



**DESIGNING COURSE CONTENT OF THE ADVANCED
ATHLETICS FOR STUDENTS AT HO CHI MINH CITY
UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS,
FOLLOWING THE ORIENTATION OF THE NEW HIGH
SCHOOL GENERAL EDUCATION PROGRAM**

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Abstract:

University curricula are constantly reviewed and adjusted according to university regulations. These adjustments ensure that teaching objectives and learning outcomes are aligned with reality. Using statistical methods, comparisons, and interviews, this study documented and developed the curriculum for the advanced athletics course for students at the Ho Chi Minh City University of Physical Education and Sports, Vietnam. The curriculum meets the required number of hours, comprising 150 hours, and covers both theoretical and practical aspects. Furthermore, the newly developed content is comprehensive and aligned with the curricula of advanced universities, while also ensuring that graduates possess sufficient knowledge to teach in secondary schools.

Keywords: curriculum, advanced program, Athletic, university

1. Introduction

Advanced courses are among the most credit-intensive subjects in the regular undergraduate program. Therefore, grades in advanced courses have a significant impact on students' academic results. Furthermore, the selection of advanced courses is based on their practical application in physical education programs at all levels, aiming to meet the employment needs of students after graduation.

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Currently, the school has adjusted the old program from 90 hours (5 credits) to 150 hours (10 credits). Therefore, using the old program for the new year or mechanically and subjectively arranging the new program is illogical.

Athletics is one of the two main subjects in the physical education curriculum for primary and lower secondary school students, and is also a medal-winning competition in the Phu Dong Sports Festival at all levels. Therefore, updating the advanced curriculum to keep pace with the new general education curriculum will help students meet the practical teaching needs after graduation.

Currently, athletics techniques are constantly being updated and improved. In addition, professional materials from the International Athletics Federation (IAAF) are being widely disseminated and continuously updated. Combining the content of the advanced subject with the systematically organized knowledge of the International Athletics Federation will not only improve students' professional skills but also enhance the quality of current university teaching programs.

2. Literature Review

Through documents, regulations, and guidelines from various levels of management, the primary task of education and training is recognized as providing human resources. To fulfill this task, education and training in general, and higher education in our country in particular, must not only expand in scale but also continuously improve the quality of education and training. Furthermore, these documents emphasize that quality is always the most important issue for all universities, and striving to improve the quality of training is always considered the most important task of any higher education institution. In addition, the study also records information from the university's own documents regarding training objectives and regulations to serve as a basis for program improvement. This provides a solid foundation and an important basis for conducting research in accordance with the university's regulations.

3. Materials and Method

3.1 Research Subjects

3.1.1. Participants for Evaluating the Current Status

The study was conducted experimentally on a group of subjects: 188 university students from cohorts 12 and 13.

3.1.2 Participants for Selecting the Criteria and Revising the Survey Instrument

A total of 6 experts were involved, including 1 PhD and 5 Master's degree holders. All 188 university students from cohorts 12 and 13 participated in contributing opinions, representing the learners.

3.2. Methodology

3.2.1. Interview Method

We used indirect interview methods via Google Forms to ask and record the opinions of interviewees. Simultaneously, we used direct interviews through question-and-answer sessions with lecturers and teachers responsible for training management at advanced schools.

3.2.2 Comparative Method

We use this method to assess the similarity between the content of the curriculum in different institutions. A comparative institution is defined as a school with a similar training program code and an equivalent number of credits in the course.

3.2.3. Statistical Analysis Method

This method is used to process and analyze the data collected during the research. All data is processed using statistical methods, with the support of Microsoft Excel software, to ensure the accuracy, objectivity, and reliability of the results.

