

Solutions to Improve the Quality of Physical Education

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Abstract: *Physical education in schools is an extremely important and fundamental part of physical education and sports activities that play a role in promoting health and physical fitness for students, actively contributing to the training of students, training people for comprehensive development to build and protect the Fatherland. Physical education is one of the comprehensive educational goals of the Party and State of Vietnam, within the national education system. Physical education is understood as: "The pedagogical process aimed at educating and training the young generation, perfecting physical and personality, improving working ability, and prolonging human life". Physical education, like other types of education, is a pedagogical process with all its characteristics, with the leading role of the pedagogue, organizing the pedagogue's activities in accordance with the students. , in accordance with pedagogical principles. Based on references to colleagues' articles and State legal documents, this article will focus on solutions that contribute to improving the quality of physical education at the University of Transport and Communication - Campus in Ho Chi Minh City (UTC2)*

Keywords: *Solutions; improve the quality; physical education; UTC2*

I. Introduction

Along with intellectual education, aesthetic education, and moral education, physical education is an indispensable part of training people for comprehensive development. This is a form of education aimed at improving the health of students. Thus, we see that physical education is a main subject in the educational program to provide knowledge and basic movement skills for learners through exercises and games, contributing to the implementation of physical education. Comprehensive educational goals for students [1], [2].

The effects of physical education and other forms of purposeful use of physical education and sports applied in schools are comprehensive, being a means to rationalize the regime of activity, active rest, preservation and improve the working and learning capacity of pupils and students throughout the period of study in school, as well as ensure general physical preparation and professional physical preparation suitable to the conditions of the profession in the future [3], [4].

However, in reality, up to now, physical education at all levels is still considered a secondary subject by many schools. Therefore, the attention and investment of many schools in this subject is not really complete, and the facilities and equipment for teaching and practice are not enough.

There are still many shortages and the attention of leaders at all levels is not really adequate. To solve these problems, physical education at the University of Transport and Communication - Campus in Ho Chi Minh City (UTC2) still faces many difficulties. For students, The physical condition of many students is still poor, while the motivation to study is low, the awareness of physical training and sports is not high, and the physical conditions to organize training are not adequate, the subject content is not attractive, there are few healthy playgrounds, and the sports movement is monotonous and irregular, so students are not interested or passionate about physical education subjects. This partly explains the "coping"

situation of many students when it comes to physical education. Currently, in many universities and colleges, etc. physical education is still overlooked by many students and they skip the subject. From there we wonder? How to get students interested in physical education?

II. Review of Literature

2.1 Overview of the University of Transport and Communication – Campus in Ho Chi Minh City (UTC2)

The University of Transport and Communication – Campus in Ho Chi Minh City (UTC2) was established under Decision No. 2419/QĐ-BGDĐT dated July 15, 2016, of the Minister of Education and Training on the basis of Campus II (was established under Decision No. 139/TCCB dated April 27, 1990, of the Ministry of Education and Training). The branch is an important component of the University of Transport under the Ministry of Education and Training. The school is located on an area of more than 16 hectares in Thu Duc City, Ho Chi Minh City, with a training scale of over 6,500 students and trainees of all systems.

Majors organize training at the University of Transport and Communications Branch in the city. Ho Chi Minh City includes Traffic Construction Engineering, Dynamic Mechanical Engineering, Construction Engineering, Electrical - Electronic Engineering, Information Technology, Accounting, Construction Economics, Business Administration, Economics, Transport Operations, and Architecture with more than 60 different training majors. Besides the regular university training, the Branch also has many other types of training to meet the needs of society and help learners have maximum convenience and initiative in their study time such as: Working while studying, Internship, and Diploma 2.

Training at the postgraduate level is also always of interest and focus on investment and development by the University. Currently, the Branch is training 11 graduate-level majors (Transportation Construction Engineering, Infrastructure Engineering, Civil and Industrial Construction Engineering, Dynamic Mechanical Engineering, Electronic Engineering, Telecommunications Engineering, Control and Automation Engineering, Construction Management, Transportation Organization and Management, Business Administration, Information Technology) with an annual scale of more than 200 students graduate students and graduate students.

