



CHOOSING SOME SOLUTIONS TO IMPROVE THE INTEREST IN LEARNING PHYSICAL EDUCATION FOR STUDENTS AT UNIVERSITY OF FINANCE-MARKETING, VIETNAM

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Abstract:

Using regular scientific research methods in the field of physical education and sports, the topic selects solutions to increase interest in physical education classes for students at the University of Finance-Marketing, contributing to improving the quality of physical education training in the school. On that basis, the topic has selected and built 5 solutions to increase interest in physical education classes for students in accordance with the practical conditions of the school.

Keywords: measures to increase interest in physical education classes, University of Finance-Marketing

1. Rationale

Students' interest in physical education and sports activities is a special attitude of students towards the content and form of physical education and sports activities, due to the attraction and its practical significance for themselves. This is an important factor that determines the effectiveness of physical education for students. In practical conditions at the University of Finance-Marketing, due to the difficult conditions of facilities and training grounds, the number of students is large, the number of physical education lecturers is lacking, and the lack of facilities and training tools leads to low interest in practicing during physical education classes among students, affecting the quality of physical education classes.

Improving students' interest in practicing during physical education classes not only includes the purpose of orienting development and creating good motivation for learners, but also promotes effective improvement of teaching methods, and contributes to improving the quality of physical education in the school. However, this issue at the University of Finance-Marketing has not received adequate attention. Therefore,

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choosing appropriate and effective solutions to enhance students' interest in learning physical education subject is very necessary and urgent.

2. Methodology

In the research process, we use the following methods: analyzing and collecting documents; interviews, discussions; pedagogical observation; pedagogical testing; pedagogical experiments and statistical mathematics.

3. Findings and Discussion

3.1 Choosing solutions to increase interest in physical education classes for students at the University of Finance-Marketing

3.1.1 Legal basis for choosing solutions

Based on the opinions and implementation guidance documents of the Party and State on financial education including:

- Decision No. 53/2008/QĐ-BGDDT dated September 18, 2008,
- Resolution No. 29-NQ/TW issued on November 4, 2013,
- Resolution No. 44/NQ-CP issued on June 9, 2014 of the Government,
- Decision No. 711/QĐ- TTG dated June 13, 2012, of the Government,
- Circular No. 25/2015/BGDDT.

3.1.2. Choosing solutions to increase interest in physical education classes for students at the University of Finance-Marketing

From the above theoretical and practical research, the project has selected 7 solutions to increase interest in physical education classes for students at the University of Finance-Marketing presented in Table 1; for the topic, we conducted interviews with 40 people by scoring on a "Likert scale" (5 levels).

The overall assessment based on the average score was conducted on 5 levels:

- Strongly disagree: from 1.00-1.80 points,
- Disagree: from 1.81-2.60 points,
- Normal: from 2.61-3.40 points,
- Agree: from 3.41-4.20 points,
- Strongly agree: from 4.21-5.00 points.

The topic selects solutions rated from agree or higher according to an average score of 3.41-5.00.

The interview results are presented in Table 1.

Table 1: Results of interviews to select solutions to increase interest in physical education classes for students at the University of Finance-Marketing (n = 40)

| Solution | Description | (n = 40) | | | | | Total score | Average value |
|----------|---|----------|----|----|----|----|-------------|---------------|
| | | 5 | 4 | 3 | 2 | 1 | | |
| GP 1 | Organize propaganda about the role and meaning of studying physical education and practicing sports for students. | 5 | 30 | 5 | 0 | 0 | 160 | 4.00 |
| GP 2 | Promote training and use of physical education lecturers. | 4 | 4 | 10 | 10 | 12 | 98 | 2.45 |
| GP 3 | Strengthen the management and inspection of teaching and learning activities. | 6 | 5 | 8 | 8 | 13 | 103 | 2.57 |
| GP 4 | Innovate the content, methods and forms of teaching physical education subject. | 8 | 30 | 2 | 0 | 0 | 166 | 4.15 |
| GP 5 | Organize and manage extracurricular classes. Establish sports clubs for students. | 11 | 29 | 0 | 0 | 0 | 171 | 4.27 |
| GP 6 | Enhance sports competition activities during physical education classes. | 13 | 27 | 0 | 0 | 0 | 173 | 4.32 |
| GP 7 | Renovate and upgrade technical facilities, equipment and facilities for training. | 15 | 25 | 0 | 0 | 0 | 175 | 4.37 |

Table 1 shows that there are 5 solutions that have been rated as "agree" by experts, managers and lecturers with a total survey score of 160-175. The overall average value of the solutions in the survey is 4.0 -4.37 at the level of agree-strongly agree. The project has determined the internal correlation of the questionnaire using Cronbach's Alpha coefficient.