4. Research Results and Discussion

4.1 Designing the Curriculum for the Advanced Athletics Course for Students at Ho Chi Minh City University of Physical Education and Sports

4.1.1 Basis for Developing the Curriculum for the Advanced Athletics Course

To have a scientific basis for developing the curriculum for the advanced Athletics course, the research group proposes the following steps:

- **Step 1:** Study the documents and regulations on the curriculum content for students at Ho Chi Minh City University of Physical Education and Sports.
- **Step 2:** Review the curriculum content for the advanced Athletics course at advanced schools.
- **Step 3:** Review the general Athletics curriculum for students at Ho Chi Minh City University of Physical Education and Sports.
- **Step 4:** Review the content of the 2018 general education curriculum for Physical Education, Basic Movements section, in the Athletics topics.

Step 1: We proceeded with Step 1 by compiling the following documents and materials

According to Decision No. 393/QĐ-DHSP TĐTT on the announcement of the “Mission and Objectives of Ho Chi Minh City University of Physical Education and Sports”, the content is as follows:

- To train teachers, coaches, and scientific staff in physical education and sports with university and postgraduate degrees, possessing ethical qualities and professional competence to teach and organize physical education and sports activities in schools at all levels.

According to Decision No. 399/QĐ-DHSP TĐTT on the promulgation of the Regulations on university and college training in the credit-based system and according to the meeting with the council approving the syllabus for the advanced Athletics course, the distribution of class hours for this subject is as follows:

- 150 class hours: a combination of elective subjects, divided as follows:
- + Theory: 30 class hours – 2 exam hours
- + Practice: 120 class hours – 4 exam hours.

The time is divided into two learning parts in semesters 7 and 8.

Step 2: Review the content of the advanced Athletics curriculum in advanced schools

We consulted the advanced curricula in universities specializing in Physical Education and Sports and compiled the following statistics:

Table 1: Statistics of Athletics Content in Advanced Schools

School	Course Name	Course Content
Hanoi University of Physical Education and Sports (4 modules – 240 hours)	Specialization in Athletics and Methods	- Discus - Triple Jump - High Jump - Javelin - Advanced Optional Skills - Physical Fitness, Technical, and Tactical Development - Refereeing Methods - Teaching Methods
Da Nang University of Sports (15 credits 225 hours)	Teaching and practice methods for athletics 1	Middle-distance running – Sport walking
	Teaching and practice methods for athletics 2	Short-distance running – Long jump – Javelin throw
	Teaching and practice methods for athletics 3	Shot put – High jump – Triple jump
	Teaching and practice methods for athletics 4	High jump – Advanced sports discipline
	Teaching and practice methods for athletics 5	Pentathlon
	Teaching and practice methods for athletics 6	Graduation thesis
Ho Chi Minh City University of Sports (24 credits - 360 hours)	General Athletics Training 1 – 6 credits – 90 hours	Middle-distance and long-distance running - 15 hours
		Short-distance running - 15 hours
		Long jump with arched torso - 15 hours
		High jump with sideways lying position - 15 hours
		Benevolent back shot put - 15 hours
		Grenade throwing and ball throwing - 15 hours

	General Athletics Training 2 - 18 credits – 270 hours	Sports walking - 141 hours
		Grenade throwing - 14 hours
		Refining short-distance running and relay running - 18 hours
		High jump with sideways lying position - 14 hours
		Long jump with arched torso - 14 hours
		Refining back shot put - 16 hours
		Hurricane running - 30 hours
		High jump with belly down - 30 hours
		Triple jump - 24 hours
		Discus throw - 36 hours
		Javelin throw - 30 hours
		High jump with back over bar - 30 hours

After conducting a statistical review of athletics curricula in advanced schools, we found that most basic competitive events are included in the curriculum, such as running events including short-distance, relay, and middle-distance runs; jumping events including long jump with arched torso, triple high jump with prone position, belly-down high jump, and high jump over the bar; and throwing events including shot put with back-facing direction, javelin throw, discus throw, and grenade throw. These events are common competitions at all levels of education, as well as in amateur competitions, military competitions, and the Phu Dong Sports Festival at all levels. Providing knowledge of these events ensures that students have a comprehensive understanding of athletics in general upon graduation, serving their initial teaching and training roles.

