



## Physical Education Development in Vietnam's Education System from Policy to Practice

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**Abstract:** In Vietnam's education development strategy, physical education is identified as one of the important educational programs. Along with knowledge and skills education, the development of school health is one of the important activities for the comprehensive development of students. Vietnam's physical education development policy for many years has clearly shown the importance of that activity. This study points out the need to continue to improve the physical education development policy, and the practice of physical education in schools, thereby recommending solutions to improve the policy to continue developing physical education activities physical education in the future.

**Keywords:** Physical education development, policy, practice, Vietnam's education system.

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## INTRODUCTION

Comprehensive education to develop Vietnamese people in virtue, intelligence, body, and beauty has always been the cross-cutting thought of the Party and the State of Vietnam [1, 2]. In the new context of socio-economic development, besides the traditional factors, many new educational agents also appear [3]. Therefore, it is necessary to explore and propose breakthrough solutions to mobilize all subjects for comprehensive education associated with the new situation [4].

The issue of comprehensive human education has been raised for a long time, reflected in the philosophy and thought in the life of our ancestors. For example, children need to "learn to eat, learn to speak, learn to pack, learn to open", as a person to be equipped with "humanity, justice, ceremony, wisdom, and faith", women need to cultivate "compassion, tolerance, language, happiness" [5, 6]. In general, according to tradition, people need to be educated and develop their

personalities in a harmonious way in order to live with love, meaning, love, and filial piety towards their loved ones, keep their faith and be able to carry out their duties tasks with a high sense of responsibility in all jobs [7].

President Ho Chi Minh, a prominent political activist, a great leader of the Vietnamese revolution, as well as a great teacher and cultural house in the world, founded, laid the foundation, and directed the building of a new education system affirmed that "The more society moves forward, the more work there is, the more sophisticated the machines. If you don't learn, you'll be backward, if you're backward, you'll be eliminated, you'll eliminate yourself" [8, p. 133]. He is especially interested in building and developing the cause of education, all for a noble goal of being for people, for people, especially "an education that completely develops the available capacities" of students, combining family education with school education and social education.

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Ho Chi Minh's thought on education is still valid both in theory and practice [9]. People who apply the Marxist view of people to build new people, people who bring the world view and life view of Marxism-Leninism, and people imbued with socialist and socialist ideas. Ho Chi Minh's humanism. According to him, in order to become a new socialist, one must pay attention to both aspects [2, 10]. On the one hand, it is the constant striving of each person in the direction of self-consciously fighting against the back and bad sides that exist as the natural instinct of human beings, and at the same time learning and cultivating the religion. Revolutionary virtue is considered the cultural quintessence of humanity, on the other hand, it is the active participation of people in the reform of society in the direction of building socialism, for our country is to implement the national liberation network, combined with the socialist revolution. Those are the two sides that are always linked together and "in order to have socialism, first of all, there must be a socialist person" [1, 11]. The idea of comprehensive human development has been expressed in a simple way in what Uncle Ho taught teenagers and children "Love the Fatherland, Love the compatriots; Study well, work well; Good solidarity; Good discipline; Maintain good hygiene; Humble, honest, brave".

Education and health care for children and students are the top concerns of the Party and Government [3, 12, 13]. Taking care of, protecting, and improving the health of students plays a very important role in the comprehensive physical, intellectual and spiritual development of the young generation because students are the future generation of the country. . Physical education is not only a simple sport activity but it also brings comprehensive development to students and helps develop soft skills and communication skills for children [13].

The 2018 general education program has defined physical education as a compulsory subject [14]. Therefore, the Ministry of Education and Training should guide physical education in schools toward increasing the duration compared to the minimum requirement as prescribed.

## **RESEARCH RESULTS AND DISCUSSION**

### **Socio-Economic Context and the Role of Physical Education**

Vietnam has the advantages of extensive international integration, that is, it has a stable political background, Vietnamese people are eager to contribute to the development of the country, but also face many difficulties and challenges [1, 7]. In some places, the ecological environment is polluted, natural resources are increasingly depleted, social

security and public health have not been improved as expected, the gap and gap between rich and poor have increased, social evils, and more complex social crimes [15, 16].

The world context has instability and the competition between nations and peoples for development is becoming more and more fierce. Meanwhile, social morality in many places is on the decline, reflected in everyday behavior [9]. This shows that in order to bring the country to develop quickly and sustainably on the socialist road, there is nothing better than building the country based on human development [17]. People with sufficient qualities and capabilities must be those who build the country with their brains and lead our nation to develop in the trend of global integration.

Therefore, education is not only the national policy but also the nation's political life. We can see the future of the country by evaluating education. Therefore, over the years, the Party and State have concretized the view that "Education is the first national policy" with the annual budget spent on education about 20%, excluding the sources of social funding. for educational services. The Party and State have also conducted many studies to develop a set of criteria for Vietnamese people in the new period in the spirit of the Resolution of the 12th Party Congress:

Building "Vietnamese people develop comprehensively, towards truth - goodness - beauty, imbued with the spirit of the nation, humanity, democracy, and science", considering it as "a goal of the development strategy", "development in personality, morality, intelligence, creative capacity, physical body, soul, social responsibility, civic duty, sense of law observance" [18].

