

Online teaching physical education at Universities in Vietnam – Some problems and solutions

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ABSTRACT: Vietnam's education in recent years has seen a strong shift, the trend of digital transformation in education taking place in all levels of education and disciplines. Especially, under the impact of the COVID-19 pandemic, this trend has strong development conditions. Physical education is a compulsory subject for university students in Vietnam. Online teaching of physical education in the present time is an indispensable requirement in order to achieve the requirements set forth in the curriculum. With the particularity of the subject, physical education in the online form faces some difficulties from physical facilities, interaction between teachers and learners as well as teaching and competition organization activities

Keywords -online teaching, physical education, solutions, higher education in Vietnam.

I. INTRODUCTION

Currently, along with the strong development of science and technology, education and training in Vietnam is tending to shift strongly from traditional education to a modern education. One of those manifestations is the application of technological achievements in teaching and learning. The digital transformation in education takes place in all subjects and levels, especially in the past time, due to the impact of the COVID-19 pandemic, face-to-face teaching has been forced to switch to interwoven with other subjects online form of learning. Physical education subject has its own characteristics, so in the process of transforming educational forms, online teaching still encounters some difficulties. Within the scope of this article,

II. CONTENTS

1. Teaching online in Vietnam

Vietnamese education in recent years has witnessed a great change from content to teaching methods. This comes from the needs of practice as well as the drastic and strong direction of the Communist Party of Vietnam. In the "Socio-economic development strategy for 10 years 2021 - 2030" that the Communist Party of Vietnam proposed at the 13th National Congress of the Party (2021) emphasized: "Speed up the implementation of change. Fundamentally, comprehensively and improve the quality of education and training, focusing on modernizing and changing education and training methods, especially higher education and vocational education" [1, p. 221]. The change in educational methods is associated with digital transformation to create a breakthrough in teaching quality and effectiveness. Online teaching has appeared in Vietnam for nearly 20 years and has especially flourished in the last 2 years.

In the past, in Vietnam, online training mainly took place at the university level and to meet the needs of families for private tutoring. According to a published survey, in Vietnam there are up to 32.0% of primary school students attend private tutoring, at the lower secondary and upper secondary levels, the rates are 46.0% and 63.0%, respectively. [2, p.7]. Online training became popular when the Covid-19 pandemic prevented students from going to school in person. This situation started in the first months of 2020 and still happens quite continuously. Up to now, there has been no conclusion that mass online teaching will end. That means that teachers and students will continue to have to study on online platforms to meet the training time requirements. Online teaching is a formalized and popularized method based on practical situations and normative documents. Most recently, the Ministry of Education and Training has issued Circular No: 09/2021/TT-BGDĐT "Regulations on management and organization of online teaching in general education institutions and regular

educational institutions". It stipulates: "Online teaching is a teaching activity conducted on an online teaching system" and "Online teaching replaces face-to-face teaching at a general education institution is a real form of online teaching show the entire content of a lesson or topic in a general education program to replace teaching that lesson or topic directly at a general education institution" [3]. Attending online classes is mandatory for students to replace face-to-face learning. Learning outcomes are assessed and recognized as in direct teaching. Pioneering in online teaching is the university system in Vietnam. Unlike other grades, students are mostly from the same locality.

2. Physical education in Vietnamese universities

Physical training in schools is regulated in Decree 11/2015/ND-CP Regulations on physical education and sports activities in schools. Whereby, "Physical education in schools is an educational content, a compulsory subject, belonging to the educational program of all levels and training levels, in order to equip children, pupils and students with knowledge and basic motor skills, form exercise and sports habits to improve health, develop physical strength and stature, and contribute to the achievement of comprehensive educational goals. [6]. With the goal of improving health and developing physical fitness, physical education is a compulsory content in all educational levels of the Vietnamese national education system. Depending on the level of education, the physical education program has different regulations. For higher education, "Directors of universities, institutes and university principals are responsible for formulating, evaluating, and promulgating the school's training program, including the Physical Education subject program according to regulations of the Minister of Education and Training" [6]. Universities are free to develop physical education programs according to the regulations of the Ministry of Education and Training based on some training practices and the school's physical conditions.

