



**SOLUTIONS TO INNOVATE TEACHING
METHODS FOR PHYSICAL EDUCATION SUBJECT FOR
STUDENTS AT HANOI METROPOLITAN UNIVERSITY, VIETNAM**

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Abstract:

Using regular scientific research methods, the project has selected 06 solutions to innovate teaching methods for the Physical Education subject for students at Hanoi Metropolitan University in the coming time.

Keywords: solutions, innovation, teaching methods, physical education, students, Hanoi Metropolitan University

1. Introduction

Hanoi Metropolitan University has strictly and promptly implemented Circular No. 25 dated October 14, 2015, issued by the Ministry of Education and Training, and promulgated the university's Physical Education curriculum under Decision No. 1149/QĐ-DHCD dated December 8, 2016, regarding 'The issuance of the Physical Education curriculum for full-time undergraduate, associate, and transfer students under the credit-based system of Hanoi Metropolitan University'

Developing lecturers, investing in building gymnasiums, upgrading football fields and volleyball yards, renovating badminton practice fields and establishing physical education and sports clubs, etc. In college, all have been focused. However, actual teaching, learning situation showed that although many efforts have been taken and certain successes have achieved, the physical education (PE) still has had many shortcomings such as the College's facilities have not met the needs of extracurricular activities and sports training of students; the PE curriculum still has had many shortcomings; students' awareness of the role and effects of physical education and sports have been still inadequate; especially no many innovations in teaching methods of lecturers have been seen, etc. Therefore, this research was conducted, and accordingly, the solutions were proposed to innovate the teaching methods for the PE subject for the students at Hanoi Metropolitan University.

2. Research Methods

During researching the project, the following research methods were applied: Data analysis and synthesis; Interview; Pedagogical testing; Expert method; and Mathematical statistics methods

3. Research Results and Discussion

3.1 Basis and principles for proposing the solutions to innovate teaching methods for the Physical Education subject at Hanoi Metropolitan University

The solutions were selected on the following basis: The first, Views of the Party and State on PE innovation in the school system and the current status of teaching methods for PE subject at Hanoi Metropolitan University, as the second basis.

The solutions selected to innovate the teaching methods for the PE subject at Hanoi Metropolitan University must meet the following principles: Principle of Practicality; Principle of Conformity with Wishes; Principle of self-conscious selection of sports, and Principle of Suitability and Individualization

3.2 Selecting and developing the solutions to innovate teaching methods for PE modules at Hanoi Metropolitan University

3.2.1 Selecting the solutions

After reviewing the documents, references in combination with interviews with 08 PE managers, experts and lecturers at Hanoi Metropolitan University, 06 following solutions have been selected with a number of votes in favor at a very necessary (from 80% or more), specifically:

- 1) Strengthening propaganda and education about the significance of the role of Physical Education and Sports for health and society;
- 2) Actively using visual methods in teaching and organizing the teaching;
- 3) Regularly using the suitability and individualization method in each specific class session;
- 4) Actively applying game and competition methods in the teaching process;
- 5) Using the progressive overload training and (6). Testing and assessment.

3.2.2 Developing the contents of solutions

3.2.2.1: Solution 1: Strengthening propaganda and education about the significance of the role of Physical Education and Sports for health and society

- **Goal:** To equip the students with knowledge about the role of physical education and sports for health and society, thereby shaping their right, positive and proactive learning motivation to acquire the knowledge of the PE subject.
- **Contents:** Using the lectures, the PE lecturers connected with reality to help the students understand the role, significance, effects and benefits of physical education and sports; Organized competitions to learn about physical education

and sports, communicated scientific knowledge about physical education and sports through seminars and discussions; Observed the mass media about physical education and sports information of our country and the world.

