

# Solutions For Improving Quality Of Physical Education Of Students At The University Of Fire - VietNam

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**Abstract:** Through the assessment of the actual status of physical education at the University of Fire (UOF) in the recent years, although it has met some certain requirements, but there has still been the existence of many limitations, and has not brought into play its functions. In order to promote this work, we have delved the actual situation, built up and organized the experimental application of some solutions. The initial assessment of the experiment has shown that some proposed solutions have achieved relatively satisfactory results and can be widely applied to improve the quality of physical education in the University of Fire.

**Keywords:** Physical, education, University of fire, people's public security.

## 1. Introduction

Physical education is one of the comprehensive educational goals of our Party and State, and it is within the national education system. Physical education is understood as: "The pedagogical process is intended to help educate and train the young generation to perfect physical fitness and personality, improve working ability and prolong human life-span". Physical education as well as the other types of education is a pedagogical process with its full characteristics, plays a decisive role of a pedagogue, and the pedagogue's activities organization is suitable for students and subject to pedagogical principles. Physical education is divided into two relatively independent sides: Teaching movements and educating physical qualities. In the educational system, the typical contents of physical education is associated with education, intellectual education, moral education, aesthetic education and labour education. Physical education as well as the other types of education is a pedagogical process with its full characteristics, plays a decisive role of a pedagogue, and the pedagogue's activities organization is suitable for students and subject to pedagogical principles. Physical education is divided into two relatively independent sides: Teaching movements and educating physical qualities. In the educational system, the typical contents of physical education is associated with education, intellectual education, moral education, aesthetic education and labour education [1-2]. Physical education is a field of social sports and physical fitness with the task of developing comprehensively physical qualities and on that basis developing physical abilities, ensuring to perfect physical fitness, consolidate health efforts formed according to the system and implementation to perfect at a necessary level the important skills and techniques for life. At the same time, the physical education programme in the professional universities, colleges and high schools aims to solve the tasks of equipping students with knowledge, skills and physical training for learners and students. This task is more and more interested in the universities and schools belonging to People's Public Security because besides the task of professional learning, the physical health in such universities and

schools has a decisive significance for implementing tasks in the future [3-4]. In which, the University of Fire also highly appreciates this task in the process of training students and learners of the university. In the People's Public Security Universities in general, the University of Fire in particular, Major of Physical Education is in charge of the main regular physical education (PE) lessons are officially covered by the group of physical education, while the physical and sports activities and the other extracurricular activities are handled by other functional units. Physical education of the UOF compared to the other universities is relatively hard, meanwhile material facilities serving learning physical education subjects are still limited, the teachers scattered to teach at 3 campuses of the university also affect significantly on the quality of teaching physical education subjects in the UOF. However, the students are entitled to live and eat jointly, which is also a favourable condition to carry out the self-study process in extracurricular physical education lessons, which partly facilitates the development of physical fitness for students. During the training process, the University of Fire has always ensured the strict implementation and fully completed the contents of the physical education curriculum in accordance with the curriculum content stipulated by the Ministry of Public Security. However, through the assessment of the current status of implementing physical education of the UOF in the present stage, there are still certain limitations such as: The time fund for the main regular lessons of physical education (5 credits) is still small compared to the curriculum content that must be taught, so the quality of students' study is generally not high. Students' awareness of learning contents of physical education is also considered lighter than learning syllabus contents of the other subjects. Students' positive sense and self-consciousness about participation in extracurricular activities on physical training are also limited. Extracurricular activities only focus on practicing compulsory syllabus contents such as: Martial arts, commanding... and not much time is spent on extracurricular activities. The coordination in management and organization of extracurricular

