

Physical Education Activities in Universities: A Survey and Evaluation

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Abstract: Physical education is a compulsory subject in the Vietnamese education system in general and in universities in particular. It has the role of improving health, exercising the body, helping learners have a healthy body, meeting for learning, and other social activities. A survey of 143 people (n=143), including 107 students (n1=107), and 36 lecturers (n2=36) shows the position and role of this subject in universities. However, the survey results also show that a part of teachers and students underestimate the importance of this subject. On the basis of understanding and evaluating the results of scientists and previous research; based on practical surveys, this study recommends solutions to improve the quality of education in this subject at universities.

Keywords: Physical, education activities, universities, survey and evaluation.

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INTRODUCTION

Resolution No. 29-NQ/TW, dated November 4, 2013, "On fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a defined market economy socialist direction and international integration" was approved by the 8th Central Conference (term XI) [1].

The guiding point of the Resolution is that education and training are the top national policy and the cause of the Party and the State of Vietnam, and the entire people. Investment in education is a development investment, given priority in socio-economic development programs and plans. The fundamental and comprehensive renovation of education and training is the renewal of major, core, and urgent issues, from viewpoints and guiding ideas to objectives, contents, methods, mechanisms, policies, and conditions to ensure implementation; innovate from the leadership of the Party, the management of the State to the management of

education-training institutions and the participation of families, communities, society, and learners themselves; innovation at all levels and majors.

Particularly for physical education subjects, during the innovation process, it is necessary to inherit and promote achievements, develop new factors, and selectively absorb world experiences [3]. Resolutely correct erroneous perceptions and practices [4]. Innovation must ensure systematicity, and long-term vision, and be suitable for each type of subject and educational level; Solutions must be synchronous, feasible, and have appropriate focus, key points, roadmaps, and steps.

However, not all students or lecturers have the right view of the position, role, and importance of physical education subjects in the university system. Based on actual surveys, this study clearly identifies the position, role, and importance of this subject, thereby recommending solutions to improve the quality of this subject in the future.

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LITERATURE REVIEW

Physical education is a type of education whose specific content is teaching movements, educating physical qualities, acquiring specialized knowledge about physical training and sports, and forming the need for self-training. sense in humans.

According to Novokov A.D and Matveep L.P [5], physical education is a process of solving certain educational-reformatory tasks whose characteristics are all the common signs of the pedagogical process. with the guiding role of the pedagogue, organizing activities corresponding to pedagogical principles.

According to the Law on Exercise and Sports [6], Article 20 stipulates that physical education is the main subject of the educational program in order to provide knowledge and basic motor skills to learners through exercises. and sports games, contributing to achieving comprehensive educational goals

Thus, physical education includes teaching movements and educating about physical fitness standards. Teaching movement is the basic content of the physical education process. It is the process of systematically acquiring the methods of controlling movements, skills, skills necessary for life, and specialized knowledge. Education on physical fitness criteria has a reasonable impact on the development of qualities to ensure motor capacity. In the education system, this specific content of physical education is associated with education, morality, fine arts, and labor education.

From my personal point of view in the content of this research: physical education is the

main subject of the educational program to provide knowledge and basic motor skills to learners through exercises and games. contribute to realizing the goal of comprehensive education.

RESEARCH METHOD

Theoretical research method: A number of State legal documents are considered; which focus on documents issued by the Ministry of Education and Training on: Content, programs, teaching methods, regulations on the number of credits, and compulsory subjects in physical education in universities. learn. This study also references a number of theoretical issues about concepts such as Education, physical education, etc.

Practical research method: To implement this method, the authors will design questionnaires related to issues such as: Assessing the position, role, and importance of physical education in schools. learn; factors affecting students in the process of learning physical education; satisfaction level of students and lecturers with the subject, etc.

The number of surveyed was 143 lecturers and students (n=143) at a number of universities in Ho Chi Minh City; including 107 students (n1=107), and 36 lecturers (n2=36). To facilitate the evaluation and analysis of data in a reasonable and scientific manner, the information collected from the survey questionnaire is based on the average value on a 4-point Likert scale with an interval value. = (Maximum - Minimum)/n = (5-1)/5 = 0.8, so the average values in the scale are conventionally according to Table 1.

Table 1: Table of Scale Conventions

Medium score	$1.00 \leq \bar{X} \leq 1.80$	$1.81 \leq \bar{X} \leq 2.60$	$2.61 \leq \bar{X} \leq 3.40$	$3.41 \leq \bar{X} \leq 4.20$	$4.21 \leq \bar{X} \leq 5.0$
Convention point	1	2	3	4	5
Convention point	Not important/ Not Necessary	Less important/ Less necessary	Quiet important/ Quiet necessary	Important/ Necessary	Very important/ Very necessary

RESEARCH RESULTS AND DISCUSSION

Physical Education Activities in Universities

Pursuant to Clause 1, Article 2, Decree 11/2015/ND-CP stipulates the position and goals of physical education and sports activities in schools as follows [7]. Physical education in schools is an educational content, a compulsory subject, belonging to the educational program of all levels and training levels, in order to equip children, pupils, and students with knowledge and skills. basic motor skills, forming exercise and sports habits to improve health, develop physical strength and stature, and contribute to the achievement of comprehensive educational goals.