The results are presented in Table 2.

Table 2: Results of testing the reliability of solutions used to increase interest in physical education classes for students at the University of Finance-Marketing

| Cronbach's Alpha | | Number of items (n) | | |
|---------------------|---------------------------------------|--|---------------------|--|
| .882 | | 7 | | |
| Statistical results | | | | |
| Observed variables | Average scale if variable is excluded | Scale variance if variable is excluded | Overall correlation | Cronbach's Alpha if variable is excluded |
| GP 1 | 73.3548 | 40.703 | .857 | .866 |
| GP 2 | 73.3548 | 40.437 | .284 | .851 |
| GP 3 | 73.6129 | 39.312 | .057 | .862 |
| GP 4 | 73.6452 | 43.170 | .391 | .881 |
| GP 5 | 73.5161 | 39.791 | .814 | .865 |
| GP 6 | 73.5806 | 40.052 | .515 | .855 |
| GP 7 | 73.7097 | 45.946 | .557 | .859 |

Table 2 shows that, through interviews as well as determining the internal reliability of the scale using Cronbach's Alpha coefficient, the project has selected 5 solutions to use to increase interest in physical education classes for students at the University of Finance-Marketing as follows:

- A. Solution 1:** Organize propaganda about the role and meaning of physical training in schools.
- B. Solution 2:** Innovate the content, methods and form of teaching physical education subject.
- C. Solution 3:** Organize and manage extracurricular classes, establish sports clubs for students.
- D. Solution 4:** Increase sports competition activities during physical education classes.
- E. Solution 5:** Renovate and upgrade technical facilities, yards and equipment for training.

3.1.3 Develop the content of selected solutions to increase interest in physical education classes for students at the University of Finance-Marketing

A. Solution 1: Organize propaganda about the role and meaning of studying physical education and practicing sports for students.

- **Purpose**

Help students improve their understanding of the meaning and effects of physical education and sports practice in protecting and improving health, educating personality and ethics, and a healthy lifestyle to enrich cultural life. spiritually, improve the efficiency of the working and studying process so that students can have a training plan for themselves.

- **Solution content**

- The Department of Physical Education coordinates with the Student Affairs Department, Youth Union, and Student Sports Association to thoroughly grasp the directives and resolutions of the Party and State on school sports and physical education for students.
- Strengthen information and propaganda work on the school's mass media such as propaganda broadcasts at the beginning of the week, information through sports tournaments in the school.
- Lecturers teach physical education through lectures related to reality to help students understand the role, meaning, effects of physical education and the benefits of physical education. Through seminars and workshops, we aim to disseminate scientific knowledge about physical education and sports to students.

- **Coordinating entities**

The Party Committee and Board of Directors approve propaganda content. The Department of Physical Education coordinates closely with the Student Affairs Department, Youth Union, and Student Sports Association to organize propaganda about the meaning and purpose of the Physical Education subject.

B. Solution 2: Innovate the content, methods and form of teaching physical education subjects

- **Purpose**

Develop and perfect teaching content, methods and forms of organizing class hours in accordance with student characteristics and school facilities. Equip students with necessary and useful knowledge in physical training and sports activities. In order to reduce stress during class and always create a new feeling for students.

- **Solution content**

- Organize research and modify teaching content to suit the conditions and characteristics of the school and students.
- During class, organize the class scientifically, and flexibly apply organizational forms to create excitement and increase the amount of movement in the lesson.
- During the teaching process, lecturers use visual methods to stimulate students' excitement and concentration such as viewing pictures and videos. Pay attention to using game and competition methods with rewards to create competition and active competition among students.
- Build a training session time structure, focusing on improving efficiency and time for the basic part, specifically as follows: Preparation part: (accounts for 20%); Basic part: (69%); Ending part: (accounts for 11%).

