



SELECTING SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF TEACHING AND LEARNING PHYSICAL EDUCATION FOR STUDENTS AT SON LA MEDICAL COLLEGE

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Abstract:

Using basic research methods in Physical Education and Sports, the study selected 03 solutions with specific guidelines aimed at transforming the teaching and learning methods of Physical Education (PE) at Son La Medical College and applying them in practice, contributing to improving the quality of PE for students.

Keywords: solutions, physical education, Son La Medical College

1. Introduction

Physical education in schools is a compulsory subject within the educational curriculum at all levels and training programmes. However, many students in general and students of Son La Medical College in particular, have not fully understood the role and importance of PE as a subject, leading to passive and perfunctory learning attitudes, resulting in low academic achievement. A preliminary investigation identified several fundamental causes of this situation, including: inflexibility of the subject curriculum, inadequate facilities and equipment and teaching methodologies that have been slow to innovate and have yet to align with contemporary trends.

In recent years, several authors have conducted research related to this issue, including: Nguyen Thi Hong Gam (2013), Bui Thi Van (2015), Do Thi Van Chang (2015), Nguyen Tai Hieu (2015).

Based on an analysis of the significance, importance and urgency of this issue and in response to practical needs, we undertook research to select solutions for transforming the teaching and learning methods of PE at Son La Medical College.

2. Research Methodology

The research process employed the following methods: literature analysis and synthesis; structured interviews and focus group discussions; pedagogical observation; and statistical analysis.

3. Research Results and Discussion

3.1 Selection of some solutions to transform the teaching and learning methods of physical education at Son La Medical College

Based on the current state of PE teaching methodology at Son La Medical College and drawing on consultation of various reference materials, the study preliminarily identified 04 solutions for transforming PE teaching and learning methods. Building on this, 23 faculty members, lecturers and PE experts were interviewed. As a result, 3 out of 4 ($\frac{3}{4}$) solutions rated from "Good" to "Very Good" were selected, comprising: Awareness-raising through mass media to educate students on the role, significance and benefits of PE as a subject; Innovating teaching methodology to be dynamic and engaging in order to enhance student motivation during lessons; and Improving the PE curriculum content to be appropriate to the characteristics of students and the practical conditions of Son La Medical College.

3.2 Development of content for the solutions to transform the teaching and learning methods of PE at Son La Medical College

3.2.1 Solution 1: Awareness-raising through mass media to educate students on the role, significance and benefits of Physical Education as a subject

- **Purpose:** To enhance students' awareness and sense of responsibility regarding the role, significance and *benefits* of PE as a subject, serving as a foundation for subsequent solutions.
- **Content:** Coordinate with the Student Affairs Office, the Academic Affairs Office, the Youth Union, the Student Association and other functional departments within Son La Medical College to reinforce and disseminate the directives and resolutions of the Party and State on sport and physical activity in general and PE in particular; organize sports competitions for students and disseminate scientific knowledge on sport and physical activity through seminars and panel discussions; through in-class lectures, lecturers are responsible for linking theory to practice to help students clearly understand the role, significance, benefits and effects of PE; strengthen mass media coverage of domestic and international sports news on the school's information network; through books and journals, combined with a health improvement competition movement, help students enhance their awareness of PE.
- **Implementation:** Broadcast information on the importance of PE over the school's public address system at Son La Medical College; promote the importance of sports training for health through visual materials, banners and posters; create a Fanpage to connect sports enthusiasts; set up a Facebook Group to share activities, articles and images related to sport and physical activity; through their lectures, PE lecturers should connect theory to practice to help students understand the role, significance, benefits and effects of sport and physical activity training. In particular, during PE theory sessions, students should understand the scientific

foundations of PE, the principles of movement (motor skills and habits) and the effects of physical activity on the human body; post-exercise hygiene practices and how to prevent and avoid injuries during sport and physical activity training, as well as first aid in the event of an injury. Drawing on their acquired knowledge, students should independently develop their own sport and physical activity training plan; award physical activity credits to students who actively participate in the school's sport and physical activity events; award attendance and assessment credits to students who are eager to learn, actively follow mass media for daily sport and physical activity information and read additional books and journals on domestic and international sport and physical activity news.

- **Coordinating unit:** The Basic Subjects Department in coordination with the Student Affairs Office, the Youth Union and the Student Association.
- **Evaluation criteria:** Assess the frequency of awareness-raising activities (number of broadcast sessions, duration per session, number of page visitors and fanpage members, etc.). Assess through positive shifts in student attitudes towards sport and physical activity.

3.2.2 Solution 2: Innovating teaching methodology to be dynamic, engaging to enhance student motivation during lessons

- **Purpose:** To innovate and apply dynamic, motivating and engaging class organisation strategies that draw students into voluntary participation in training activities. Through the form of lesson organisation, this aims to cultivate enduring training emotions, stimulate student self-discipline and initiative, while simultaneously awakening interest and building positive training motivation, thereby generating in students an anticipatory desire to participate in training.
- **Content:** Group students into training subgroups; use problem-based teaching methods, situational methods, etc.; incorporate game-based content into PE lessons; apply the competition method combined with practical refereeing; optimise exercise density; minimise unnecessary pauses during lessons; engage all students in training activities, elevating the emotional experience of physical movement; create a competitive atmosphere in class; lecturers encourage and motivate students in their learning.
- **Implementation:** Lecturers should flexibly apply various lesson delivery formats, combining lesson content with physical activity tasks; optimise exercise density by reducing passive rest periods, enhancing physical load monitoring, rationally and systematically organising training subgroups and assigning tasks; minimise unnecessary pauses such as: waiting for turns to perform movements, untimely explanations and excessive formation changes during training; increase the utilisation efficiency of training equipment and assign students responsibility for preparing and caring for equipment; arrange for students to train while observing and providing feedback on their peers' results; engage all students in training, motivating even observing students to serve as referees, creating an enthusiastic

and lively atmosphere; lecturers foster a competitive atmosphere by dividing the class into groups and setting performance targets; organise individual or small-group showcase competitions and rank students from highest to lowest; compete against other classes; lecturers encourage students by using language that expresses approval and encouragement, such as: "Good, very good, not bad, improving" – helping learners develop and sustain optimism, cheerfulness and stability.

