

# Current Situation of Teaching Methods and Organization of Main Times of Physical Education Teachers of Foreign Trade University

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Received: 03 Jul 2022; Received in revised form: 29 Jul 2022; Accepted: 04 Aug 2022  
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## Abstract

*The study assessed the actual situation of teaching methods and organization of the main course of physical education of lecturers of Foreign Trade University. The research results will serve as a basis for applying measures to improve the learning efficiency of physical education for students at Foreign Trade University, contributing to improving the quality of physical education work in the school.*

**Keywords—** *Teaching methods, Physical education subjects, Methods of organizing lessons.*

## ARTICLE SOURCE

The article is excerpted from the scientific research topic: "Research and application of measures to improve the learning efficiency of physical education for students of Hanoi Foreign Trade University". Thesis of Doctorate in Education - Institute of Sports Science.

### I. ASKING THE PROBLEM.

Physical education is a compulsory subject in the training program, one of the basic factors to ensure the effective work of Physical Education is the facilities, staff, teachers, and training program. The training must be suitable and meet the needs, receptive ability, motor capacity, interests, aspirations, and health level of learners. In the process of teaching the subject of Physical Education to students today, it has met the training needs and the quality of training, which is reflected in the students' learning results achieved through the training courses. end-of-course exam. However, in the process of teaching and organizing physical education classes, there are still many difficulties in terms of facilities and teaching facilities. On the other hand, students' awareness, motivation, and attitude to study are still not good, especially the flexible combination of teaching methods of lecturers, which are heavy on experience and single-use methods. if there is a combination, the teaching methods are not optimized, not scientific, so students are not aware of the importance of health, have not created a sense of

regular exercise and sports, psychology is afraid of studying the subject of Physical Education, considering the subject of Physical Education is just a secondary subject.

Faced with that situation, it is necessary to have measures to innovate teaching methods and methods of organizing physical education lessons to improve learning efficiency for students. The content of the article conducts a general assessment of the current situation of teaching methods and organization of the main course of the physical education course of physical education teachers, as a basis for the application of measures to improve efficiency. Studying Physical Education for students of Foreign Trade University.

### II. RESEARCH RESULTS AND DISCUSSION

#### 2.1. Actual situation of teachers' teaching methods of physical education subject.

To assess the current situation of using teaching and practicing methods in the main class of the physical education course for students of Foreign Trade University, the study conducted interviews with 08 officials and lecturers at the Center for Physical Education and Training. Physical Education and Sports of Foreign Trade University on the current situation of using teaching and practicing methods in the main class of the physical education course. The results are shown in Table 1.

The percentage of trainers using different teaching and training methods, especially the percentage between the interval training method and the circular training method is not uniform, in other words, The circular practice method has not been used much in the teaching process to improve the learning efficiency of physical education for students, while other teaching methods are still very important.

Thus, only a brief review of the curricula, materials, and teaching plans has shown the heterogeneity and lack of focus in the use of methods.

- The group of traditional methods of teaching and practicing in teaching physical education subjects have been used regularly by lecturers (although there is a heterogeneity in the level of use in all methods), but teaching and training methods for students in physical education classes have been used regularly by 75.00% of lecturers (especially the integrated training method and the physical education method). In circular practice, the number of lecturers who do not use and rarely use it is quite high - from 37.50% to 50.00%.

Table 1. Survey results of current use of teaching methods - exercise of teachers in physical education courses for students of foreign universities (n = 8)

Group of teaching methods	Specific teaching and training methods	Interview result					
		Frequent		Useless		Do not use	
		n	%	n	%	n	%
Group of training methods with strict norms	The method of continuous steady repetition	7	87.50	1	12.50	-	-
	Steady Intermittent Training Methods	6	75.00	2	25.00	-	-
	Training methods are constantly changing	6	75.00	2	25.00	-	-
	Intermittent Variation Training Method	7	87.50	1	12.50	-	-
	Integrated training method	5	62.50	2	25.00	1	12.50
	Circle training method	4	50.00	3	37.50	1	12.50
Group of training methods with partial norms	Game method	7	87.50	1	12.50	-	-
	Competition method	6	75.00	2	25.00	-	-
Group of methods using words and visual media	Method of using words	8	100.0	-	-	-	-
	Methods of using visual media	8	100.0	-	-	-	-
Group of active teaching methods in physical education	Group teaching method	-	-	1	12.50	7	87.50
	Training method	-	-	1	12.50	7	87.50
	Game method	-	-	1	12.50	7	87.50

- When considering the group of active teaching methods in physical education, the number of lecturers who do not use it accounts for a relatively high percentage (87.50%), only 1/8 of them said that it is rarely used in teaching. physical education subjects for students (accounting for 12.50%). This is one of the groups of active teaching methods, to help students grasp the content of the lecture, acquire movement techniques, as well as exercise better.

