

## *Original Paper*

# Improving the Quality of Teaching Physical Education Courses at Universities

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### ***Abstract***

*This manuscript explores the advantages and limitations of teaching physical education courses at universities and proposes strategies to enhance the quality of teaching. The advantages of improving the quality of physical education teaching include flexible selection of sports subjects, enhancing positive attitudes towards learning, continuous development and improvement of lecturers, testing and evaluation standards, and innovative teaching methods. The limitations identified are limited curriculum content, teaching plans dependent on weather conditions, limited lecturer team, and lack of motivation among some students. To enhance the quality of teaching physical education, the manuscript proposes enhancing the role and significance of physical education in universities and adjusting and improving the content of the physical education program through innovative teaching methods, such as introducing new elective subjects, adapting teaching content and methods to student needs, and promoting interdisciplinary collaboration between departments.*

### ***Keywords***

*improving, physical education, students, universities*

## **1. General Evaluation of Improving the Quality of Physical Education Teaching at Universities**

### ***1.1 Advantages***

There are several advantages to improving the quality of physical education teaching at universities. Firstly, the physical education program offers a flexible selection of sports subjects that are suitable for the school's playground conditions as permitted by the Ministry of Education and Training. The rectors prioritize physical education class hours and have instructed the physical education department to develop both mandatory and elective teaching programs that are appropriate to the practical conditions of the school based on the ministry's regulations. (Note 1)

Secondly, preparing lessons and developing teaching plans in a positive teaching direction promotes the

positive, self-discipline, proactive, and creative learning attitudes of individual lecturers and students. This approach enhances the quality of teaching and learning. (Note 2)

Thirdly, the teaching staff of physical education at universities continuously develop and improve their quality, political competence, and professional skills to meet the needs of expanding training scale and improving training quality. All lecturers are dedicated to their profession and committed to the development of the school. This great potential contribution ensures the implementation of physical education tasks and contributes to the overall development of the school. (Note 1)

Fourthly, the majority of university students have good health conditions and participate fully in all physical education courses. The standards for testing and evaluation in the subject of physical education at the university are determined and regularly updated according to the regulations of the Ministry of Education and Training. The issuance of appropriate standards for testing and evaluation creates a comfortable atmosphere, helping students develop a positive learning attitude and contribute to improving the quality of teaching. (Note 2)

Fifthly, the school's Board of Trustees and the physical education department pay special attention to the preparation, lecture delivery, and direct evaluation of the teaching content of the physical education courses. This ensures compliance with the regulations and guidelines of the Ministry of Education and Training and the school. During the teaching process, the physical education department and each lecturer apply innovative teaching methods that are suitable for students' physical requirements, fitness level, ability to move, age, and gender. This creates a lively learning atmosphere, encouraging creativity and initiative among students. (Note 3)

Finally, based on the teaching content of each course, lecturers choose suitable methods to ensure the full transmission and absorption of content for students. The physical education department has also identified and agreed on the content and steps for implementing innovative teaching methods. (Note 4)

### *1.2 Limitations and Causes*

Despite the achievements made, there are still some limitations in the quality of teaching physical education courses at universities, which can be attributed to the following:

Firstly, concerning the curriculum content. The current curriculum of physical education at universities includes numerous sports subjects. However, only 11 teaching modules have been implemented, depriving students of the opportunity to choose sports subjects based on their strengths, preferences, and physical characteristics. The main reason for this is the limited number of lecturers and inadequate material facilities, making it difficult to meet the teaching and learning needs of the various sports subjects. (Note 5)

Secondly, concerning the teaching plan. Although the lesson plans for the courses follow the approach of active learning, dividing content, progress, scientific and reasonable methods, some subjects require outdoor classes, which are highly dependent on weather conditions and fields. Thus, sometimes the teaching plan cannot be implemented as scheduled, which affects the quality of teaching and learning. (Note 5)

Thirdly, concerning the lecturer team. The lecturer team in the physical education department of universities is still limited, with a lecturer-student ratio of 1:150 as regulated by the Ministry of Education and Training. Therefore, improving the quality of teaching physical education at universities still faces significant challenges. (Note 6)

Fourthly, concerning the health and learning consciousness of students. Despite most university students having good health, there is a high percentage of students who are indifferent to physical education subjects. This has a significant impact on the quality of teaching and learning for physical education at universities (Note 5). The main reason for this is that students have not fully understood the importance of physical exercise and sports subjects in physical education. Many students prioritize academic achievements over physical fitness and health, leading to a lack of motivation to participate in physical education activities. (Note 6)