- **Coordinating entities**

The Department of Physical Education coordinates with the Department of Training to implement.

C. Solution 3: Organize and manage extracurricular classes, establish sports clubs for students

- **Purpose**

Attract students in the school to participate in sports activities, creating many opportunities and conditions for students to practice physical qualities, and cultivate qualities, ethics, and confidence when exchanging sports activities. Furthermore, prepare to build a team to participate in exchange competitions in sports tournaments at all levels. Thereby, improving the quality of teaching and learning physical education in schools.

- **Solution content**

- Organize extracurricular activities and encourage them in a variety of forms and solutions to make these activities an indispensable daily habit and need. Physical education instructors must be clearly aware of the effects of extracurricular physical education activities in schools.
- Encourage children to practice regularly at least one favorite sport. At the beginning of the school year, physical education instructors can advise or guide students to register and practice the sport in the extracurricular program that they love the most so that they can have good habits for the following years.
- Proposing the School Board of Directors to establish a sports club and movement sports classes to suit the school's conditions as well as the students' wishes.
- Propagate and attract students to participate in club activities and movement sports classes, develop internal rules, regulations, and activity programs of the club specifically regarding time, interests, and facilities of the unit.
- The Department of Physical Education develops plans and training programs for each year, each quarter, each month, and each week and directly participates in teaching according to expertise.

Organize activities according to your interests: Badminton, Table Tennis, Soccer, Basketball.

Regularly organize sports exchange activities both inside and outside the school.

Conduct rewards and reward points at the end of each semester for students who regularly and actively participate in curricular and extracurricular sports activities and students who achieve high results in competitive sports.

Coordinate with the school's Training Department to arrange a reasonable schedule so that students can participate in extracurriculars.

Implementation time: every Monday, Wednesday, and Friday afternoon.

Number of practice sessions: 2-3 sessions/week, practice time is 90 minutes (with physical education instructors directly in charge of teaching and training).

- **Coordinating entities**

The Department of Physical Education coordinates with the Student Affairs Department, Training Department, Youth Union and Equipment Management Department to implement.

D. Solution 4: Increase sports competition activities during physical education classes

- **Purpose**

Create a vibrant atmosphere in physical education classes, enrich spiritual life, and select excellent students to form school sports teams to participate in sports tournaments.

- **Solution content**

- Lecturers teaching physical education regularly organize sports competitions between groups in the same class, so that students have the opportunity to exchange and learn from each other.
- Lecturers in the Department of Physical Education coordinate with each other to plan the organization of sports competitions between classes during physical education classes to submit to the leaders of the Department of Physical Education and the School to organize the implementation.

- **Coordinating entities**

Physical education lecturers develop plans to submit to Department and School leaders. After approval from the Department and School leaders, it is necessary to coordinate closely among lecturers in the Department of Physical Education to organize implementation.

E. Solution 5: Renovate and upgrade technical facilities, yards and equipment for exercising

- **Purpose**

Create a good environment and facilities to serve physical education to achieve high results. Effectively use existing facilities, and invest in additional facilities, equipment and tools to better serve the school's teaching, learning and scientific research.

- **Solution content**

- The Department of Physical Education consults with schools that have modern and appropriate facilities and equipment, thereby providing appropriate orientation to develop specific plans for completing sports facilities.
- Review repairs, maintenance, and upkeep of degraded tools and equipment and upgrade available sports training equipment.
- Invest in repairing, upgrading, and building new stadiums, especially standard gymnasiums, to diversify elective sports to meet the training needs of students. At the same time, purchase new sports equipment to ensure quantity and quality.

- **Coordinating entities**

The Department of Physical Education coordinated with the Department of Equipment Management and the Department of Finance and Accounting to research and propose to the Board of Directors for approval the necessary items to serve the teaching and learning of physical education subjects.