Sports activities in schools are voluntary activities of pupils and students, organized in the form of extracurriculars, fitness clubs, sports groups, and individuals suitable to their interests, gender, age, and health, to improve motor skills, support the implementation of physical education goals through various forms of practice and sports competition, and create conditions for students to exercise their rights. play, entertain, and develop sports talents; Discover and foster sports talents and abilities.

Thus, in higher education, the subject of Physical Education is a mandatory subject to equip students with basic knowledge and movement skills,

forming habits of exercise and sports to improve their health. improve health, develop physical strength and stature, and contribute to achieving comprehensive educational goals.

Evaluate the Importance of Physical Education Subjects in Universities

In order to properly assess the importance of physical education subjects in university, the author conducted a survey of 143 people, with assessment levels specified into 05 levels: Very important (RQT), Important (QT), Quite important (KQT), Less important (IQT) and Not important (NoQT). Specific results are shown in Figure 1.

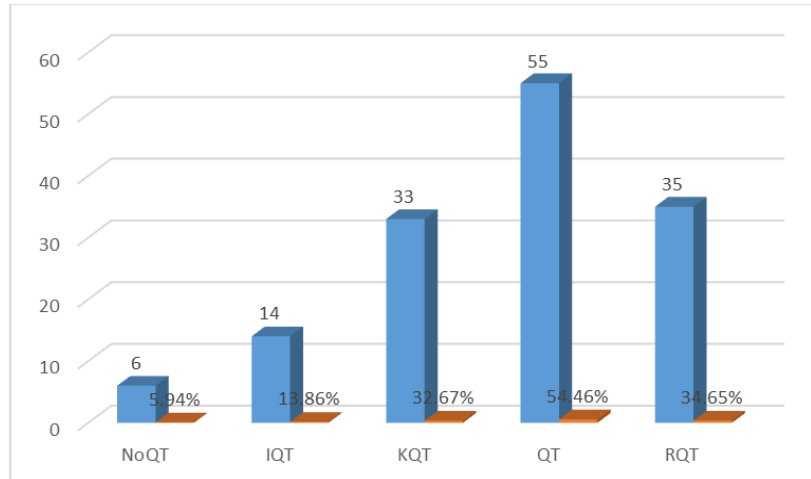


Figure 1: Evaluate the importance of physical education subjects in universities (n=143)

The survey results in Figure 1 show that the rating level is concentrated at “Important” with 54.46% (55/143) of reviewers; next is “Very important” with 34.65% (35/143) of reviewers; “Quiet important” level with 32.67% (33/143) of reviewers. This result shows that the number of people rating “Very important” and “Important” predominates. However, 13.86% (14/143) of people rated it as “less important” and 5.94% (6/143) of people rated it as “Not important”. From this result, it has been shown that many people still do not fully

understand the importance of physical education subjects in universities

Evaluate the Position and Role of Physical Education in Universities

In order to properly assess the position and role of physical education subjects in university, the author conducted a survey of 143 people, with assessment levels specified into 05 levels: Very necessary (RCT), Necessary (CT), Quite necessary (KCT), Less necessary (ICT) and Not necessary (NoCT). Specific results are shown in Figure 2.

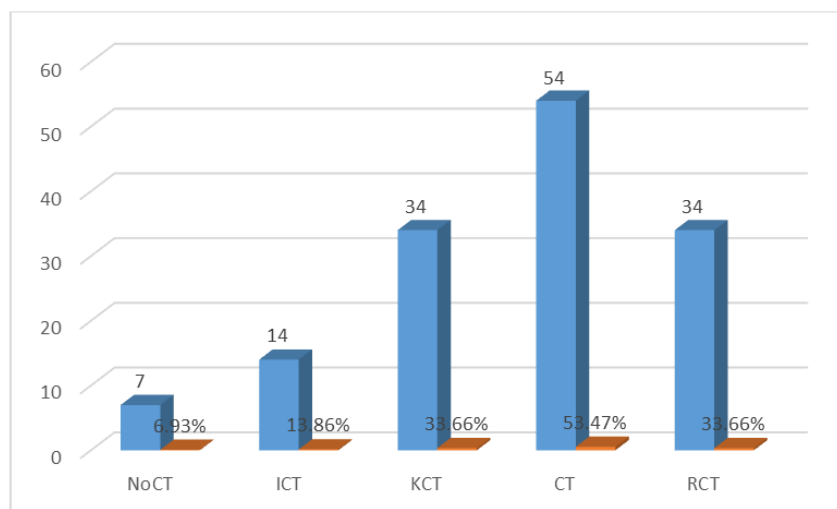


Figure 2: Evaluate the position and role of physical education in universities

The survey results in Figure 1 show that the rating level is concentrated at “ Necessary “ with 53.47% (54/143) of reviewers; next is “Very necessary” with 33.66% (34/143) of reviewers; “Quiet necessary” level with 33.66% (34/143) of reviewers. This result shows that the number of people rating “Very necessary” and “Necessary” predominates. However, 13.86% (14/143) of people rated it as “less important” and 6.93% (7/143) of people rated it as “Not important”. From this result, it has been shown that many people still do not fully understand the importance of physical education subjects in universities.