Step 3: Reviewing the General Athletics Program for Students of Ho Chi Minh City University of Physical Education and Sports

According to the decision promulgating the detailed syllabus for Athletics 1 and Athletics 2, the current teaching content includes:

Course name: Athletics and Methods 1, Athletics and Methods 2; Course code: DK13, DK23; Number of credits: 3 – 45 hours, 3 – 45 hours; Specific number of class hours:

+ Athletics and Methods 1: 8 theory hours, 37 practice hours, 3 practical exam hours.

+ Athletics and Methods 2: 8 theory hours, 37 practice hours, 2 practical exam hours.

Course content:

* Theory:

Table 2: Theoretical Content of Athletics for General Education

Athletics and Methods 1	Athletics and Methods 2
Introduction to Athletics, principles of running and throwing	Technical principles and teaching methods for long jump
Techniques and methods for teaching running (CLTB, CLN)	Technical principles and teaching methods for high jump
Techniques and methods for teaching throwing	Rules, arena design, and refereeing methods for long jump and high jump
Rules and methods for refereeing in running and throwing	Content for lesson plan compilation and practice

* Practice

Table 3: Content of Athletics Practice for General Students

Athletics and Methods 1	Athletics and Methods 2
- Middle-distance running techniques	- High jump (straddle style)
- Short-distance running techniques	- High jump (sideways style)
- Ball throwing techniques	- Long jump (seated style)
	- Practice in compiling and teaching athletics lessons

Currently, the two Athletics courses for general education students teach basic content such as short-distance and medium-distance running, ball throwing, long jump, and high jump. Only the high jump course is almost complete in terms of the two jump styles: the straddle and the prone. In addition, the Department and Faculty also incorporate lesson plan practice, which focuses on guiding students in preparing lesson plans and organizing a one-hour Athletics class. However, the content of the lesson plan practice only delves into long jump and high jump, helping students consolidate their techniques for the end-of-course exam, and does not have enough time to cover other topics.

Step 4: Review the content of the new general education curriculum for the subject of Basic Movements in the Athletics topics

Based on the General Education Curriculum for Physical Education issued with Circular 32/2018/TT-BGDĐT, the content of Basic Movements is included in the curriculum from grades 1 to 9. However, the basic movement section has the specific nature of Athletics and is distributed into the curriculum as follows:

Table 4: Statistics of Athletics Content in the New General Education Curriculum

Grade 6:	Short-distance run 60m	Middle-distance run	Ball throwing
Grade 7:	Short-distance run 60m	Middle-distance run	Seated long jump
Grade 8:	Short-distance run 100m	Middle-distance run	High jump (straddle style)
Grade 9:	Short-distance run 100m	Middle-distance run	High jump (sideways style)

In the curriculum distribution, the time allocated for Physical Education is 70 lessons/year. Athletics is allocated to 45% of the total lessons, equivalent to 32 lessons.

Short-distance running (60m and 100m) and middle-distance running are taught throughout the lower secondary school level. This is also the level where most of our university's graduates teach. Therefore, providing comprehensive and in-depth knowledge of Athletics in general will fully equip them for graduation and teaching.

After completing the three steps above, the research group synthesizes and proposes the development of an Advanced Athletics program according to the following time allocation and content:

Subject Name: Advanced Athletics; Course Code: TTCS; Number of Credits: 10; Number of Lessons: 150; Time allocation for study: Year 4 - Time is divided into two parts of study in semesters 7 and 8.

+ Theory: 30 lessons – 2 exam sessions

+ Practical: 120 lessons – 4 exam sessions.

To further elaborate on the course curriculum, the research team continues to design specific content for this subject through the following sections.

