better understand their perspectives and experiences in teaching and learning physical education.

The observation and discussion method is used to conduct direct observations in classrooms or physical activities to specifically evaluate how teaching methods are implemented and interactions between lecturers and students are implemented. Organizing group discussions with students and lecturers to discuss issues and comments related to innovating teaching methods in Physical Education.

The above research methods will help the author better understand the current situation and shape the development direction of innovating physical education teaching methods for students at universities in Vietnam.

3. THEORETICAL BASIS

Research on interaction between lecturers and students (Watanabe, E., et al. 2018); (Long, C. S., et al. 2014); (Noori, A. Q., et al. 2020); (Abd Rahman, H., et al. 2022); (Uleanya, C. 2020); (Phuong, V. T. 2023), works have emphasized the role of interaction and communication in the teaching and learning process. Applying this theory can help enhance interactions between teachers and students in physical learning environments. Works suggest that this application is intended to enhance teaching effectiveness (Munna, A. S., & Kalam, M. A. 2021); (Amida, A., et al. 2022); (Phuong, V. T., & Phuong, N. T. P., 2023).

Positive interaction between lecturers and students can create a positive learning environment, enhancing teaching effectiveness. The author believes that if lecturers understand how students receive information, grasp knowledge and express their interest in the subject, they can help lecturers adjust teaching methods flexibly and effectively. Some other studies also mention promoting interest and commitment (McDaniel, M. A., & Einstein, G. O. 2020); (García-Rico, L., et al. 2021); (Jdaitawi, M. 2020); (Phuong, V. T., & Nguyen, N. D., 2023). These studies show that positive interactions between instructors and students can promote student interest and commitment to the subject.

When students feel supported and cared for by their instructors, they can experience a positive learning environment and become more enthusiastic about participating in the learning process. The author agrees with the above opinion and believes that, in an educational environment, if both learners and teachers feel comfortable to share opinions, make suggestions and discuss issues related to the subject, it will be better to open up learning opportunities for both sides.

Research on the interaction between lecturers and students on the topic of innovating physical education teaching methods for students at universities in Vietnam helps improve teaching effectiveness and create an environment Active and flexible learning school.

Research on innovating teaching methods using social learning theory (Cilliers, E. J., 2021); (Scavarelli, A., et al. 2021); (Ferreira, M., et al. 2020); (Vo Tu Phuong. 2023). These studies emphasize that students learn through interacting with the social environment around them. They emphasized that innovation in teaching methods will create new social interaction opportunities for students such as group work, discussion, and experience sharing, thereby

improving the learning process. It is clear that learning from friends, family, community and society in general will provide learners with a diversity of knowledge, perspectives and experiences from different people, thereby expanding their knowledge.

Students not only learn through participating in social activities but also through observing and evaluating social interactions around them. They can learn from how people communicate, resolve conflicts, and build relationships. Learning from the social environment not only helps students access new knowledge but also helps them develop social skills such as communication, teamwork, leadership and problem solving skills. Humans are social creatures, and learning from the surrounding social environment is a natural part of personal development (Dung, V. V., Minh, T. N., & Dinh, D. Q., 2023).

Innovations in teaching methods can emphasize the integration of cultural and social values into the teaching process of physical education. It is necessary for students to discuss with friends, family and people around them to have a good method of studying physical education. This method not only stimulates initiative in learning but is also valuable for the physical development of Vietnamese people.

Research on innovating teaching methods in the form of active teaching (Andres, H. 2020); (Guerrero-Romera, C., et al. 2021); (Cheung, P. 2020); (McEnroe-Petitte, D., & Farris, C. 2020). Studies emphasize the role of students in the learning process. Studies show that innovation in teaching methods can create opportunities for students to be autonomous and self-manage their learning process, thereby increasing their positivity and commitment to learning.

Innovative teaching methods can create a flexible learning environment in which students can actively choose how they want to learn. This may include providing online learning materials, instructional videos, or other diverse learning media so students can manage their own time and access to knowledge. The intellectual stimulation of students (Garzón Artacho, E., et al. 2020); (Gao, M., Zhang, Z., et al. 2020). The authors emphasize innovative teaching methods that can encourage students to naturally want to learn and explore new knowledge. By creating activities and lessons that stimulate curiosity and creative thinking, students will feel more excited and autonomous in the learning process.

The author believes that this method helps students feel appreciated and important in the learning process, thereby increasing their positivity and commitment to learning. Innovative teaching methods often create opportunities for students to apply knowledge into practice through projects, research or practical exercises.