The faculty staff and facilities of the Branch are also always cared for and developed. As of May 2023, the branch has a total of 184 officers, employees, and workers, including 130 Lecturers with 05 Associate Professors, 32 Doctors, 86 Masters, and 07 lecturers studying for a Master's degree. , the number of lecturers with postgraduate degrees is nearly 95%, and many lecturers are studying domestic and international postgraduate training programs. Every year, good and excellent graduates are selected by the University to remain as lecturers and many young lecturers are sent to study and improve their qualifications at the postgraduate level at the prestigious universities above world.

Since its establishment until now, the University of Transport and Communications Branch in the City. Ho Chi Minh City is always the unit that wins the title of Outstanding Labor Collective in the annual emulation movement. Due to many achievements in the career of training human resources to supply the Southern region, the school has received many noble titles awarded by the Party and the State (Third Class Labor Medal in 2000, Second Class Labor Medal in 2005, etc.). In 2010, the School was honored to be awarded the First Class Labor Medal by the State.

2.2 Physical Education

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 the Law on Exercise and Sports [5], [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 [7], [8]

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 [9], [10], [11]. Education on physical fitness criteria reasonably impacts 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 [12], [13], [14].

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 [15], [16].

III. Results and Discussion

3.1 Physical Education Subject Program in Higher Education

Pursuant to Point b, Clause 2, Article 3 of Decree 11/2015/ND-CP, the Physical Education subject program is prescribed as follows:

The Physical Education subject program belongs to the general education, vocational education, and university education programs; Physical education content belongs to the preschool education program, demonstrating the goals of physical education; regulates standards of knowledge, skills, scope, and structure of physical education content, methods and forms of organizing physical education activities, and methods of evaluating the results of implementing the subject Physical Education in schools each level of education or training level.

3.2 Authority to Promulgate the Physical Education Subject Curriculum

The Minister of Education and Training promulgates the program of Physical Education subjects in the general education program, the content of physical education in the preschool education program;

Directors of universities, academies, and university principals are responsible for developing, appraising, and promulgating the school's training program, including the Physical Education subject program according to the regulations of the Minister. Ministry of Education and Training [1] [2], [15]. Principals of colleges and intermediate schools are responsible for developing, appraising, and promulgating the school's training program, including the Physical Education subject program according to regulations of the Head of State management agency country on vocational education at the Central level.

Accordingly, the Physical Education subject program in higher education is responsible for developing, evaluating, and promulgating by Directors of universities, academies, and university principals [17].

3.3 Instructor of Physical Education and Sports in Higher Education

Pursuant to Clause 1, Article 4 of Decree 11/2015/ND-CP, teachers and lecturers of physical education and sports are regulated as follows: Teachers and lecturers of physical education and sports must ensure standards and qualifications. The training level of teachers according to the provisions of Article 70 and Article 77 of the Education Law.

According to the above regulations, the standard qualifications of physical education and sports instructors at higher education are specified in Article 77 of the 2005 Education Law, however this document has expired and this content is newly regulated in the Law on Education 2005. Article 72 of the 2019 Education Law specifically requires having a master's degree for teachers teaching at the university level; have a doctorate degree for teachers who teach, guide master's theses, and doctoral theses.

Decree 11/2015/ND-CP does not apply to physical education for schools specializing in physical education and sports.