Recommend Solutions

For teachers: Must use appropriate and flexible teaching methods. Teachers need to strengthen education about the meaning of the subject's purpose, change teaching methods to create a competitive atmosphere in the classroom, and improve teaching skills. high teaching capacity. In each lesson, we should apply the game method and competition method, constantly cheering, encouraging, and encouraging students to be motivated to practice. Set targets for each content and the entire class, and improve the curriculum to suit the needs and interests of students [8]. Teachers need to carefully study the content and curriculum, lectures must be concise and scientific, and improve teaching methods [8- 9]. In particular, the teaching process is the teacher providing new knowledge to the students, and through that, the teacher carries out the task of educating and developing the students, and for the students, the teacher needs to take the lead. Actively control and guide the classroom so that students can actively absorb knowledge and master it systematically.

Thoroughly and appropriately apply the principles of physical education and sports teaching: ideological principles, intuitive principles, comprehensive principles, systems, principles suitable to students' ability to absorb, principles strengthen and enhance [8- 10].

Use physical education teaching methods well, appropriate to the content and movements: complete and segmented methods, teaching and modeling methods, practice methods, methods of correcting incorrect movements, etc.

Have a specific and reasonable teaching plan and method of conducting physical education hours. Specifically, it is necessary to have a plan to distribute theoretical lecture hours and practical lecture hours appropriately, and at the same time have measures to control time [11].

Focus on applying scientific and information technology solutions to teaching [12]. When it comes to education, especially physical education, we know there are many different methods to achieve the goal. The method of using visual aids and applying information technology to teaching is currently of interest to the education sector as well as teachers because it has a special position in students' awareness [13].

Understanding the health and physiological characteristics of age groups: This is a very important issue in sports activities as well as physical education subjects to achieve the highest efficiency and avoid possible negative effects [14].

For students: Forming motivation to study the subject for students [12- 14]. We must make them understand, "Health is a precious human asset". You have health then you got everything. So what to do to be healthy? There are many factors that contribute to health, but regular exercise is the most effective and simple way to help us consolidate, preserve, and enhance our health. The physical education subject can do this [8]. It helps children reduce stress and fatigue in studying, working, and other activities; and helps them understand and practice the right method and technique of movement to contribute to improving health. Students who understand this issue will be motivated to learn. This creates excitement and interest in the subject among students [15].

For managers: To implement the above specific solutions, there needs to be investment attention from leaders at all levels and it is necessary to organize and implement the solutions in a synchronous and thorough manner as follows:

Develop the content of physical training standards into the content of the capacity assessment and subject assessment content according to the standards of the Ministry of Education. Stimulating students' diligence in studying and at the same time, it is necessary to create conditions for investment in equipment, grounds, and tools for learning, building a regular sports movement in school, and promoting the position of students. physical education subjects like other subjects [14].

Organize and promote extracurricular activities for students with instructors to guide them in sports practice and competition so that student activities become regular and continuous content of cultural life. To meet the needs of self- training and improving health, it is necessary to develop activities such as organizing sports clubs and mass sports activities.

Expand and strengthen sports competition activities among students, attract a large number of students to participate and cheer, build school sports teams to participate in friendly competitions with other units, participate in competitions at the sectoral level, ministerial level, etc.

Develop solutions to foster professional expertise for teachers: Motivate and encourage the creation of conditions for teaching staff to participate in learning to improve their qualifications. On the basis of maintaining and improving the operational quality of the school's sports movement management organizational structure.

CONCLUSION

As such, physical education plays an important role in universities. To improve the quality of physical education teaching and maintain the effective development of the school's physical education work, many synchronous solutions are needed, and most importantly, there must be harmonious coordination between solutions, the quality of teaching physical education at the university will increasingly develop and have better quality. This is also a matter of carrying out the task of comprehensive human education that our Party and State are very interested in. Through improving the quality of physical education in schools, building a positive learning environment, exercising health, creating healthy playgrounds to attract students, and contributing to reducing social evils. From there, the position of the school and the subject in education and training of new people can be improved: physically healthy and mentally pure. Although there are still many difficulties, with the determination of the lecturers and the attention of leaders at all levels. We believe in the quality of physical education in schools in the coming year, there will be many innovations.

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