Research on Experiential Learning (Morris, T. H., 2020); (Asad, M. M., et al. 2021); (Motta, V. F., & Galina, S. V. R., 2023); (Fromm, J., et al., 2021), studies suggest that learning is best through direct experience. It is clear that when students directly participate in activities, experiments, and interact with learning content, they have the opportunity to experience and apply knowledge in a practical way. Direct experience stimulates students' senses to develop optimally to create knowledge connections more effectively.

The author believes that when students directly participate in the learning process, they often have the opportunity to create mental connections between new knowledge and existing knowledge. This helps them understand the context and meaning of knowledge, thereby keeping it in their brains for a long time.

When students are directly engaged in learning activities, they have the opportunity to develop new skills, increase confidence and personal growth. Innovation in teaching methods will create hands-on, experiential and practical activities in physical education to help students understand more deeply and apply knowledge flexibly. Combining the above theories to research innovations in physical education teaching methods for students at universities in Vietnam can bring profound insights and practical applications.

4. RESULTS AND DISCUSSION

Current status of teaching methods of Physical Education at universities in Vietnam. In recent years, Education and Training has always been an issue of concern for the Vietnamese government. However, besides policy reforms, investment, research, etc., the issue of physical education has not been placed in a position commensurate with the importance of this subject in educating people.

Especially, in the current period when human health is one of the top issues, it is even more necessary to promote the spirit of physical training in general and physical education in schools in particular. However, the current situation shows that this subject still has many shortcomings and has not brought the desired results. According to the current assessment of most universities, the system of facilities serving physical education subjects is still limited, if not too poor and outdated. This has significantly affected the quality of subjects as well as reduced students' interest in extracurricular sports activities.

To conduct an assessment of physical education from the perspective of learners, the author conducted the following steps: Step 1, drafted an initial preliminary questionnaire form and asked for opinions from 11 experts (02 were staff), management department and 08 physical education lecturers with doctoral degrees) to review the structure, form, content, and purpose of the interview form to contribute and supplement opinions for testing the scale, current situation and difficulties affecting the learning of physical education; Step 2, adjust the scale questionnaire form and determine the form of response. Through the survey results and additional opinions of experts, the author adjusted the questions accordingly and collected data. Data collection and processing using Google Form software, the author applied the response method according to a 5-level scale to conduct the survey. The survey subjects were students who had completed the physical education program; Step 3, test the reliability of the questionnaire and conduct the survey. The statistical results are as follows:

The number of participating students is 1,980 students, including 986 women and 994 men from 30 universities in Vietnam. The survey period is the 2nd semester of the 2021-2022 school year, the students are studying in their 2nd year. The university physical education program includes 03 modules with 90 periods (mandatory). Students at local schools in Vietnam must complete these modules in the first 3 semesters. To evaluate, the author conducted a survey of 3 main contents: physical education program; infrastructure; teaching staff.

Regarding the physical education program, the author conducted a survey with 07 questions, the results were as follows:

Table 1. Regarding the physical education program, the author conducted a survey with 07 questions

Survey question content	Percentage %				
	Completely agree	Partly agree	Neutral	Disagree	Completely disagree
Providing knowledge and methods of practicing sports	61.3	22.5	15.8	0.5	0.0
Technical equipment for physical education subjects	63.0	29.7	6.1	1.2	0.0
Improve health	66.2	29.8	4.0	0.0	0.0
Diverse in activities	56.6	21.7	17.7	4.0	0.0
The density of movement during class is completely appropriate	62.1	20.8	10.0	2.0	0.0
The program duration is completely appropriate	61.4	16.2	9.2	7.2	1.1
Allocate the number of periods in each semester appropriately	46.8	31.0	6.9	9.2	1.2

The author conducted a questionnaire about facilities and equipment with 05 questions and the results were as follows:

Table 2. about facilities and equipment with 05 questions

Survey question content	Percentage %				
	Completely agree	Partly agree	Neutral	Disagree	Completely disagree
The sports field at your school completely meets the requirements	25.9	22.8	2.5	31.4	17.5
The quality of your school's practice field meets the needs of practice	10.9	39.8	6.6	31.6	11.0
The hygiene and safety of the grounds at your school are completely guaranteed	42.1	29.8	14.0	7.9	6.2
The amount of equipment and exercise equipment at your school meets the requirements	34.1	27.4	17.7	8.8	12.0
The quality of equipment and training tools at your school is very good	34.7	28.3	8.9	11.9	16.2

Table 3. The content of the third question is about the teaching staff and teaching methods

Survey question content	Percentage %				
	Completely agree	Partly agree	Neutral	Disagree	Completely disagree
Do you agree with the lecturer's teaching method?	39.3	39.7	1.8	16.1	3.0
The lecturer's teaching methods encourage the learners' potential abilities	36.0	34.9	2.8	16.1	10.3
The qualifications of the lecturer meet the teaching requirements	61.8	36.7	1.5	0.0	0.0
The lecturer's attitude towards students is completely appropriate	89.9	8.4	1.6	0.0	0.0
The lecturer's assessment of students is completely objective	51.1	29.2	9.2	10.5	0.0

Challenges encountered in innovating physical education teaching methods for students at universities in Vietnam. Most universities in Vietnam currently have physical education modules, but self-discipline is not high. Most students do not like to exercise, leading to a decline in physical strength.

