



SITUATION OF THE TEACHING PHYSICAL EDUCATION FOR SEVENTH GRADERS IN THAI NGUYEN CITY FROM THE PERSPECTIVE OF DIVISION IN EDUCATION

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Abstract:

Differentiation-oriented physical education (PE) helps learners participate in learning activities with content and forms suitable to their personal characteristics. Through researching documents, interviews, and pedagogical observations, the project explores the current status of teaching physical education to 7th graders in Thai Nguyen City from the perspective of division in education. The results of this research are an important practical basis to propose measures to organize teaching physical education in a differentiated direction for 7th graders in Thai Nguyen City.

Keywords: differentiation in education, physical education, course plans, lesson plans, teaching organization, testing and assessment

1. Introduction

Differentiation in education is an educational perspective that focuses on the design of educational programs derived from individual characteristics of learners as well as educational institutions, etc. Therefore, building content, forms, and methods of

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education suitable for different learners, and ensuring equal rights to learning opportunities for each learner, is an inevitable trend of education. Physical education is no exception to this trend. In physical education, the point of differentiation needs to be expressed more clearly than in any other field of learning [4], [5].

Physical education in the direction of a differentiated approach is carried out through health classification, practitioner level combined with the selection of content and form of exercise suitable to the conditions of the educational institution. Thereby, learners can choose the content and form of exercise suitable to their individual characteristics [1], [2].

According to author Vu Duc Thu, organizing physical education teaching activities for students can be implemented in 3 basic groups, including: groups with sports talent, basic groups (normal health), and poor health groups. [6]

In a previous research on student characteristics from the perspective of differentiation in physical education, it was shown that 7th graders in Thai Nguyen City (Vietnam) have basic differences in terms of awareness, favorite level, and ability. Students' evaluations of the PE lessons they learned, also have differences. [3].

In this survey, we learn about and evaluate the current status of teaching physical education for 7th graders in Thai Nguyen City from the perspective of division in education. The results of this survey and the results of research on student characteristics [3] will be a practical basis for proposing measures to organize the teaching of physical education in a differentiated direction for students.

2. Research methodology

In the research process, the researchers used the following research methods: documentary research, pedagogical observation, seminar interview, and mathematical statistics.

3. Finding and discussion

We researched teaching records and surveyed the opinions of 45 physical education teachers (directly and by questionnaire) about teaching physical education to 7th graders in Thai Nguyen City from the perspective of division in education. The contents include: teaching plan, lesson plan, teacher's teaching activities, testing, and evaluation activities.

3.1. Current status of the teaching organization plan for teaching Physical Education for 7th graders in Thai Nguyen city

3.1.1 Profile survey results

The teaching plan for Physical Education is developed according to the guidance of the Ministry of Education and Training. Based on the physical education subject program, professional teams, and teachers proactively develop course plans appropriate to learning resources (including textbooks), teaching equipment, and school conditions.

There is only one general plan for all students in the school with basic contents including: Characteristics of the situation, Teaching plan (including program distribution), Periodic inspection and evaluation plan, Plan other contents (if any).

From the teaching plan, teachers compile lesson plans for each period (class time) based on the goals and requirements of the program. The lesson plan includes the following contents: Objectives, Teaching equipment and learning materials, Teaching process. Some of the lesson plans we surveyed have common teaching goals and processes for all students in the class.

3.1.2 Teacher survey results

The results of asking teachers' opinions by questionnaire on the organization of class time and course plans for Physical Education are summarized in Tables 1 and 2:

Table 1: Summary of teachers' opinions on organizing physical education activities for students (n = 45)

No.	Content	Answer	No. of people	Percent (%)
1	Time to organize PE class	In a private lesson	0	0.00%
		Interspersed with classes of other subjects	45	100.00%
2	Determination of optional sports	Selected by the school in accordance with the conditions	37	82.22%
		School orientation combined with 8th grade students' choices	8	17.78%
		By student's choice	0	0.00%
3	Organizing physical education classes	According to administrative classes (common classes for all subjects)	45	100.00%
		Organizing classes according to student level	0	0.00%
		Organizing classes based on elective sports	0	0.00%

According to the results of the teacher survey summarized in Table 1, 100% of teachers said that the time for organizing PE lessons is interspersed with other subjects; regarding the elective sport in the curriculum, the majority (82.22%) of the answers were determined by the school to be suitable for practical conditions; Regarding the organization of the PE class, 100% of the teachers answered that it was organized according to the administrative class (under the common class for all subjects).