3.1.4 Evaluating the effectiveness of selected solutions through the learning outcomes of physical education subjects of students at the University of Finance-Marketing

- **Before the Experiment**

The topic evaluated the learning outcomes of financial education on 1,086 first-year students at the University of Finance-Marketing, including 936 females and 150 males. The results are shown in Table 3.

Table 3: Results of physical education subject before the experiment of students at the University of Finance-Marketing (n = 1086)

| Female student (n = 936) | | | | | | | |
|--------------------------|------|-----------------|------|--------------------|-------|-------------|------|
| Very good 8 - 10 | % | Good 7 - 7.9 | % | Average 5 - 6.9 | % | Weak > 5 | % |
| 120 | 12.8 | 184 | 19.6 | 480 | 51.28 | 152 | 18.8 |
| Male student (n = 150) | | | | | | | |
| Very good 8 - 10 | % | Good 7 - 7.9 | % | Average 5 - 6.9 | % | Weak > 5 | % |
| 10 | 6.6 | 15 | 10.0 | 95 | 63.3 | 30 | 20.0 |

The results after the experiment are shown in Table 4.

Table 4: Results of learning the Physical Education subject after the experiment of first-year students at the University of Finance-Marketing (n = 1086)

| Female student (n = 936) | | | | | | | | | | | |
|--------------------------|-------|------|-----------------|-------|------|--------------------|------|-------|-------------|------|------|
| Very good 8 - 10 | % | W | Good 7 - 7.9 | % | W | Average 5 - 6.9 | % | W | Weak > 5 | % | W |
| 153 | 16.34 | 24.1 | 219 | 23.39 | 17.3 | 464 | 49.5 | -3.38 | 100 | 10.6 | 41.2 |
| Male student (n = 150) | | | | | | | | | | | |
| Very good 8 - 10 | % | W | Good 7 - 7.9 | % | W | Average 5 - 6.9 | % | W | Weak > 5 | % | W |
| 14 | 9.33 | 33.3 | 21 | 14.0 | 33.3 | 93 | 62.0 | -2.12 | 22 | 14.6 | 30.7 |

Tables 3 and 4 show:

A. For females:

- Before the experiment: the number of students ranked Very good was 120/936, accounting for 12.8%, the number of students ranked good was 184/936, accounting for 19.5%; Average 480/936, accounting for 51.28%, Weak 152/936, accounting for 18.8%.
- After the experiment: the number of students classified as Very good was 153/936, accounting for 16.34%, an increase compared to before the experiment of 24.1%: Good 219/936, accounting for 23.39%, an increase compared to before the experiment of 17.36%; Average 464/936, accounting for 49.5%, down 3.38% compared to before the experiment; Weak 100/936, accounting for 10.68%, down from 41.2% before the experiment.

B. For males:

- Before the experiment: the number of students ranked Very good at 10/150, accounting for 6.6%, the number of students ranked good at 15/150, accounting for 10.0%; Average 95/150, accounting for 63.3%; Weak 30/150, accounting for 20.0%.
- After the experiment: the number of students ranked Very good was 14/150, accounting for 9.33%, an increase compared to before the experiment of 33.3%; Good 21/150, accounting for 14.0%, an increase compared to before the experiment of 33.3%; Average 93/150 accounts for 62.0%, down 2.12% compared to before the experiment; Weak 22/150, accounting for for 14.66%, down 2.12% compared to before the experiment.

The results in Table 4 show that the rate of students achieving Very good classification increased compared to before the experiment of 24.1-33.3. Good classification increased by 14.0-23.9%; The average classification decreased to 2.12 -3.38 compared to before the experiment; Weak classification decreased to 30.76- down 41.2% compared to before the experiment.

4. Conclusion

The research process has selected and built 05 solutions to increase interest in physical education classes for students at the University of Finance-Marketing. All solutions ensure appropriateness and feasibility in terms of application at the University of Finance-Marketing through the opinions of experts, and the learning results of physical education subject.

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Conflict of Interest Statement

The article has no conflict of interest.

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My name is Nguyen Minh Vuong, currently teaching physical education at University of Finance-Marketing. I graduated with a master's degree in the field of physical education and sports. I have been teaching physical education for 20 years. This is the field I study and research.

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