- **Coordinating unit:** The Basic Subjects Department.
- **Evaluation criteria:** Learner survey on lecturers.

Solution 3: Improving the PE curriculum content to be appropriate to the characteristics of students and the practical conditions of Son La Medical College

- **Purpose:** Building on the PE curriculum stipulated by Circular No. 12/2018/TT-BLDTBXH, it is necessary to supplement and improve the PE curriculum content to suit the characteristics of students while also being appropriate for the facilities and equipment conditions of Son La Medical College.
- **Content:** Develop digital lesson plans for delivering theory sessions to students; supplement elective content in the PE curriculum; strengthen general physical conditioning, particularly general endurance, in each lesson plan; incorporate certain remedial sports into the programme for students with weaker health conditions.
- **Implementation:** Develop digital lesson plans for theory sessions, covering: history of sport and physical activity, the significance of sports training for the body, injury prevention and first aid during training and video clips of domestic and international competitions, so that students develop a comprehensive understanding of the role and significance of sport and physical activity training; supplement elective content in the PE curriculum by proposing the addition of Basketball, Football and Shuttlecock kicking as elective content; in each lesson plan, include general physical conditioning exercises: middle-distance and long-distance running, jump rope, back and abdominal muscle exercises, push-ups, etc.; incorporate physical activity games at the end of each lesson plan - "learning through play, playing through learning"; organise sports competitions within PE lessons, creating an enthusiastic atmosphere while developing students' physical fitness; incorporate into the curriculum certain remedial sports for students with weaker health conditions, such as Yoga and Chess, so that students with congenital health limitations can still participate meaningfully in PE.
- **Coordinating unit:** The Board of Principals, the Academic Affairs Office and the Basic Subjects Department.
- **Evaluation criteria:** Learner survey on curriculum content and subject programme.

3.3 Theoretical validation of the selected and developed solutions

Based on the solutions for transforming the PE teaching and learning methods at Son La Medical College as selected and developed above, the study conducted interviews and focus group discussions (on 02 occasions) with 15 experts on the appropriateness and feasibility of the selected solutions. Specifically:

- Appropriateness of the solutions for transforming PE teaching and learning methods at Son La Medical College, meeting the requirements:
 - Degree of appropriateness for PE work in the school.
 - Degree of appropriateness for the general conditions of the school.
- Feasibility of implementing the developed solutions under the practical conditions of the school, meeting the requirements:
 - Regarding the school's PE development orientation.
 - Regarding the school's facilities and equipment conditions.
 - Regarding the school's human resource conditions.

The study used a Likert scale with five priority levels and an evaluation scale for scoring expert interview/focus group discussion results, ranging from Very Appropriate/Very Feasible to Very Inappropriate/Very Infeasible. The results are presented in Table 1.

Table 1: Results of interviews to determine the appropriateness, feasibility of the solutions to transform teaching and learning methods of Physical Education Son La Medical College (n=15)

No.	Content	Mean Score		Comparison		P
		Round 1	Round 2	X ² calc.	X ² table	
I.	Appropriateness of the interventions					
1	Appropriateness for PE work in the school	4.87	4.83	5.810	7.721	>0.05
2	Appropriateness for the general conditions of the school	4.86	4.89	3.485		>0.05
II.	Feasibility under application conditions (meeting requirements)					
1	Alignment with the school's PE development orientation	4.95	4.91	3.488	7.718	>0.05
2	School facilities and equipment conditions	4.83	4.87	5.815		>0.05
3	Human resource conditions of the school	4.79	4.80	5.817		>0.05

Table 1 reveals the following:

Regarding the appropriateness of the solutions: the vast majority of responses rated them as Appropriate to Very Appropriate (ranging from 95.87% to 100.00%). The second round of interviews yielded similar results, with the overwhelming majority of responses rated as Appropriate to Very Appropriate (ranging from 97.72% to 100.00%).

Regarding the feasibility of implementation in the school: the vast majority of responses rated the solutions as Feasible to Very Feasible (ranging from 88.76% to 100.00% in the first interview round; 85.66% to 100.00% in the second round) within the school's facilities, equipment and human resource conditions.

A comparison of the evaluation results between round 1 and round 2 revealed no statistically significant difference in either the appropriateness or the feasibility of the solutions under the application conditions (with all $X^2_{calc.} < X^2_{table}$, $P > 0.05$).

4. Conclusion

The research process selected and developed 03 solutions for transforming the teaching and learning methods of PE at Son La Medical College. These solutions should be implemented in a synchronised manner with support from the School Administration, the Basic Subjects Department, the Student Affairs Office and the Academic Affairs Office in order to achieve high-quality outcomes in PE teaching and learning at Son La Medical College.

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Conflict of Interest Statement

There is no conflict of interest.

About the Author(s)

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