Regarding the teaching plan for physical education: most teachers (93.33%) answered that the teaching plan is developed and implemented for all students in the school; a small number (6.67%) develop a general plan for the whole grade but can make small adjustments in each classroom; no one develops separate plans for groups of students with different characteristics (Table 2).

Table 2: Summary of teachers' opinions on the PE plan for students (n = 45)

No.	Content	Answers	No. of people	Percent (%)
1	Teaching plan for Physical Education	Have separate plans for different types of students	0	0.00%
		General plan for the entire school but teachers can make adjustments in each classroom	3	6.67%
		General implementation plan for the whole school	42	93.33%
2	Physical Education lesson plan	Determine goals, content, and tasks for each group of students	0	0.00%
		Objectives, content, and gender-discriminatory learning tasks of students	11	24.44%
		General learning objectives, content and tasks for students in class	34	75.56%

Regarding lesson plans: the majority of teachers (75.56%) determine common learning goals, content, and tasks for all students in the class; A small number (24.44%) differentiate between students' gender; no one develops lesson plans with goals, content, and learning tasks that differentiate students' abilities, levels, and other characteristics (Table 2).

In summary: the plan to organize physical education for 7th graders in Thai Nguyen City has the following characteristics:

- The main physical education classes are held at the same time, interspersed with classes in other subjects. No school has ever organized physical education classes in a separate session.
- Physical education course plans and lesson plans are built in accordance with regulations. However, there is only one common plan for all students. There is no teaching plan and teaching process for groups of students with different characteristics.
- Elective sports are oriented by the school and teachers in accordance with the school's conditions. Students do not have the opportunity to choose their favorite and suitable sport.

3.2. Current status of differentiated physical education teaching activities for 7th graders in Thai Nguyen City

To evaluate the teaching activities of Physical Education subjects towards differentiation for 7th graders in Thai Nguyen City, the project observed a number of class time and surveyed by questionnaire 45 teachers directly teaching. The results summarized in Table 3 show that the level of teachers' application of differentiation viewpoints in physical education classes is still low. As follows:

- Grouping exercises according to ability and level are rarely done by teachers during regular physical education classes. No teacher answered "Frequently" done; 28.89% sometimes do it and up to 71.11% never do it.

- Learning tasks in physical education classes: 46.67% of teachers regularly give general learning tasks for the whole class; 44.44% differentiated learning tasks by gender; and only 8.89% identified tasks for each group with different levels.
- For students whose health condition is not good during practice sessions, the majority of teachers (68.89%) let students "practice" during regular physical education classes; 31.11% for students to absent from school when their health is not guaranteed; no teacher has developed training content suitable for students' health status.
- For students with medical conditions such as disabilities, circulatory, respiratory, or neurological diseases that affect their mobility, the majority (82.22%) of teachers give students "exempt from school" in physical education module; 17.78% require students to "listen for practice" during regular PE classes; No teacher assigns exercise tasks with specific content and format appropriate to the student's medical condition.

Table 3: The application of differentiated views in the PE class of teachers (n = 45)

No.	Content	Answers	No. of people	Percent (%)
1	Group training by level	Frequent	0	0.00%
		Occasionally	13	28.89%
		Never	32	71.11%
2	Set out learning tasks for groups according to level	General tasks for the whole class	21	46.67%
		Tasks in each group	4	8.89%
		Tasks by gender	20	44.44%
3	Students whose health is not good	Absent from school	14	31.11%
		Listen for practice in class	31	68.89%
		Have separate training tasks	0	0.00%
4	Students with disabilities and circulatory, respiratory, or neurological diseases that affect movement	Exempt from school	37	82.22%
		Listen for practice in class	8	17.78%
		Have separate training tasks	0	0.00%

3.3. Testing and assessment activities in physical education for 7th graders in Thai Nguyen City

The current status of testing and evaluating the learning outcomes of physical education subjects of 7th graders in Thai Nguyen City from the perspective of division in education is determined through survey results on determining the purpose of testing and evaluation and methods, the content of testing and assessment that teachers have been using. The topic surveyed 45 teachers of physical education in the area. The following results:

3.3.1 For the purposes of testing and assessing students

Survey results on determining the purpose of testing and evaluating students in the subject of Physical Education are summarized in Table 4.