Besides important development steps, education in our country still has many limitations and has not fully developed learners' capacity. It can be said that, despite many efforts, it seems that education is still focusing on the main goal of developing "intellectual" and paying little attention to students' abilities, interests, or talents. Many educational institutions attach great importance to exam results, so they focus on only a few exam subjects, neglecting the work of ethics, health, and aesthetics education - the key factors for shaping the personality and physicality of students. pupil.

One of the main reasons is that we focus on teaching professional knowledge, focusing on "trendy" subjects, natural science subjects, etc. but do not give due importance to the issues of society - people, such as civic education, ethics, and health [7, 19]. Therefore, the awareness and labor skills of

Vietnamese students are generally not good, many of them do very well at school but do not know how to do housework themselves (such as cooking, washing clothes, cleaning the house, etc.). The education sector has not well resolved the relationship between increasing the quantity and size and improving the quality, between teaching literacy and teaching people. In other words, we have not had a comprehensive human education in the true sense of the word.

### **Policy on Development of Physical Education**

On January 31, 2015, the Government issued Decree No. 11/2015/ND-CP, regulating physical education and sports activities in schools. This Decree takes effect from July 1, 2015. Accordingly, physical education and sports activities in schools are regulated as follows:

**Subject Program Physical Education:** Subject program Physical education under the general education, vocational education, and higher education programs; content of physical education in the preschool education program, expressing the goal of physical education; stipulate standards of knowledge, skills, scope, and structure of physical education content, methods, and forms of organization of physical education activities, methods of evaluating the results of physical education subjects in schools. each level of education or training.

**Teachers, trainers of physical education and sports:** Physical education and sports teachers and instructors must ensure the standards and training qualifications of teachers as prescribed in Articles 70 and 77 of the Education Law.

**Sports activities and sports competitions:**

Sports activities, including:

- + The head of the state management agency in charge of vocational education at the central level shall guide the contents of sports activities in intermediate schools and colleges;
- + The Minister of Education and Training guides the contents of sports activities in elementary schools, junior high schools, high schools, and high schools with many levels of education; universities, academies, regional universities, and national universities.

**Sports competitions, including:**

- + National and international student sports festivals;
- + National and international student sports competitions.

Finance and facilities for physical education and sports activities in the school, including:

Financing for physical education and sports activities in schools shall be guaranteed by the state budget according to current budget decentralization; from the non-business revenue of schools; funding sources of organizations, individuals, and other lawful sources of income.

Facilities for physical education and sports activities in the school, including a Courtyard, training ground, multi-purpose exercise house, gym, swimming pool, equipment, and conditions safe to effectively implement the subject program of Physical Education and sports activities appropriate to each level of education or training level.

Schools ensure the investment in the construction and proper use of facilities for physical education and sports activities in accordance with the provisions of the Law on Education, the Law on Higher Education, the Law on Physical Education, sports, the Law on Vocational Education, and current legal documents.

In addition, the State encourages and creates favorable conditions for organizations and individuals to invest and contribute resources to build facilities, and provide equipment and tools for exercise and sports competitions. physical education and sports activities in schools.

### **Physical Education Activities in School**

The evaluation report of the Department of Physical Education (Ministry of Education and Training) said that, after 10 years of implementing Resolution No. 08-NQ/TW of the Politburo, physical education and sports activities in school Studies have achieved important results, contributing positively to the overall achievement of the cause of education and sports [13, 14].

The direction and management of physical education and school sports have been renewed. The team of teachers and administrators of physical education and sports schools has been strengthened in quantity, and the professional quality has been gradually improved. Schools have paid attention to investing in facilities and equipment for physical education and school sports.

The curriculum and methods of teaching, testing, and evaluating physical education have been gradually renewed. School sports activities are maintained, methods, contents, and forms of teaching and learning Physical Education has had certain innovations [20]. The renovation of programs, teaching, and learning methods has attracted students [21], students participate in

sports practice and competitions, and initially made contributions to the achievement of comprehensive educational goals for students. students, students [4, 22].

Propaganda activities on physical education and school sports have been promoted and deployed in a rich and vibrant manner. The Departments of Education and Training, higher education institutions, pedagogical colleges, and intermediate schools have focused on propagandizing and responding to physical education and school sports activities, contributing to raising children's awareness. students on physical training, endurance development, and physical improvement [7, 23].

### **Some Limitations and Problems**

After 10 years of implementing Resolution No. 08-NQ/TW, up to now, according to statistics, for preschool and high school education, 100% of preschool educational institutions have implemented the contents and objectives. target physical development for children in the direction of integration with other academic activities in the preschool education program; 100% of primary and secondary schools; The high school conducts teaching of Physical Education with a duration of 2 periods/week according to the curriculum framework. Every year, elementary, middle, and high schools conduct physical fitness assessments of students by regulations [14].