activities there still has many inadequacies such as: There is no detailed implementation program and specific responsibility assignment plan. Currently, teachers' teaching methods and organizational forms of physical education classes are still monotonous, stereotypical, mechanical, passive to remember, without using reasonably facilities or teaching aids and do not promote students' positivity (students mainly follow the orders and instructions of the teachers) [5]. The team of physical education teachers has increased in both quantity and quality, but in front of the rapid increase in training scale, the teaching staff of physical education has not been able to meet the practical requirements and the teaching quality improvement of physical education has been greatly affected. On the other hand, the physical education teachers are mostly young and have been recruited from outside into the people's police force, so they do not have much experience in teaching. The facilities, equipment, tools and conditions to ensure the general physical education of the UOF are relatively adequate to serve well for the main course lessons of physical education as well as for extra-curricular activities. However, at present, facilities conditions and sports works have been renovated, but they are in a beginning state of degradation, and in need of adequate investment and upgrade to ensure the effective use of the existing works. Financial funding for main course of physical education and extracurricular activities has increased year by year, but due to the rapid increase in the number of students, the above budget cannot meet fully the required practical demands. On the other hand, the use of financial fund is also spreading, has no focus and not appropriate for the key focus, which has led to the results of the use that are now still not highly effective. The number of students in each course has keeps increasing steadily over the years, but the learning result of physical education still maintains the highest rate of students achieving grades at the good level and changes relatively stably over 30%. The problem in need of being concerned now is that the number of students achieving weak grades tended to increase about 4-5% in the recent years (2016-2017). Among the annual test results of physical training standards, the students passed the test achieved the highest rate of 70% in the academic years (2012-2013) and tended to decrease by 62% in the academic year 2016-2017. The excellent rate accounted for only 4-6% over the academic years. The number of students who failed the test occupied the lowest rate and there was an improvement according to the declining trend, though it was not much.

## 2. Current status of Physical Education at the University of Fire

Through the training practice of Physical Education at the UOF in a few past years. The Major of Physical Education at the University of Fire has basically identified the main causes affecting the training efficiency of the physical education at the university. However, in order to have objective information, we have conducted the interviews to get response from 100 management staff, lecturers and students in the UOF to determine the impact level on training quality of physical education at the university. Through Figure 1, the cause can be categorized into three groups of influences:

The first group is the main causes that account for a high ratio among the 8 contents of the reason assessment in which the input health of students accounts for 20%, followed by 18% of opinions showing that the contents of extracurricular sport and physical activities are not suitable, and the time duration spent on regular physical education course still lacks accounting for 16%. The second group is the causes with the medium influence: The students' awareness of physical education is still limited, accounting for 15%. Due to the shortage of facilities and training equipment accounted for 12%, the teaching methods and classes organization forms accounted for 7% and finally, it is the group of secondary causes: Because of the coordination between functional departments accounted for 7% and the inappropriate timetable arrangements accounted for 5%.

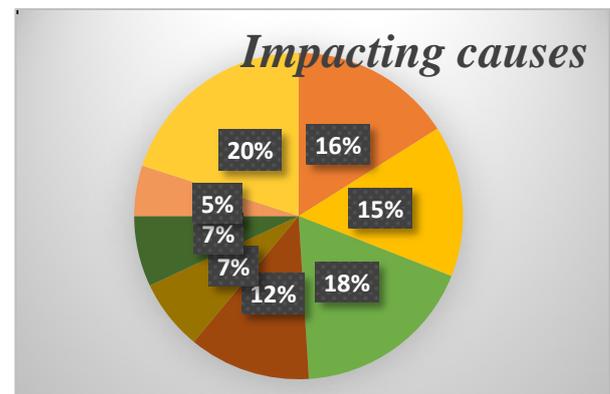


Figure 1. Causes impacting on the Physical Education

- ✓ The time duration spent on main regular physical education is still small
- ✓ Students' awareness of physical education is limited
- ✓ Extracurricular sports and physical training activities have not been professional and methodical
- ✓ Lack of the facilities and equipment for physical training
- ✓ The team of young physical education teachers do not have much teaching experience.
- ✓ Not suitable timetable arrangement
- ✓ Lack of the coordination among the functional departments
- ✓ Students' input physical status

## 3. Results and Discussion

Through analysing the causes leading to the training reality of Physical Education of the University of Fire, the author has conducted a research on building up and getting opinions from 100 experts, management staff and teachers of Physical Education in the university about the solutions group through the interview way with the questionnaire. According to the results of the interview, all 10 out of the 10 solutions that have been surveyed have achieved the rate of over 50% of the agreed votes at the necessary and very necessary levels, specifically presented through the Table 1

**Table 1 .** Proposed solutions to improve the teaching quality of Physical education

No.	Content for assessment	Current	Proposal	Ratio %
1	Increasing the time duration spent on regular physical education course	5 credit	6 Credit	80.4
2	Finalizing facilities and training equipment	In use	Amendment, investment	69.2
3	Diversifying the curriculum contents of regular physical education course and extracurricular sports and exercises activities with the guidance of fitness staff.	Few clubs	Establishing more clubs	66.4
4	Innovating teaching methods and classes organizing forms	Following the instructions	Being positive, self-conscious	55.3
5	Propagating and raising students' awareness of physical education, launching emulation movements on practicing doing sports and exercise.	Under implementation	More activities	52.6
6	There are policies to support training to improve the qualifications of lecturers and fitness staff among students	No available incentive policies	Training, advancing	47.2
7	Enhancing the coordination between functional departments	Under implementation	In continuance	34
8	Strengthening the attention and interest in physical education by the leaders levels	Under implementation	In continuance	26.5