Table 4: Actual situation of using tools for testing and evaluating of students' learning outcomes (n = 45)

No.	The purpose of testing and evaluating	Answer	No. of people	Percent (%)
1	Helps adjust and innovate teaching forms and methods	Agreement	3	6.67%
		Confused	12	26.67%
		Disagreement	30	66.67%
2	Detect students' efforts, progress and difficulties	Agreement	2	4.44%
		Confused	12	26.67%
		Disagreement	31	68.89%
3	Evaluation to determine the level of student achievement according to the program's requirements	Agreement	45	100.00%
		Confused	0	0.00%
		Disagreement	0	0.00%
4	Evaluation to classify and rank students' level	Agreement	43	95.56%
		Confused	2	4.44%
		Disagreement	0	0.00%

The survey results show that all teachers (100%) responded that testing and evaluating students aims to determine students' learning outcomes according to the requirements of the program; Up to 95.56% of teachers answered "agree" and 4.44% "confused" with the opinion of testing and evaluating for the purpose of classifying and ranking students.

Very few teachers identify testing and evaluation for the purpose of adjusting the teaching process (6.67%); The purpose of evaluating student progress and detecting difficulties students encounter to have timely impacts is also identified by very few teachers (4.44%).

Table 5: Current status of using testing and evaluating methods of students' learning outcomes (n = 45)

No.	Testing and evaluating methods	Usage level	No. of people	Percent (%)
1	Assess students' awareness by interview method	Frequently	2	4.44%
		Occasionally	13	28.89%
		Never	30	66.67%
2	Assess students' perceptions by writing tests (objective test, short essay)	Frequently	0	0.00%
		Occasionally	8	17.78%
		Never	37	82.22%
3	Assess the level of practice by observing students' daily practice activities (take notes)	Frequently	4	8.89%
		Occasionally	14	31.11%
		Never	27	60.00%
4	Evaluation of students' training level through tests of motor ability (sport ability)	Frequently	45	100.00%
		Occasionally	0	0.00%
		Never	0	0.00%
5	Evaluation of records of student's learning products and daily activities	Frequently	0	0.00%
		Occasionally	2	4.44%
		Never	43	95.56%

Regarding the use of testing and evaluation methods for students' physical education learning outcomes: the results of the survey on the use of methods to test and evaluate learning outcomes in physical education are summarized in Table 5.

The results of Table 5 show that the testing and evaluating of students' learning outcomes in PE is mainly done through tests of motor ability (sport ability), 100% of teachers use this method.

Assessing students' awareness using question-and-answer methods and writing tests is rarely used by teachers. For the interview method, only 4.44% of the respondents used it frequently, 28.89% of the teachers used it occasionally, and the remaining teachers did not use it at all; the writing test method is not frequently used by any teacher, only 17.78% of the teachers who answered that they used it occasionally.

Only 4.44% of teachers regularly observe daily practice activities to evaluate students, 31.11% sometimes use them and up to 60.00% of teachers have never assessed students through observing daily practice activities.

In particular, no one has done the assessment through comprehensive records of students' daily learning activities.

In addition to the survey by questionnaire, through direct discussion with teachers, we obtained the following additional information:

- Teachers often only focus on periodic assessments (mid-term and final term) with tests to assess motor ability; The regular assessment is less focused.
- Testing and assessment content is built closely to the requirements of the subject program prescribed by the Ministry of Education and Training and according to textbooks. These extensions are rarely used.

4. Conclusions

The perspective of division in education is still little paid attention and applied in teaching physical education for 7th graders in Thai Nguyen City. As follows:

- The main physical education classes are held at the same time, interspersed with classes in other subjects. No school has yet held a PE class in a separate session;
- The teaching plan and lesson plan for the PE subject are developed in common for all students; Students have not had the opportunity to choose their favorite sport, suitable for themselves;
- During physical education classes, most of the teachers have never grouped by level to organize practice; Training tasks are differentiated only by gender; Students with poor health conditions will be allowed to take a day off from school or listen for practice in class by their teachers, and will not have separate practice tasks; Students with disabilities or circulatory, respiratory, or neurological diseases that affect their physical condition are often exempted from classes or listened for practice in class.
- Testing and evaluating in the subject of Physical Education is mainly aimed at determining students' learning outcomes according to the requirements of the

program; Assessment aims to adjust the teaching process, record student progress, or detect difficulties students encounter to have timely impacts but these are of little interest to teachers.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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