**2.2. The actual situation of the teacher's method of organizing the main course of the physical education course.**

Intending to find out the evaluation opinions about the regular hours of the physical education course of students at Foreign Trade University, the study conducted a survey to assess the opinions about the regular hours of the physical education course through images. indirect interview form. The survey and interview subjects of the thesis are 2420 students currently studying at Foreign Trade University. The content of the interviews with students included: Students' opinions about the regular class hours; Factors affecting the results of physical education lessons. The results obtained as shown in Table 2 show that:

Table 2. Survey results of student's opinion of foreign trade university college schedule times

No	Interview content	First-year (n = 807)		Second year (n = 802)		Third year (n = 811)		Total (n = 2420)	
		n	%	n	%	n	%	n	%
1.	<b>Motivation for exercise:</b>								
	- Desire.	346	<b>42.87</b>	378	<b>47.13</b>	331	<b>40.81</b>	1055	<b>43.60</b>
	- Realize the effects of physical training.	242	<b>29.99</b>	221	<b>27.56</b>	314	<b>38.72</b>	777	<b>32.11</b>
	- Obligatory.	84	<b>10.41</b>	55	<b>6.86</b>	46	<b>5.67</b>	185	<b>7.64</b>
	- Unconditional.	135	<b>16.73</b>	148	<b>18.45</b>	120	<b>14.80</b>	403	<b>16.65</b>
2.	<b>Evaluation of internal lessons:</b>								
	- Provide knowledge about the sport.	642	<b>79.55</b>	654	<b>81.55</b>	648	<b>79.90</b>	1944	<b>80.33</b>
	- Technical equipment for sports.	605	<b>74.97</b>	617	<b>76.93</b>	611	<b>75.34</b>	1833	<b>75.74</b>
	- Improve health.	336	<b>41.64</b>	348	<b>43.39</b>	342	<b>42.17</b>	1026	<b>42.40</b>
	- Exciting class time.	434	<b>53.78</b>	446	<b>55.61</b>	440	<b>54.25</b>	1320	<b>54.55</b>
	- Class time is dry.	34	<b>4.21</b>	46	<b>5.74</b>	40	<b>4.93</b>	120	<b>4.96</b>
	- Not enough yard for tools.	785	<b>97.27</b>	797	<b>99.38</b>	791	<b>97.53</b>	2373	<b>98.06</b>
3.	<b>Factors affecting the regular physical education class time:</b>								
	- Due to yard conditions.	355	<b>43.99</b>	326	<b>40.65</b>	401	<b>49.45</b>	1082	<b>44.71</b>
	- Due to teacher qualifications.	66	<b>8.18</b>	76	<b>9.48</b>	54	<b>6.66</b>	196	<b>8.10</b>
	- Lack of exercise equipment.	352	<b>43.62</b>	311	<b>38.78</b>	314	<b>38.72</b>	977	<b>40.37</b>
	- Not having enough training equipment	34	<b>4.21</b>	89	<b>11.10</b>	42	<b>5.18</b>	165	<b>6.82</b>

- The motivation of students to exercise is mainly due to their interest in sports (1055 comments, accounting for 43.60%), while the number of opinions believe that physical exercise has a good effect on physical training. force (777 votes, accounting for 32.11%).

- When looking at the evaluation opinions about the regular class time, it was found that the perception of the position and the role of the internal class time of the majority of the students was: Providing knowledge, about physical training and sports only accounted for 80.33%, sports technical equipment accounted for 75.74%, health improvement accounted for 42.40%. In contrast, up to 65.58% of the students surveyed assessed that the internal class time was dry, rigid, and unattractive to stimulate students to practice, especially 2373 comments that said that the class time do not have enough conditions for equipment yards to meet training and learning (accounting for 98.06%).

- Regarding the factors affecting the regular physical education hours, most of the opinions focused on the factors due to the unsafe conditions of the yard (1082

votes, accounting for 44.71%) lack exercise equipment (977 selected opinions, accounting for 40.37%). Through direct discussion with the students, it was found that due to the unsatisfactory conditions of the yard and lack of exercise equipment, during the lessons, the number of students participating in the practice was not much. In other words, the density of movement during physical education lessons is not high. This is one of the causes that directly affect the quality and effectiveness of physical education lessons in schools today.

### 2.3. Actual situation of activity density in physical education class of students at Foreign Trade University.

The study was conducted to assess the actual status of the activity density of students at Foreign Trade University during the main hours of the physical education course. The density of exercise in physical education lessons is the ratio of time spent doing exercises to the total time of exercises, this is an important factor determining the effectiveness of physical education learning for children. student. The practice of physical

education has shown that, during physical education lessons, instructors and coaches can adjust and control their teaching process by professional measures. such as changing the amount of exercise, volume, intensity, method of organizing lessons, etc.) to achieve the highest efficiency. For that purpose, the study conducted

pedagogical observations of students' regular training sessions in several subjects: 1) Compulsory course: Aerobic exercise; 2) Elective courses: sports dance, table tennis, and badminton. Thereby recording the movement density index of the physical education class to assess the actual activity density of students.