For the block of higher education institutions, pedagogical colleges, and intermediate pedagogical schools, it is estimated that about 80% of universities, pedagogy of physical training and sports, and colleges of pedagogy organize the examination and assessment. annual student fitness according to regulations. All schools have supplemented the content of the Physical Education subject program suitable for each subject; 100% of Physical Education lecturers have innovated teaching methods, and professional activities, and attended lectures in combination with examination and evaluation, ensuring the scientific, objective, and correct capacity of the students. learn.

Although remarkable results have been achieved, some delegates also pointed out the limitations of physical education and school sports as many educational institutions still consider physical education a sub-subject; teachers and lecturers are still lacking; the Socialization of physical education and school sports is still low.

According to statistics from the Ministry of Education and Training, the teachers and human resources responsible for teaching physical education in schools currently have nearly 80,000

teachers of physical education and sports, of which there are about 74% full-time teachers and 26% part-time teachers. Along with that, although the infrastructure system has been invested and cared for, there are still many difficulties when at the primary level, 17% of schools have gymnasiums, and 15% of schools have gymnasiums. sports; At the lower secondary level, 12% of schools have gymnasiums, and 15% of schools have gymnasiums; At the upper secondary level, 30% of schools have gymnasiums and 15% of schools have gymnasiums.

Thus, the whole country currently has 80% of primary schools, junior high schools and high schools lack gymnasium and sports facilities; 99.6% of schools lack swimming pools; In higher education, 36% of schools lack gymnasium and sports facilities, and 87% lack swimming pools, etc. Meanwhile, the target of the project to develop physical education and school sports is in the period. For 2016-2020, it is set that at least 80% of preschools have playgrounds and physical education classrooms equipped with adequate equipment and toys for children according to regulations; at least 85% of elementary schools, middle schools, and 95% of high schools have training grounds; 60% of elementary schools, 70% of middle schools and 80% of high schools have fully equipped multi-purpose halls. 90% of vocational education institutions and 95% of higher education institutions have a training ground.

In addition, the teaching staff of general education is still lacking in number and the structure has not met the requirements. Which, at the primary level, only about 20% of schools have full-time teachers; More than 90% of PE lessons at primary school are taught by part-time teachers. In addition, the content structure of the Physical Education subject program of all levels is not balanced, many of the contents are still of a technical nature.

### **Suggest some Solutions**

To continue effectively implementing the goal of developing physical education and sports in schools, it is recommended that the Departments of Education and Training, higher education institutions, and colleges of crime focus on practical implementation, implementing Resolution No. 08-NQ/TW; creating a strong change in awareness and organization of physical education and school sports. At the same time, review the overall teaching staff of Physical Education subject to make plans for supplementing, training, retraining, and fostering to ensure the standards of knowledge and job positions when implementing the program. general education program 2018.

The whole education sector needs to continue to coordinate with relevant units to

effectively implement Decision No. 1660/QĐ-TTĐ, issued on October 2, 2021, by the Prime Minister on approving the School Health Program road period 2021-2025. Focusing on the development of sports activities of students, students ensure the goal of comprehensive physical development and basic motor skills of students and students. From there, contributing to the discovery and training of sports talents and talents. The link between mass sports and high-performance sports. Associate physical education, physical training, and sports in schools with the education of will, morality, lifestyle, and life skills for students.

It is necessary to have closer coordination between the Education sector and the culture and sports sector to promote the effective exploitation and use of sports institutions serving students for physical training. In addition, it is necessary to improve institutions and policies to mobilize resources for socialization to invest in physical education in schools [13, 23].

It is necessary to specify more clearly the roles and responsibilities of families and other organizations involved in comprehensive human education [1, 24], in line with the socialist-oriented market economy. meaning [14, 25], and at the same time must deploy, disseminate and guide the implementation of such regulations. Emphasizing the responsibility of educating the whole person must be the task of an entire ecosystem that surrounds the child [25].

Step by step strengthen facilities for physical education and school sports, in which to promote socialization in investment in physical education and school sports. In the immediate future, make maximum use of available facilities to effectively organize physical education subjects; Actively coordinate with commune/ward/district cultural and sports centers and local sports and culture clubs to diversify facilities for physical education and sports activities in the school.

## CONCLUSION

In order to implement the above solutions, in the immediate future, the Ministry of Education and Training will review and issue documents to promote the socialization of physical education in schools, ensuring the quality of teachers to meet the curriculum. new general education curriculum. The universities of physical education and sport pedagogy and the faculty of physical education pedagogy focus on building training and retraining programs in the direction of enhancing skills for both teachers and learners, problem-solving skills, increasing practice, etc. Meanwhile, preschool and general education institutions stick to the program's

goals and contents, thereby applying physical education and sports activities flexibly and in accordance with the conditions. of the locality, the student's condition; Inspiring both teachers and learners.

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