In respect of the first group of solutions, increasing the time duration spent on regular physical education course, which is a highly appreciated solution among the groups of proposed solutions. Increasing the time duration spent on physical education will ensure the improvement of the quality of the subjects in physical education. As a great number of subjects are offered meanwhile the time duration is not enough for students to study both theory and practice. The second set of solutions is to improve facilities and training equipment For physical education, the optimal use of equipment, training tools and visual teaching aids (setting up regulations on the use of equipment, tools and sports yard equipment, the system

of visual teaching aids) is extremely important. If equipment and facilities are well-equipped, they will allow students and faculty to exploit during the main and extracurricular periods of the courses. Besides, it is necessary to upgrade facilities serving main and extracurricular activities of the courses: Increasing investment in facilities, renovating and upgrading material and technical facilities in service of sports and physical training activities (construction, renovation, repair, upgrade of sports training grounds, gymnasiums and fitness -bodybuilding gyms are given priority, making the most maximum use of existing conditions for serving teaching and main-extracurricular training activities. Creating a "socialization" policy mechanism to effectively exploit physical facilities for serving physical training and sports (propose the principal of the UOF to delegate the power of management and use of facilities serving physical education and sports and physical training). For overtime activities charging fees, priority is offered to officials, students, assigning the whole work, responsibilities, rights to individuals and collectives. The third group of solutions is to diversify the curriculum content of the main regular physical education programs and extracurricular sports and physical training activities with the guidance of physical education staff. In order to implement this solution, it is necessary to strengthen the role of Sports Clubs by establishing and putting such sports club into operation s in the form of socialization (sticking to the plan of the Sports Association of the university and the clubs, which have specific and active regulations and operational programs). Improving the quality of selective sports teams (making plans, training programs, applying new training methods to ensure practicing efficiency of exercises). Organizing sports competitions, examination and friendly sport matches (according to the plan, regularly organizing annual traditional tournament prizes, thereby creating a healthy playground for officials and students). Periodically, once a year organizing a traditional university-wide tournament (alternating between different semesters of sports subjects. In order to organize friendly sports competitions, it is necessary to increase funding for main and extracurricular physical training and sports activities (increasing the allocation of whole funding calculated based on the ratio of studying students for physical education and training centres to ensure funding for teaching - learning, practicing activities - sports tournaments at all levels). The fourth group of solutions, innovating teaching methods and classes organizing forms. Proclaiming training objectives, output standards, requirements, content of subject, test and assessment methods (announcing in public the training program, content, requirements, methods of tests and examination; evaluation criteria for classifying physical fitness on the intranet sites system). Strengthening physical training exercises (to help students develop physical fitness, improve learning outcomes of physical education subject, train discipline, solidarity, collectivism in daily activities and in life). The fifth group of solutions is propaganda and education with an aim of raising the awareness of the position, role and effects of sports and exercises: Enhancing the awareness of the role, position and effects of physical education, sports and exercises in the whole university

(deeply propagating to raise the awareness of officials and students about responsibility for their own health, the young generation's health, especially for the people's public security officers). The sixth group of solutions, having policies on training support to improve the qualifications of lecturers and fitness staff within students. In this solution group, it is necessary to have a mechanism to encourage the improvement of professional skills for teachers of sports and physical education, assign responsibilities to each group, each lecturer, and complete the responsibilities, duties and develop sports and physical training of the UOF. The final solution group is to strengthen the coordination between functional departments in synchronously implementing solutions in order to improve the teaching quality of physical education. At the same time, increasing the interest of the leaders in physical training and sports (leaders at all levels should arrange overtime to participate in practicing at least one sport subject, thereby can model the role of enticing the other officers as well as students to participate in sports practicing activities).

#### 4. Conclusions

Deriving from the practice of constantly innovating and comprehensively improving the overall training quality of the university, in the current stage, it is necessary to propose a number of solutions to improve the quality of physical education in the University of Fire (UOF) with an aims of improving the overall training quality at the UOF as well as at its other campuses.

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