3.4 UTC2 Students' Perceptions of Physical Education

To evaluate the current state of student's awareness of the subject, the author conducted a survey of the school's students on their awareness of the subject. The author used the sociological survey method with the number of ballots issued was 280 and the results were 172 ballots, of which 108 were invalid and eliminated. The following results:

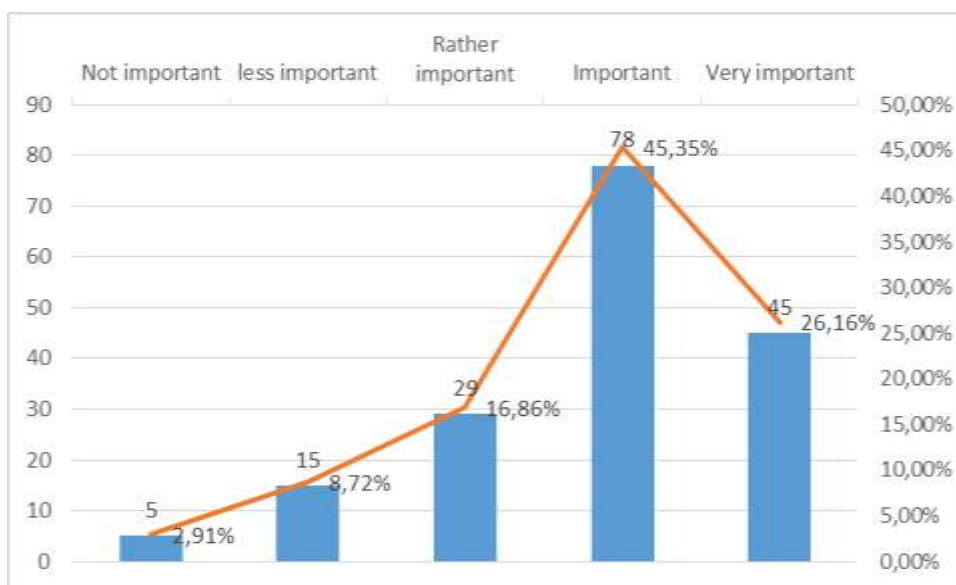


Figure 1. Students' awareness of the importance of physical education

The survey results in Figure 1 show: “Important” rating accounts for 45.35% (78/172) (highest rating); “very important” rating accounts for 26.16% (45/172) (2nd high rating); “quite important” rating accounts for 16.86% (29/172). Particularly “not important” rating accounts for 2.91% (5/172) (the lowest); “less important” rating accounts for 8, 72% (15/172) (2nd lowest). Thus, the survey results show that UTC2 students rate physical education subjects as “important” and “very important”.

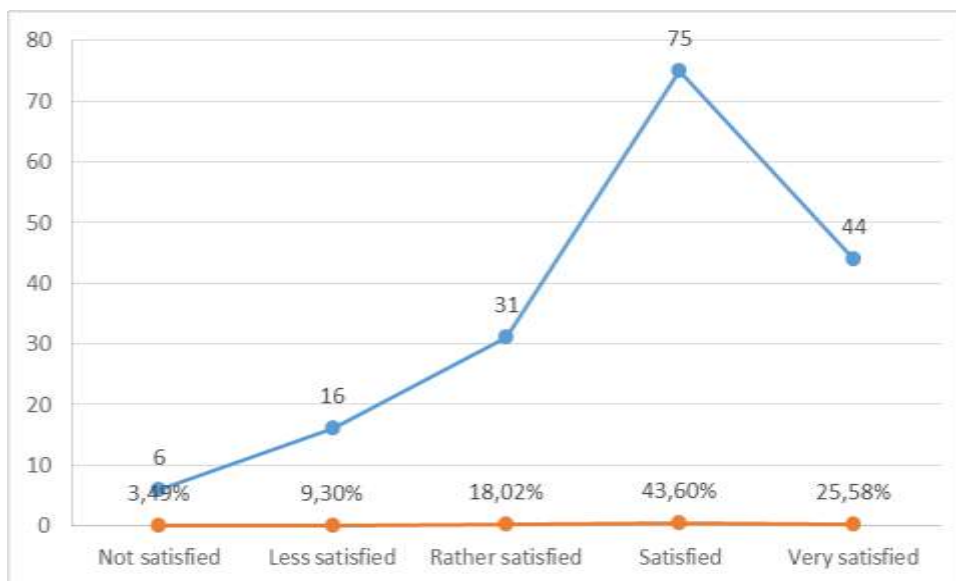


Figure 2. Students' awareness of the satisfied of physical education

The survey results in Figure 1 show: “Satisfied” rating accounts for 43.60% (75/172) (highest rating); “very satisfied” rating accounts for 25.58% (44/172) (2nd high rating); “Rather satisfied” rating accounts for 18.02% (31/172). Particularly “not satisfied” rating accounts for 3.49% (6/172) (the lowest); “Less satisfied” rating accounts for 9.30% (16/172) (2nd lowest). Thus, the survey results show that UTC2 students rate physical education subjects as “satisfied” and “very satisfied”.