Through consulting experts about testing students' physical fitness, the answer was: Before the school year, physical education instructors let students run 1,000 meters to test their physical fitness. About 20% of students, mostly female students, could not complete the test. Through observation, it has been shown that students' awareness of physical training and sports is weak.

They do not pay attention to practicing sports to improve their health for studying, but mainly to cope. Besides, the lack of facilities to practice at universities is also one of the important reasons affecting students' lack of love for the subject. In many universities, students have to jog on a practice field with absolutely no shade and trees, so students do not like the subject. The few universities that have sports stadiums require students to pay rent to use them. That situation shows that the physical development of Vietnamese students meets the requirements. Through a physical fitness survey, it shows that 4th year students have weaker physical strength than 2nd year students.

To overcome the above situation, the author has innovated teaching methods at 09 universities for the 2022-2023 school year by innovating organizational forms and teaching

methods. In the past, the form of teaching physical education included: Firstly, the main form of teaching was extracurricular tutoring in which students who were interested could practice on their own; Secondly, the organization of teaching is mainly in classes of 50-60 people and if there are competitions, they are divided into study groups (each group has 15 to 20 students).

This form of teaching organization does not attach importance to extracurricular activities, leading to not properly assessing students' abilities. To overcome that situation, the author innovated teaching methods in the direction of diversifying forms of training organization and promoting students' active learning.

The innovative teaching organization form is implemented as follows: Closely combining two forms of organizing curricular teaching with extracurriculars with guidance from lecturers for weak students, encouraging voluntary extracurriculars for students, medium or higher pellets; Teaching and training are organized into groups according to 3 levels A, B, C (A is a fairly good group, B is an average group, C is a weak group).

After one month, students who are in the fairly good group but have a poor sense of striving to study will be rotated to the lower group, and at the same time, students with clear progress will be transferred from the weak group to the fairly good group. This form aims to encourage students' sense of striving to improve their studies.

Previously, teaching was done using methods such as: Flow circulation method; Iterative method. The teaching method was changed such as: Taking the method of practicing rotation of exercises with strict norms (movement) as the main method, combining game methods in the warm-up part, circle training method. in the physical fitness part of the lesson plan; Every week and weekend, tests or competitions are organized according to criteria announced in advance to students.

How to specifically apply new organizational forms and teaching methods. Attention should be paid to exploiting students' existing knowledge and skills so that they can apply (transformation of motor skills and techniques) to absorb new lessons and solve motor tasks in different situations. Teachers need to appropriately use video discs, technical pictures, models, and model movements to create conditions for students to increase their activities, observe, think, analyze, etc.

Be proactive and creative to comprehend learning content, form technical movement skills and the ability to apply knowledge. When learning new movements, the teacher modeling the movements is necessary and indispensable, but it is also necessary to create a need for students to practice, research, solve assigned tasks themselves, and model them for other students. you, that will stimulate students' interest.

When lecturing and analyzing movement techniques, teachers need to make their presentations brief, meaningful, easy to understand, and easy to remember. During the review process, teachers will gradually supplement, especially fostering students' ability to self-relate and apply knowledge into practice. Develop a number of test questions that closely follow the lesson content, choose short, easy-to-remember questions, illustrated with movements or activities in the lesson, enrich students' knowledge, and support Good support for forming motor skills and expression ability (comments, self-evaluation) of students. Organize students to practice scientifically, paying attention to using the form of continuous flow practice (each person) at the beginning of the basic section; group exercise form in the middle of the basic part and circle exercise form at the end of the basic part to increase physical training time. It is necessary to pay attention to the health characteristics of students and closely combine the form of teaching organization with teaching methods.

It is necessary to regularly change the organizational form and methods of training and testing. Increase the use of competition methods, helping students apply existing knowledge and skills into practice. For students who still have many technical errors, when performing movements during regular hours as well as extracurricular hours, it is necessary to perform

separate supplementary exercises to quickly complete the movements. Create conditions for students to self-comment, evaluate and directly correct common errors in their own and other students' techniques.