Besides, other sports activities in the school are also encouraged such as voluntary activities in the form of extra-curricular activities, fitness clubs, sports, groups, individuals suitable to interests, gender, etc. personality, age and health, in order to improve motor skills, support the realization of physical education goals through the forms of practice, sports competition, and create conditions for students to practice exercise the right to have fun, entertain and develop sports talents; discovering and fostering sports talents and talents. This activity is regulated under Decision No. 72/2008/QĐ BGDĐT on "Regulations on organization of extracurricular sports activities for pupils and students". Whereby, "Encourage students to practice daily outside of school hours (extra-curricular) sports according to their individual interests (athletics, gymnastics, ball games, badminton, shuttlecock, chess, etc.) martial arts, wrestling, swimming, etc.). Contents of physical fitness test and assessment, sports included in the competition program of the Phu Dong Health Association, the Student Sports Festival and the physical education activity programs of the education sector; Organize for students, students to practice ethnic sports and games according to local conditions" [7].

In recent years, physical education has been increasingly interested by the Party and State of the Socialist Republic of Vietnam in order to achieve the goal of developing Vietnamese people to develop comprehensively. Resolution No. 08/NQ-TW of the Politburo "On strengthening the leadership of the Party, creating a strong development in physical training and sports until 2020": pointed out: "Developing physical training and sports is an objective requirement of society, in order to contribute to improving the people's health, fitness and quality of life, the quality of human resources; educating the will and morality, building a healthy lifestyle and cultural environment, contributing to consolidating the great unity of the whole people, expanding friendship and international cooperation; at the same time, it is the responsibility of all levels of Party committees, authorities, mass organizations, social organizations and each citizen, to ensure the development of physical education and sports." [8]. The investment in physical education and sports activities is defined as investment in people, for the development of the country.

3. Some difficulties when teaching physical education online

Before the far-reaching effects of the COVID-19 pandemic, education has had a shift from traditional face-to-face learning to online in response to a prolonged pandemic. According to the summary of the Ministry of Education and Training, as of September 12, 2021, the whole country has 26/63 provinces/cities that are studying online (some provinces only study online in certain regions, some do not. ways but still high risk for online learning), with the number of students studying online is estimated at 7.35 million students [9]. For the subject of Physical Education, changing the form of learning is inevitable. However, due to the nature of the subject, online teaching for this subject still has some limitations:

Firstly, physical education is a type of education whose specific content is teaching movement and the intentional development of human motor qualities. The activity of teaching movements aims to form in learners motor skills, the ability to apply them in practice. Therefore, organizing activities, equipping knowledge and forming motor skills (skills to perform exercises, movements and motor games ..) through teaching movements and organizing activities movement, helping learners form and develop basic physical qualities such as: fast, strong, durable, dexterous, flexible; Adaptability of the body, motor memory, helps students form and develop physical qualities. When applying online teaching, students need to have accompanying conditions such as

study space, exercise shoes, clothes, computers, tablets, phones must be placed, to match.... For students, it is still difficult to arrange for lecturers to observe the learning process due to lack of equipment and limited internet access. In addition, due to the impact of the pandemic, with the government's distance and isolation requirements, students can almost only stay at home or in a limited space to attend classes, leading to a multi-faceted situation. Some students can only observe the lecturer's modeling activities but cannot practice the movements, leading to low efficiency in the lesson.

Secondly, physical education is divided into two separate aspects, teaching movement and educating the qualities of movement. With target to contribute to the development of the comprehensive and specific capacity of each student, and at the same time contribute to the improvement of the ability to achieve physical and sports achievements for students, physical education and sports. quality towards the process of training students' ability to achieve achievements in sports; Develop physical qualities and functional state of the body; Develop the ability to coordinate movements; Developing psychological capacity for children, ready to strive in sports practice and competition; Developing cooperation capacity in physical training and sports activities. For theoretical content, lecturers can give presentations for students to absorb, but with instructions on movements, especially content need interaction such as football, volleyball, badminton... it's almost impossible for students to practice. This makes it very difficult to conduct teaching and learning to achieve the set goals.

Thirdly, when conducting physical education activities, due to the impact on the muscles and nerves, correct posture adjustment is a very important job that teachers must undertake to ensure the effectiveness of the subject as well as the health of students. When going to class, the teacher plays the leading role. The interaction between teachers and learners creates the best pedagogical conditions for the teaching and learning process. Movement classes require close monitoring by the instructor to determine the appropriate amount of exercise for each subject and to prevent injury. However, with online teaching, lecturers cannot observe the entire learning process as well as comprehensively the operations, so it is difficult to adjust for students.