4.1.2 Designing the Content for the Advanced Athletics Course

Based on the classification of athletics disciplines, the programs of advanced schools, and the new general education curriculum, the research group designed the content for the advanced sports course, including the following specific contents:

Table 5: Design of the Advanced Athletics Course Content for Students

	Content	Number of lessons	
A	Theory:	30	
1	Hurdles and Relay Techniques	2	
2	Refereeing Methods and Rules for Hurdles and Relays	2	
3	Ball Throwing and Shot Put Techniques	2	
4	Refereeing Methods and Rules for Ball Throwing and Shot Put	2	
5	Long Jump with Arched Back Technique - Rules for Long Jump - Selection Methods for Long Jump Athletes	4	
6	High Jump with Back Over the Bar - Belly Down Technique	2	
7	Refereeing Methods and Rules for High Jump	2	
8	Teaching Methods for Running, Throwing, and Jumping Groups	6	
9	Initial Training and Selection Methods for Running, Throwing, and Jumping Groups	4	
10	Competition Organization Methods	4	
	Theory exam	2	
B	Practice:		120
1	Hole Running Technique		8
2	Relay Running Technique		8
3	Shot put Technique		12
4	Arm-Tie Long Jump Technique		8
5	Breast-Tie High Jump Technique		8
6	Back-over-the-Bar High Jump Technique		10
7	Practice group lesson plans for Running		8

8	Practice group lesson plans for Throwing and Pushing		8
9	Practice group lesson plans for Jumping		8
10	Initial selection (test) practice		6
11	Group training methods for Running		8
12	Group training methods for Throwing and Pushing		8
13	Group training methods for Jumping		8
14	Organizing competitions		12
	Practical test		4

4.2 Assessing the Suitability of the Advanced Athletics Course Content to Student Needs and the New General Education Curriculum

To assess the initial effectiveness of the new Advanced Athletics program design, the research team evaluated it based on four factors: student needs regarding desired learning content in the advanced course, continuity with the current general education curriculum and correspondence with the curriculum of advanced schools, the responsiveness of the new Advanced Athletics program to the new general education curriculum, and finally, the responsiveness of the teaching staff for this content.

- **Assessing suitability based on student needs:**

The research team conducted interviews with students about the content they considered necessary for the advanced course and obtained the following results:

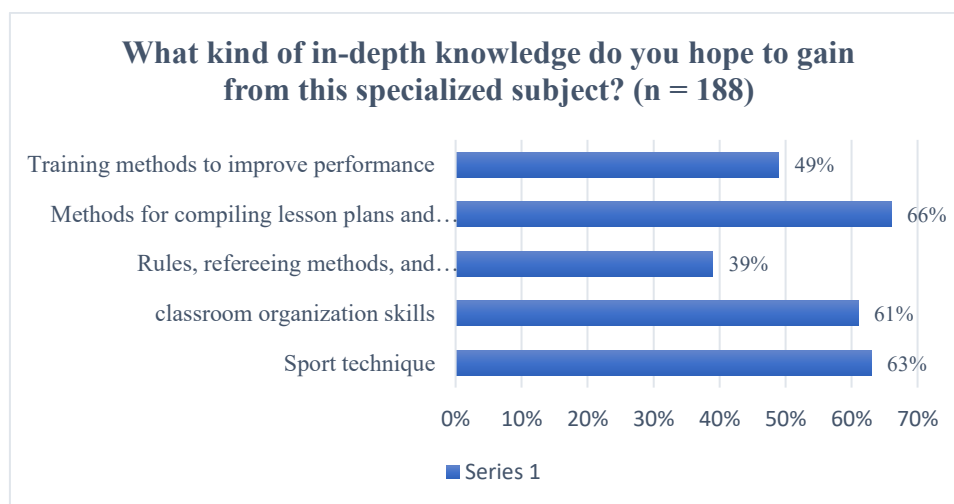


Chart 1: Results of student opinion survey on needs

Based on statistics from 188 student responses, the content that students were most interested in was the method of compiling plans, lesson plans, physical exercises, movement games, etc., for physical education classes, accounting for 66%. This shows that students today are very interested in the methods of organizing physical education classes and have a clear career orientation after graduation. To serve this training purpose, the new Advanced Athletics curriculum has focused on this knowledge content,

as evidenced by the time allocated for lesson plan practice: 6 theoretical lessons and 24 practical lessons.