## **2. Enhancing the Quality of Teaching Physical Education Courses at Universities**

### *2.1 Enhancing the Role and Significance of Physical Education in Universities*

In addition to scientific research and academic knowledge, physical education is an essential activity that contributes to the comprehensive development of individuals, including their intelligence, morality, and physical fitness. Physical exercise is a cost-effective means of maintaining and improving human health, with disease prevention effects and positive impacts on physical appearance and motor skills. Through a system of physical education subjects with high demands on effort for different sports, students can develop natural human moral qualities such as willpower, courage, determination, confidence, perseverance, patience, organizational discipline, and teamwork consciousness (Note 7). Physical education also promotes a healthy spiritual cultural life, contributing to building trust and healthy lifestyles for the younger generation, and pushing back social evils. Therefore, it is essential to promote education and propaganda about the role and significance of physical education and sports training to enhance the awareness of the student body and educational management levels. Physical education instructors have a responsibility to help students understand the importance and benefits of physical education through real-life connections and practical examples. This will contribute to the comprehensive educational objectives of the university (Note 8).

### *2.2 To Improve the Quality of Teaching Physical Education at Universities*

It is important to enhance the content and teaching methods. This will involve innovating training content and methods that are suitable for the psychological, physiological, and material conditions of the school, as well as the needs of students. Some specific strategies to achieve this include (Note 7):

Adjusting and improving the content of the physical education program, with a focus on both hard and soft skills and flexibility to meet the diverse needs of students.

Introducing new elective subjects to increase student interest and engagement, especially those relevant to their future careers.

Incorporating standard physical training content into class time and evaluation criteria.

Innovating teaching methods to actively involve learners as the center, including reducing theoretical lectures, maximizing exercise time, and using games and competitions.

Using effective training methods such as circle training, interval training, and even training to improve the density of exercise during class hours.

Classifying students' physical condition from the outset to have suitable program content and learning organization methods.

Using modern tools such as discs on training methods or sports exercise competitions to help students better understand and perform movement techniques during training.

Assigning specialized teams and experienced lecturers to adjust the program.

Conducting program evaluation through specialized teams and then through the Faculty Scientific Council and university approval.

These strategies will contribute to the development of a more engaging, effective, and comprehensive physical education program at universities.

### *2.3 Improving the Content and Teaching Methods of Physical Education*

Improving the content and teaching methods of physical education involves creating innovative training materials and methods that are appropriate for the psychological, physiological, and material conditions of the school, as well as the needs of students. The goal is to enhance their physical fitness, encourage positive and active participation, promote two-way communication, and foster creative thinking habits. This can be achieved by adjusting and improving the physical education program to include both hard and soft skills, and to cater to the different needs of students. Additionally, new elective subjects can be added to increase student interest, especially those related to their future careers. It is also important to incorporate standard physical training content into class time and evaluation criteria for the subject (Note 8).

### *2.4 Innovating Teaching Methods*

Innovating teaching methods to actively engage students, reducing theoretical lectures and maximizing time for exercise, and using games and competitions to enhance learning. This includes using training methods such as circle training, interval training, and even training to increase the density of exercise during class time. Additionally, students' physical conditions should be classified from the outset to create appropriate program content and learning methods. To support the learning process, modern teaching tools such as training method videos or sports exercise competitions should be utilized to help students better understand and perform movement techniques during training. It is essential to assign specialized teams and experienced instructors to adjust the program to ensure it meets the required standard. Lastly, the program should be evaluated by specialized teams, the Faculty Scientific Council, and approved by the school (Note 7).

### *2.5 The University's Leaders Prioritize the Development of the Department of Physical Education's Faculty*

The university's leaders prioritize the development of the Department of Physical Education's faculty focusing on recruiting, training, and improving their quality to meet the university's training and development goals. Political and ideological education is also emphasized to enhance awareness, responsibility, initiative, and creativity among Physical Education lecturers.

This measure is crucial to ensure that the physical education teaching faculty understands the university's directives, resolutions, plans, and instructions for education and training tasks, as well as the teaching mission of physical education at the university. Additionally, it helps lecturers understand the unique characteristics of their department and individual teaching tasks, enabling them to overcome difficulties while maintaining their political ideology and intellectual stance (Note 8).