Fourthly, online teaching will almost limit extracurricular practice, organize games and competitions in sports. The peculiarity of physical education is that besides teaching and training for each individual, extracurricular practice, participation in competitive activities hold an important position, contributing to supplementing and strengthening the effectiveness of mainstream physical education in schools. In addition, these activities also contribute to creating a healthy, vibrant, rich, joyful, optimistic new lifestyle, eliminating the empty, tasteless, and indulgent life in electronic games or games, unhealthy activities of students during idle hours. Extracurricular physical education activities help students to form good moral qualities, necessary for physical activities as well as in life. Games and sports competitions aimed at promoting the creativity, quick wits and ingenuity of players due to the frequent and unexpected changes of situations in the game progress forcing players to solve tasks in a short time; In competition, the cooperation between people on the same team helps learners to have a spirit of solidarity, calmness and humility in the race. That creates a high emotional level that affects the expression of personal moral qualities. Competitive factors in the competition process, as well as the conditions of organization and conduct of the contest (determination of winners, reward according to results achieved, recognition of socially significant achievements, gradual elimination of those weaker through the levels of the championship) will create a psychological emotional background, especially increase the effect of physical exercise and can maximize the capacity of body functions, in addition also express relationships of responsibility to help each other in competition to achieve the common goal of winning. Online teaching limits opportunities for exchange and cooperation among students. This also limits the teaching effectiveness of physical education in schools.

4. Solutions to improve the effectiveness of online teaching of physical education

Firstly, strengthen the development of digital infrastructure for synchronous, unified and long-term online teaching. In order that online teaching is no longer a temporary solution but becomes a method for students to choose in the learning process, equipping essential equipment such as computers, network transmission lines, the preparation of digital infrastructure, network infrastructure, information technology equipment; transmission lines, internet services for lecturers and students play an important role. In fact, network infrastructure, information technology equipment such as computers, cameras, printers, scanners, transmission lines, Internet services of schools, lecturers and students - especially for students in remote areas, disadvantaged areas... are still lacking, backward, not synchronized, many places have not met the requirements for teaching and learning. In order to have a synchronous and effective digital infrastructure for online teaching, it is necessary to have timely and appropriate policies from the State as well as to mobilize social resources to join hands to support terminal equipment and participate in providing systems and solutions to meet digital transformation requirements.

Secondly, adjust the content, teaching methods and assessment methods to suit online teaching. With the limitations of the yard, direct interaction, the lecturer needs to choose the teaching content suitable to the practical conditions of the students with the goal of developing the physical qualities of sports in life. ; Forming practice habits, improving motor skills, perfecting and improving motor skills, meeting the requirements of

modern life. Teachers need to encourage students to form regular exercise habits to develop physical fitness, and at the same time, they can choose to participate in appropriate physical activities to improve physical qualities instead of imposing certain limits for subjects that are not suitable for practice. When there is an adjustment to the teaching content, the assessment method must also change so that it can both promote the learner's initiative and assess the physical factors of the students.

Thirdly, strengthen the building of digital data warehouse for teaching physical education in universities. The construction of a digital data warehouse aims to contribute to improving the efficiency of teaching and learning activities, forming a digital data warehouse for students to use in the learning and training process. Digitized lectures should diversify forms and methods of practice through a variety of movement activities and sports, and at the same time focus on teaching safety skills in physical exercise and sports for students. The construction of a digital data warehouse needs to be scientific, suitable for the needs and physical characteristics of the learners. Through digital lectures, lecturers need to help students promote their positivity, self-discipline, initiative and creativity in training their self-study, self-practice, self-experience, and self-development capabilities to meet the requirements of the subject as well as to serve their own specific goals.

III. CONCLUSION

Physical education in the form of online is an urgent requirement given the actual situation of Vietnam at the present time. With the specific characteristics of the subject such as factors such as playing field, interaction, the adjustment role of lecturers, online physical education is still quite limited, affecting the training effectiveness as well as causing problems for teachers and learners. In order for online education to be not only a temporary solution but also to become an official teaching method in parallel with face-to-face teaching, it is necessary to have comprehensive solutions coming from digital infrastructure and content innovation, teaching methods and assessment methods are suitable for the learning form as well as the aspirations and capacity of the learners. In addition, building a digital data warehouse plays a key role in the digital transformation process in physical education.

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