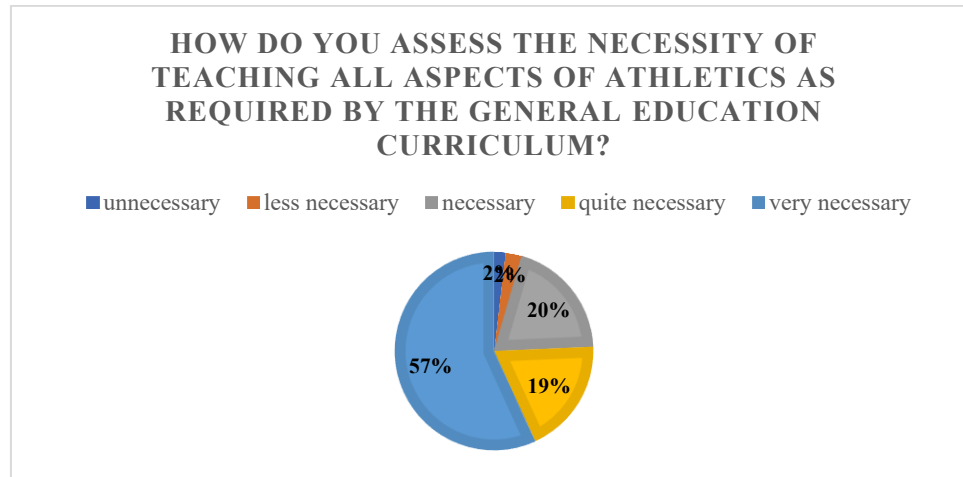


Chart 2: Results of student survey on the program

Regarding the question: In your opinion, how necessary is it to teach all the content of the sports subject from the high school curriculum in the advanced program? The answer, at 5 levels (1: Not necessary to 5: Very necessary), shows that almost all students in both cohorts felt that equipping them with knowledge in the sports subject content was very necessary. Although there were some special contents not included in the curriculum that they would later teach, these were useful reference materials and supplementary exercises for them.

From the above comparisons, we found that the content of the new Advanced Athletics course has met the learning needs of students while also ensuring the training objectives of our school, which are to develop pedagogical skills, sports skills, and methods for organizing physical education classes in high schools.

- **Assessing the suitability of the new advanced Athletics course content with the current general education program and the Athletics programs of advanced schools**

An effective advanced program needs to build upon and enhance the content students have already learned in general education, while also being compatible with the current programs of advanced schools. The research team has compiled statistics and made the following observations:

Table 6: Comparison of the Content of the Athletics Programs

Contents	General level	New advanced program	Hanoi University of Physical Education and Sports	Ho Chi Minh City Sports University	Da Nang Sport University
Running and Walking Group					
Short Distance	X		X	X	X
Medium Distance	X		X	X	X
Relays	X	X	X	X	-
Hurdles	-	X	-	X	-
Walking	-	-	-	X	X
Jumping Group					
Crouched Long Jump	X		X	-	-
Arm-Tide Long Jump	X		X	X	X
High Jump Overhead (Side Jump)	X		-	-	-
High Jump Sideways (Side Jump)	X		X	X	-
High Jump Belly Down (Straight Jump)	-	X	X	X	X
High Jump Over the Bar (Back-Covered)		X	X	X	X
Group Throwing and Pushing					
Ball/Grenade Throw		X	X	X	-
Javelin/Discus Throw		-	X	X	X
Shot put		X	X	X	X

Based on the above comparison, the research team assessed that the new in-depth program content is a continuation of the general education curriculum and is similar to that of some related advanced schools. Introducing new content into the new in-depth program will create more interest and enrich the learning experience.