- **How to implement:** Coordinated with functional departments, especially the PE and National Defense Department, Training Department, Student Affairs Department and the Youth Union, etc.; to strictly comply with the directives and resolutions of the Party and the State on physical education and sports and PE subject; Diversified educational propaganda forms such as: Using class hours, extracurricular hours, weekend activities, sports bulletin boards, club activities, PE seminars and competitions; Coordinated with functional departments to develop a reward system for students with good behavior during the class and Coordinated with the College to include the final exam score of PE subject to the grade point average like other subjects.
- **How to evaluate the results:** Based on parameters on the number of propaganda sessions, propaganda forms and the number of students who have been propagandized; criteria for evaluating students' awareness of the position, role and importance of the PE subject

3.2.2.2 Solution 2: Actively using visual methods in teaching and organizing the teaching

- **Goal:** To help the students to form their movement skills and techniques
- **Contents:** Using visual methods in teaching and organizing the teaching in the form of "Teaching skills" to introduce movement techniques, helping the students form their movement skills and techniques
- **How to implement:** The lecturers, in teaching, used harmonious and reasonable methods for each lesson plan and the objectives of each lecture. Because the visibility is a necessary prerequisite for the students to understand the moves and is an inseparable condition in perfecting the movements, the lecturers must apply the principle of suitability when using visual methods, when to use direct visual method (modeling, demonstration combined with verbal analysis to create feelings and visualizations of exercise techniques for the students) or indirect visual method (pictures, photos and videos) that means to bring the students from vivid visualization to abstract thinking to help them feel the process and stages of performing movement techniques; the lecturers always paid attention to harmoniously when applying this method to different contents of the PE subject.
- **How to evaluate the results:** Using the number of students' participations and active participation in practice during and after the PE class.

3.2.2.3 Solution 3: Regularly using the suitability and individualization method in each specific class session

- **Goal:** To choose a teaching method that is suitable for the student's abilities

- **Contents:** This method requires the lecturers to understand and grasp the characteristics of each student in their class to choose suitable exercises and training methods, to assign tasks to the students, and then to choose teaching and training that is suitable for the students' abilities
- **How to implement:** The lecturers must understand, grasp the characteristics of each student in their class to choose suitable exercises and training methods for the students (please note that both their physical and mental characteristics) to assign the tasks to the students; This principle is a particularly important to pay attention because the process of teaching and learning will have a strong effect on important functions in the living body. If the exercise amount exceeds the body's tolerance, it can cause negative health risks for the students, causing consequences for health, spirit and vice versa. Therefore, it required the lecturers to be cautious and active in the teaching and learning process.
- **How to evaluate the results:** Using a number of methods and forms of practices that the lecturers apply, in addition to using the students' diligence.

3.2.2.4 Solution 4. Actively applying game and competition methods in the teaching process

- **Goal:** To change the atmosphere of the lesson, offer excitement, and positive psychology for the students
- **Contents:** The lecturers chose the games suitable for the psychological conditions and intended purpose of organizing the lesson to change the atmosphere of the lesson, offer excitement, and positive psychology for the students
- **Implementation methods:** The lecturers must choose the games suitable for the conditions and psychology, the intended purpose of organizing the lesson; when to apply the games that require the lecturers before teaching must have a firm grasp, for example: for teaching the basic module, if applying the game method in the start of lesson, the lecturers chose the games to develop quick and strong strength, if applying the game method at the end of lesson, chose the games to provide the relaxing and calming. For teaching part 1, collective games that require ingenuity skills were chosen. Applying the competition method in the teaching process must ensure that it is a method of organizing and stimulating sports activities. When choosing the competition method in the teaching process, only a simple form and applied practically to the lecture contents was chosen.
- **How to evaluate the results:** Using the number of games applied; in addition, using the parameters of positivity and enthusiasm in the practice of the students.

3.2.2.5 Solution 5. Using the progressive overload training

- **Goal:** To improve the student's skills of performing movements by continuously increasing the requirements when performing exercises during the learning.
- **Contents:** The lecturers used the progressive overload training method to increase the requirements to stimulate the adaptive changes in the body under the impact

of the amount of physical exercise within certain limits proportional to the intensity and volume.

- **How to implement:** This method is mandatory for performing the physical education task of the lecturers. It required the lecturers to be really clear-headed in applying the progressive overload training method to increase the requirements appropriately (including the intensity of exercise and the volume of exercise) to achieve high efficiency in physical education. Using this method required the lecturers to regularly innovate the tasks under the general trend of increasing the number of movements, difficulty, technical and tactical requirements, etc., from one training session to another, increasing the complexity of the exercises. Because the large number of exercises will create a large adaptive change and an increasingly high recovery process, if a certain amount of exercise is applied for a long time, it will form adaptive reactions of the body, hindering the formation of new adaptations.
- **How to evaluate the results:** Using the number of exercises performed by the lecturers, students' performance of selected exercises.