Table 3. Results of surveying activity during in teaching times for physical education students of foreign trade university

No	Subject	Movement density by subject											
		Aerobic gymnastics			Sports dance			Badminton			Ping pong		
		Startup (15 phút) ( $\bar{x} \pm \sigma$ )	Basic part (65 phút) ( $\bar{x} \pm \sigma$ )	Dynamic density (%)	Startup (15 phút) ( $\bar{x} \pm \sigma$ )	Basic part (65 phút) ( $\bar{x} \pm \sigma$ )	Dynamic density (%)	Startup (15 phút) ( $\bar{x} \pm \sigma$ )	Basic part (65 phút) ( $\bar{x} \pm \sigma$ )	Dynamic density (%)	Startup (15 phút) ( $\bar{x} \pm \sigma$ )	Basic part (65 phút) ( $\bar{x} \pm \sigma$ )	Dynamic density (%)
1.	University course 59	5.16±0.77 34.40	23.16±3.47 35.63	35.02	5.33±0.80 35.53	23.45±3.52 36.08	35.81	5.03±0.75 33.53	22.05±3.31 33.92	33.73	4.13±0.62 27.53	20.38±3.06 31.35	29.44
2.	University course 58	5.32±0.80 35.47	24.11±3.62 37.09	36.28	5.46±0.82 36.40	24.89±3.73 38.29	37.35	5.11±0.77 34.07	23.19±3.48 35.68	34.87	5.05±0.76 33.67	21.13±3.17 32.51	33.09
3.	University course 57	5.03±0.75 33.53	23.07±3.46 35.49	34.51	5.83±0.87 38.87	24.17±3.63 37.18	38.03	5.23±0.78 34.87	23.21±3.48 35.71	35.29	4.98±0.75 33.20	22.01±3.30 33.86	33.53
4.	University course 56	5.77±0.87 38.47	25.16±3.77 38.71	38.59	5.87±0.88 39.13	25.56±3.83 39.32	39.23	5.16±0.77 34.40	24.02±3.60 36.95	35.68	5.01±0.75 33.40	23.32±3.50 35.88	34.64
	$\Sigma$			<b>144.39</b>			<b>150.41</b>			<b>139.56</b>			<b>130.70</b>
	$\bar{X}$			<b>36.10</b>			<b>37.60</b>			<b>34.89</b>			<b>32.68</b>

The study conducted observations in 4 university courses in training sessions with the number of observation sessions being 10 training sessions/course. The physical education class time of students according to the teacher's compiled lesson plan takes place from 90 to 105 minutes, distributed as follows: 5-minute preparatory part, 15-minute warm-up part, and basic part. 65 minutes and the ending 20-25 minutes. Based on the above division, observations were conducted simultaneously for the regular physical education class. The measuring instrument is a high-precision stopwatch, with pre-division observation forms for recording results. The time values are converted to minutes, respectively the warm-up part is 15 minutes and the base part is 65 minutes. From there, it is possible to calculate the activity density of the main physical education classes of students.

The results obtained as shown in Table 3.3 show that: The density of movement in physical education lessons for students (Aerobic subjects, sports dancing, table tennis, and badminton) is very low. (under 40%),

specifically: In aerobic exercise, the density of movement was obtained from 34.51% to 38.59%; in sport and dance, the density of movement was obtained from 35.81% to 39.23%; in badminton, the density of movement was obtained from 33.73% to 35.68%; In table tennis, the density of movement was also obtained from 29.44% to 34.64%. On average, the density of movement in the above subjects students reached 32.68% to 37.60%. The lowest is in table tennis and badminton, while aerobics and dance sports have a higher level of activity. This can be explained that the density of movement in badminton and table tennis lessons depends largely on the conditions of the yard and training equipment, this result is completely consistent with the above statement.

Thus, the implementation of the content of the physical education program of the lecturers at the Center of Physical Education and Sports of Foreign Trade University has not been thorough. have not met the tasks and requirements of physical education work in schools. Just stopped at the level of equipping students with skills

to perform movement techniques in some sports, not providing enough knowledge and scientific basis for physical education for students to know using physical skills. Using physical exercises as a means of training and developing physical qualities, and strengthening health, as well as having no policy to encourage lecturers to organize self-training activities for students. members and guides to organize those activities well.

### III. CONCLUSION

Although the physical education work for students of Foreign Trade University is ensured by the regulations of the Ministry of Education and Training, there are still some basic shortcomings such as the implementation of the educational subject program. physical exercise is not thorough; do not attach importance to extra-curricular activities and sports; unsatisfactory physical conditions; there has not been appropriate encouragement for staff, lecturers, and students in physical education work; teaching methods and organization of regular physical education classes are not appropriate. That has led to the low average activity density in the regular physical education class of students (reaching from 32.68% to 37.60%); influencing students' academic performance in physical education.

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