- **Assessing the suitability of the in-depth course content with the new general education curriculum**

According to the orientation of the new general education curriculum, the Physical Education subject has very specific orientations that require the application of active, learner-centered teaching methods, aiming to transform the educational process into self-education. The basic requirement is to promote self-awareness, activeness, and proactive

learning and training in students. To meet the needs of developing the necessary competencies and qualities in students, physical education teachers – current students – must understand how to apply and convey physical activities so that, when teaching later, they can demonstrate the habit of practicing in students (through homework), teach movements that help form motor skills, and the ability to apply them in practice.

Currently, the advanced Athletics program is also built upon the continuation of the general Athletics program. Therefore, to determine the similarity of the content of Athletics in the new general education program, the research group merged these two contents into one for a more systematic comparison and called it the new Athletics program.

To assess the similarity of the content of the new general education program and the new Athletics program, we have the following statistical table:

Table 7: Comparison of the Correspondence between the New General Education Program, General Level and the New Advanced Athletics Program

Contents	New general Education program	General level	New advanced Athletics program
Short-distance running	Grades 6, 7, 8, 9	X	
Medium-distance running	Grades 6, 7, 8, 9	X	
Relay running		X	X
Hurdles running			X
Ball throwing	Grades 6		X
Shot put (shoulders/back)			X
Crouched long jump	Grades 7	X	
Arm-over long jump		X	
High jump with step over the bar	Grades 8	X	
High jump on the side	Grades 9	X	
High jump on belly down			X
High jump over the bar (back over the bar)			X

Through this statistical table, the research team can confirm that the content included in the curriculum for students is sufficient to provide advanced knowledge, equip them with the necessary sports skills, and organize and conduct a Physical Education lesson for students at all levels.

- Assess the relevance of the in-depth course content to the current faculty of the department:

Based on the number and expertise of the current instructors in Athletics 1, we have compared and found that the arrangement of in-depth content is diverse and appropriate to the current level of expertise of the instructors, specifically as follows:

Table 8: Statistics on the Professional Qualifications
of Instructors in the New Advanced Athletics Course

The teacher is responsible for the teaching content	Hurdle – Relay–running	Throwing ball – shot put	High jump	Practice in Teaching; Learning Plan	Practice in Initial Training
Teacher Le Phuoc That			X	X	X
Teacher Nguyen Van Phuong	X	X		X	X
Teacher Nguyen Thien Ly	X	X		X	X
Teacher Le Thi Thu Hang			X	X	
Teacher Luu Tri Dung	X	X		X	X

The division of course content according to the advanced areas of each instructor offers several advantages:

- Assigning instructors to specific advanced areas ensures that students receive appropriate and comprehensive knowledge.
- The allocation of teaching hours according to established quotas is stable and reliable, allowing instructors to both pursue their advanced field and fulfill their obligations to the university.
- It helps students access diverse teaching styles, thereby enabling them to learn and develop their own career paths.

Thus, the arrangement of advanced athletics content as a result of this study has initially shown some effectiveness in meeting the curriculum requirements, while also addressing the practical needs of students, aligning with the new general education curriculum, and aligning with the personnel allocation within the Athletics Department 1.

5. Recommendations

The new in-depth curriculum builds upon the content of the general education program and shares similarities with some related advanced schools. Introducing new content into the new in-depth program will create more interest and enrich the learning experience. Furthermore, it provides advanced knowledge, equips students with the necessary sports skills, and allows them to organize and conduct a physical education lesson for students at all levels.

6. Conclusion

The Advanced Athletics course for current students builds upon the knowledge from the two general athletics modules. Furthermore, the Advanced Athletics course has 15 credits, an increase compared to the previous program. The content integrates all athletics

disciplines, including running, jumping, throwing, and pushing, in a scientifically structured manner based on course requirements, student feedback, and the curriculum of universities with similar majors. Most importantly, it meets the teaching requirements of the new general education program.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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