To improve the quality and teaching capacity of lecturers, the university focuses on training and enhancing their professional level, particularly in specialized and interdisciplinary knowledge. Lecturers are encouraged to be self-aware and continuously self-study and research based on their assigned tasks and knowledge. Self-awareness, self-study, and self-research are fundamental factors that lecturers cannot ignore, as they help develop their teaching quality and capacity. Without these factors, lecturers may become passive, conformist, and reliant on mechanical teaching methods. Lecturers must improve their awareness, responsibility, and creative initiative in the process of self-study and self-research to keep up with the vast and diverse knowledge and enhance their professional level.

### *2.6 The University Prioritizes the Organization of Extracurricular Sports Activities and Sports Competitions*

The university prioritizes the organization of extracurricular sports activities and sports competitions for students to encourage positive self-discipline, teamwork, and communication skills, and to enhance their physical fitness. The university aims to attract more students to participate in extracurricular activities by promoting awareness of various training activities and competitions (Note 7).

To achieve this goal, the university establishes schedules and timetables for extracurricular sports activities, providing guidance for various sports training activities. A sports club is established to encourage students to participate in sports, and sports teams are created for classes and the school. Regular sports competitions are organized to create a diverse and rich environment, enabling students to access the organization and management of sports teams while selecting students for the teams.

The university adheres to teaching and learning plans, academic year plans, and guidance from the Board of Directors to develop reasonable and effective plans for organizing sports competitions. These plans include regular competitions within classes and courses, as well as annual traditional sports competitions for the entire school. Friendly sports competitions between faculties, universities, and colleges in the region are also organized to promote sportsmanship and collaboration (Note 8).

To incentivize outstanding achievements in sports competitions, the university issues regulations for rewarding and encouraging individuals and teams. This encourages students to strive for excellence in

sports and promotes a positive culture of sportsmanship and achievement.

### 3. Conclusion

In conclusion, improving the quality of teaching in Physical education at universities is crucial for implementing Resolution No. 8 of the 13th Central Party Committee on “Fundamental and comprehensive renovation of education” and achieving the goals set out in Decision No. 641/QĐ-TTg on “Improving the stature of Vietnamese people.” (Note 9)

Considering the current state of teaching quality and the objectives of universities, the research group has developed six solution groups to enhance the quality of teaching in Physical education. If these solution groups are implemented effectively and in a timely manner, they have the potential to significantly contribute to improving the quality of teaching and learning in Physical education at universities in the future. Therefore, it is essential to ensure that these solutions are implemented synchronously and comprehensively.

### Notes

Note 1. Decision No. 641/QĐ-TTg: *On the approval of the overall plan for developing physical fitness and stature of Vietnamese people in the period from 2011 to 2030*, dated April 28th, 2011, by the Prime Minister of the Government.

Note 2. *The overall plan for the development of physical education and sports in schools in the period from 2016 to 2020, with a vision towards 2025* in Decision No. 1076/QĐ-TTg dated June 17th, 2016 by the Prime Minister of the Government.

Note 3. Circular No. 25/2015/TT-BGD&ĐT dated October 14th, 2015 by the Ministry of Education and Training on *Regulations on the Physical Education curriculum in university-level training programs*.

Note 4. Decision No. 203/QĐ-TĐTT dated January 31st, 1998 by the Ministry of Higher Education and Vocational Training on the Citizenship Education program in universities and vocational high schools.

Note 5. Vu Thai Hong, Duong Nghiep Chi, Luong Kim Chung (2010), *Sociology of Physical Education and Sports*, Publisher of Sports and Physical Education, Hanoi.

Note 6. Pham Dinh Bam, Dang Dinh Minh (1998), Textbook *Management of Physical Education and Sports*, Publisher of Sports and Physical Education, Hanoi.

Note 7. Dong Van Trieu and colleagues (2000), Textbook *Theory and Methods of Citizenship Education*, Publisher of Sports and Physical Education, Hanoi.

Note 8. Decision No. 53/2008/QĐ-MoET, *Regulation on the evaluation and grading of physical fitness of students*, dated September 18, 2008 by the Ministry of Education and Training.

Note 9. Circular No. 25/2015/TT-BGDĐT, *Regulations on physical education curriculum in university-level training programs*, dated October 14, 2015 by the Ministry of Education and Training.