3.2.2.6 Solution 6. Testing and assessment

- **Goal:** To help the students be aware of studying and practicing.
- **Contents:** The lecturers used this testing and evaluation method to evaluate the absorption of movement techniques taught in the initial teaching stage to make judgments about the students' ability to absorb movements (absorb techniques, teaching contents) provided by the lecturers
- **How to implement:** In teaching PE, it is necessary to use the testing and assessment method to represent errors and correct them immediately in the next teaching and make reasonable adjustments to the practice amount; Testing the absorption is to make an accurate assessment of the meeting the requirements for the previous lesson (previously taught techniques, diligence and hard work of the students); guide the students on the contents of the assessment criteria; and finally, make the plans for students to practice the contents of the assessment criteria right in the curricular classes and extracurricular classes.
- **How to evaluate the results:** Using the number of tests, evaluate the practice and training of students in each content of the PE modules.

3.3 Verifying the feasibility of proposed solutions to innovate the teaching methods for the PE subject at Hanoi Metropolitan University

After selecting and developing the contents of 06 solutions to innovate the teaching methods for the PE subject at Hanoi Metropolitan University, an interview questionnaire method was applied to 17 subjects (including 04 PE experts accounting for 23.52%, 05 PE managers accounting for 29.41% and 08 PE lecturers accounting for 47.05%). The subjects gave their answers by scoring on a "Likert scale (5-point). According to a research

convention, only the solution with an answer rate of agree or higher, equivalent to the average rate (3.41-5.00) was selected:

- Strongly disagree: From 1.00-1.80 points
- Disagree: From 1.81-2.60 points
- Neutral: From 2.61-3.40 points
- Agree: From 3.41-4.20 points
- Strongly agree: From 4.21-5.00 points

The interview questionnaire method results are presented in Table 1.

Table 1: The interview questionnaire results to verify the solutions to innovate the teaching methods of PE subject at Hanoi Metropolitan University (n = 17)

Solution	Description	(n = 17)					Total points	Average rate
		5	4	3	2	1		
Solution 1	Strengthening propaganda and education about the significance of the role of Physical Education and Sports for health and society	14	2	1	0	0	81	4.76
Solution 2	Actively using visual methods in teaching and organizing the teaching	13	3	1	0	0	80	4.70
Solution 3	Regularly using the suitability and individualization method in each specific class session	15	2	0	0	0	83	4.88
Solution 4	Actively applying game and competition methods in teaching process	12	1	4	0	0	76	4.47
Solution 5	Using the progressive overload training	13	1	3	0	0	78	4.58
Solution 6	Testing and assessment	13	2	2	0	0	79	4.64

Table 1 showed that all 6/6 solutions of the Project presented for interview were approved by the experts at the Agree and Strongly Agree answers (scored from 4.47 -4.88 points). The experts assessed that the contents of the solutions were highly feasible when applied.

The process of developing the contents of the solutions ensured the scientific nature of the innovation process, was consistent with the objective reality in higher education and conditions of facilities and professional qualifications of lecturers.

However, the experts also recommend that to affirm the superiority of such solutions, verifying their effectiveness in the practice of PE teaching is required. Each solution has a different position, role, value and meanings but it is very important. No solution should therefore be separated, absolutized or overlooked. Synchronously implementing the above solutions will bring a combined strength to innovate the teaching methods for the PE subject at Hanoi Metropolitan University in the current context.

4. Conclusion

The Project selected and developed 06 solutions to innovate teaching methods for the PE subject at Hanoi Metropolitan University, specifically:

- 1) Strengthening propaganda and education about the significance of the role of Physical Education and Sports for health and society;
- 2) Actively using visual methods in teaching and organizing the teaching;
- 3) Regularly using the suitability and individualization method in each specific class session;
- 4) Actively applying game and competition methods in the teaching process;
- 5) Using the progressive overload training and
- 6) Testing and assessment

Such solutions have been verified by the experts to offer high feasibility when applied in practice.

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Conflict of Interest Statement

There is no conflict of interest.

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