Table 1. The level of sports training of students

Oder	Rating level	Frequency (Amount of people)	Ratio (%)
1	What is the level of sports training of students?		
	Frequent	48	27.91
	Sometimes	107	62.21
	No practice	17	9.88
2	Student satisfaction level for facilities that serves practice		
	Very pleased	36	20.93
	Satisfied	107	62.21
	Normal	19	11.05
	Unsatisfied	6	3.49
	Dissatisfaction	4	2.33

Table 1 shows that students' awareness of the need for physical education is relatively high, reaching 71.51%, thereby also showing the usefulness of this subject in ensuring quality in the learning and research process at the University of Commerce. Although only 2.91% of the total number of students surveyed thought that this subject was very unnecessary, this is also an issue that deserves attention and needs to be more propagated about the positive effects of the subject study.

Regarding the level of satisfaction with the physical education subject, up to 69.18% of the surveyed students rated themselves as satisfied with this subject. However, there are still 3.49% of students who rate them as dissatisfied or very dissatisfied with this subject. This

shows that it is necessary to further improve the quality of education, the quality of facilities as well and the quality of lectures to minimize bad reviews from students.

Regarding the level of satisfaction with the facilities for learning and training, nearly 82% of the surveyed students only rated the level of satisfaction. Although recently, the school has paid attention to investing in facilities to serve the subject, however, each subject officer and teacher also needs to make efforts to research and propose suitable subjects appropriate to real conditions while still meeting the learning needs of students.

3.5 Suggest Some Solutions

a. Learn about Students' Health and Psychology

According to experts who teach this subject, this is a very important factor in sports activities, helping physical activity to be highly effective. At the same time, avoid possible negative effects.

It is necessary to base on the anatomical and physiological characteristics of gender, motor system, internal organs, and nervous system, etc. [15] to have effective methods when teaching. Besides, there are characteristics of developing physical qualities such as speed, strength, endurance, flexibility, and dexterity of students to have appropriate exercises and amount of movement, etc. [16], [17]

These factors will help learners change their perception, practice more actively, and become more interested and passionate about physical education because they have the right learning conditions to suit their abilities and the amount of exercise they need suitable for yourself [18], [19].

b. Study the Lesson Content:

Content is the organization of the teaching and learning process, a factor that shows the unity between the teaching process and the learning process [17], [20]. The teaching process is when the teacher provides new knowledge to students, thereby performing the task of educating and developing students. For students, teachers need to proactively control and guide students to actively absorb knowledge as well as systematically master knowledge [21].

At the same time, it is necessary to thoroughly and appropriately apply the principles of teaching physical education and sports such as ideological principles, comprehensive principles, intuitive principles, and a system of principles suitable to the student's ability to absorb, principles of consolidation and enhancement [22], [23].

c. Ensure Training Facilities:

In order to improve the quality of physical education and sports activities, in addition to teaching methods, it is also necessary to ensure physical conditions as well as funding for teaching.

It is possible to renovate and upgrade the grounds, making the most of the school's conditions for teaching and practice. In particular, it is necessary to ensure the purchase of equipment for teaching and training in sufficient quantity and guaranteed quality [23], [24].

In addition, organizing extracurricular activities for students, contributing to perfecting the learning content of regular classes and sports training standards. At the same time, organize the construction of sports clubs and mass sports activities.

IV. 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 to enhance 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, and the student's condition; inspiring both teachers and learners.

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