Innovate the design and process of using teaching methods: The goal is to select teaching methods suitable to student characteristics, teaching conditions, teacher capacity and effectively use teaching methods. That method aims to achieve teaching goals. To select and effectively use teaching methods, teachers must base on the characteristics and advantages of the method, the teacher's ability to use the method, and the student's characteristics (level of proficiency, age, gender, etc.), teaching conditions, based on content, goals, and teaching tasks. The preferred methods to use are the methods belonging to the group of training methods, which are mainly the training methods that strictly limit the amount of movement, the circle training method and the sports game method. Motivate competition methods to increase the amount of exercise and attractiveness of exercises, suitable for the psychological and physiological characteristics of student age. In particular, enhance game-based exercises in controlling teaching content. In particular, evaluation criteria are clearly specified. Organize competitions and competitions in performing exercises, create conditions for students to participate in arbitration, comments and evaluation.

After preliminary research and application at 9 universities, the author conducted a survey to increase reliability and objectivity in innovating physical education teaching methods for students. The number of students participating in the survey was 1,500 second-year students. The results were as follows:

Table 4. Reliability and objectivity in innovating physical education teaching methods

Survey question content	Percentage %				
	Completely agree	**Survey question content**	**Completely agree**	**Survey question content**	**Completely agree**
The lecturer's teaching method is always student-centered	68.0	31.5	0.5		
A close combination of curricular teaching, extracurricular tutoring and self-study courses is appropriate	65.3	25	0.7	9	
Organizing classroom teaching uses class-based teaching combined with irregular group teaching	71.2	28.8			
Use the training method of rotating exercises with strict norms combined with game methods in the warm-up section and the circle method for physical training content at the end of the basic part of the lesson plan	69.2	29	1.8		
Use the competition testing method to evaluate the results of weekly practice according to criteria announced in advance to students.	67.0	32	1.0		

The results show that the author's proposal and experiments at 09 universities show that innovating physical education teaching methods for students at universities in Vietnam is completely appropriate.

Innovating methods of teaching Physical Education for students at universities in Vietnam is an important and potential topic. There are many opinions that innovating good teaching methods often takes place based on the theory of simulation. The author believes that this statement is correct but incomplete because it lacks practical ground. In one work (Dung, V.V., et al 2023) it is emphasized that a teaching method is considered optimal when it is generalized from practice and must be tested by practice. Through the survey, it has been shown that

physical education at universities in Vietnam is facing challenges such as lack of facilities; lack of comprehensiveness and teaching methods are not really focused.

Although the solutions that the author has proposed and tested above are not perfect, they do meet the needs of today's learners. To implement this solution well, there must be consensus in strictly following the proposed lesson plan. New and advanced teaching methods can be applied in Physical Education if there is integration of technology, increased practical activities, and development of learning programs suitable to the needs and interests of students. tablets.

Upgrading the professional qualifications of lecturers and support staff, as well as ensuring they are up to date with the latest teaching methods. Focus on organizing extracurricular activities, sports competitions, and events related to health and fitness. It is necessary to develop a scale to evaluate the effectiveness of new teaching methods in Physical Education. This helps ensure that the innovation measures being implemented deliver positive results and meet their objectives.

Discussions need to be conducted to create opportunities for cooperation and experience sharing between universities in Vietnam and international organizations. This can help take advantage of successful experiences from other countries and apply them to practice in Vietnam.

Thus, innovating physical education teaching methods for students at universities in Vietnam is an important and multi-dimensional process, requiring close cooperation and efforts from many parties to ensure ensure that students have a comprehensive and positive learning experience.

5. CONCLUSION

Innovating methods of teaching Physical Education for students at universities in Vietnam is an important factor for the comprehensive development of students and the education system in general. From the previous discussion, we can see that there is a need and importance for improving and innovating teaching methods in this field. Applying advanced and creative teaching methods not only helps enhance students' learning efficiency and health development, but also creates a positive and diverse learning environment.

These methods may include integrating technology, creating innovative hands-on activities, and enhancing interactions between faculty and students. Additionally, promoting student engagement in activities physical activity and creating favorable conditions for them to actively participate is an important factor in the process of innovating physical education teaching methods.

This not only helps improve students' health and enhance their personal development, but also creates a vibrant and energetic learning community. However, to achieve these goals, close cooperation is needed between stakeholders, including lecturers, students, school administrators and the social community.

At the same time, continuous research, evaluation and adjustment of teaching methods are necessary to ensure that they accurately reflect the needs and desires of students and modern society.

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