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Building a cooperative teaching process in teaching physical education in high schools in Vietnam

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Abstract

Cooperative teaching in Physical Education plays an important role in helping students actively participate in learning movements and develop physical qualities, creating opportunities for them to share their experiences with each other and ideas to solve common problems related to the lesson. Stemming from that meaning, and on the basis of surveying the current situation of cooperative teaching, the article has built a process of cooperative teaching in PE at high schools in Vietnam in order to contribute to the organization of cooperative learning scientific teaching and improve the quality of physical education teaching in high schools.

Keywords: Building process, cooperative teaching, physical education, high school, Vietnam

Introduction

Educational reform with a focus on teaching methods has been, is and always will be a strategic, urgent, and hot topic not only for educators but also is the concern of the entire political system. The policy of innovating teaching methods has been proposed by the Party, the State, and the education sector very early with the aim of turning the training process into a self-training process. Thus, in addition to innovating teaching content, the task of renewing teaching methods in order to strongly promote the positivity of learners is a task of extremely great significance and always topical in teaching activities, education, and training in the country^[3].

Communication and cooperation are some of the important competencies of people in today's society. It is also one of the common competencies that are oriented to be formed and developed in the 2018 General Education Program. Developing communication and cooperation capacity from within the school has become an educational trend in the world, cooperative teaching is a reflection of the reality of that trend. Along with that orientation, Physical Education also gradually approaches using modern teaching methods in order to realize the objectives of the subject program.

However, the teaching of physical education in high schools in Vietnam in general and especially at Thai Nguyen high school in particular still has many shortcomings. Teachers are mainly the transmitters of knowledge; students listen to, participate in, and respond to requests for knowledge passively and reluctantly. Teachers use traditional teaching methods such as presentations, practical instructions, visualizations,... mainly under the direction of the teacher. This leads to students' lack of active acquisition students do not have many conditions and opportunities to explore and discover because knowledge is often pre-defined. In particular, teachers rarely organize cooperative teaching in the teaching process or do, but the effectiveness is not high because there is no specific and scientific process for organizing teaching. Therefore, many students are not interested in the lesson, which leads to the teaching quality of the subject not being high. Facing that situation, it is important to build a cooperative teaching process in PE teaching in order to contribute to improving the quality of teaching the subject in particular and the quality of school education in general. This is very necessary and important.

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Methods

During the research process, the author used the following research methods

Using the method of analyzing and synthesizing documents from books, textbooks, articles, and scientific research works published in prestigious journals and used to clarify the theoretical basis and flexibly use in article analysis.

Using the interview method through conducting surveys, interviewing 68 managers and teachers to find out the current situation of teaching and learning PE at high schools in Thai Nguyen province.

Using the pedagogical observation method through observing the activities of teachers and students during PE class to learn and collect information related to the situation.

Use statistical methods to analyze and process the collected data.

Results and Discussion

Building the process of organizing cooperative learning in teaching PE at high schools in Thai Nguyen province, Vietnam

Cooperative teaching is a new teaching method, especially for physical education. It is becoming even more new. Therefore,

building a process to apply this method in practice will face many difficulties. On that basis, the article has studied the document fostering teachers to implement the 2018 general education program module 2 [2], combined with research documents on cooperative teaching for students to come up with an organization. cooperative lessons suitable to the conditions in high schools in high schools in Thai Nguyen province, Vietnam.

In cooperative learning, the teaching activities of teachers and the learning activities of students include many successive stages. The end of this phase will be the beginning of the next phase corresponding to the lesson progress. Each stage consists of many steps, the steps are arranged in a certain order as a whole, which will create the structure of the teaching organization. In cooperative teaching, the structure of the lesson can be generalized to include 3 stages: the preparation phase, the stage of organizing the cooperative teaching and the summarizing and evaluating phase.

In each stage, the teaching activities of teachers and the learning activities of students are different, but they are all aimed at accomplishing the common purpose of completing the learning task [8].

Table 1: Steps of the process of applying Cooperative teaching

Stage	Steps	Teacher	Student
Preparation stage	Step 1	Determine teaching activities based on the objectives and content of the lesson.	Self-determination of learning activities
	Step 2	Define criteria for team formation	Self-study criteria for team formation
	Step 3	Determine the right time for group activity	Self-study the right time for group activity
	Step 4	Design of votes/ forms assigned tasks to HS	Self-study task assignment slips
The stage of organizing cooperative teaching	Step 1	Assign learning tasks	Take on learning tasks
	Step 2	Self-research HS guide	Personal self-study
	Step 3	Organizing group discussions	Work with you in the group.
	Step 4	Organizing class discussions	Work with your classmates in class.
	Step 5	Conclusions, assessments	Self-examination, self-assessment
Summary and evaluation stage	Step 1	Summary and generalization of lessons	Re-generalize the problem yourself
	Step 2	General review comments	Self-assessment of learning outcomes
	Step 3	Guide HS to take on new tasks	Take on new tasks

Specifically, this process is described in detail as follows: [1], [2], [9].

* Preparation phase

a) Teacher's activities

The teacher's activities in this phase include the following steps:

Step 1: Determine the teaching organization activities based on the objectives and content of the lesson

Lesson objectives are the concretization of the objectives of the subject at a certain point in the teaching process. Lesson objectives are the end results that students need to aim for after finishing the lesson. Therefore, the goal of the lesson is to orient the activities of teachers and students during class time.

To determine the lesson objectives, teachers need to: determine the subject objectives, determine the position of the lesson in the program and in the teaching plan; and determine the characteristics and level of students. Determine the lesson objectives based on three aspects: knowledge, skills, and attitudes.

Step 2: Determine the criteria for forming the group

Cooperative teaching is a way of organizing teaching in which students work in groups to research, exchange ideas,

and solve problems, so the essence of cooperative teaching is group teaching. In cooperative learning, groups are often limited to members assigned by teachers, taking into account the balanced ratio of learning ability, gender, ...; The built group can stick to many activities and can flexibly change according to each activity.

Teachers group students into groups based on their level, randomly, according to their forte... Design activities that combine individuals, pairs, and groups to change activities to create excitement and improve the learning results of the students.

Step 3: Determine the appropriate time for group activities

Allocate time to monitor and notify time for group activities, and ask group members to distribute appropriate time for each problem, avoiding the phenomenon of "time burn".

Step 4: Design assignment sheets for students

Teachers design assignment sheets to facilitate students' understanding of tasks and clearly show the results of individual or group activities, general reinforcement exercises, or in the form of learning games for groups, thereby increasing the student's activeness and interest.

b) Student's activities

This includes the following steps:

Step 1: Determine the lesson objectives

Based on the guidance of the teacher, students determine the goal of the lesson. To determine the lesson objectives, students need to: find out the lesson objectives; self-locate lessons in the program; and self-determine their level of knowledge, skills and attitudes after finishing the lesson.

Step 2: Research the criteria for group formation yourself

Under the guidance of the teacher, students conduct research on the criteria for group formation set by the teacher to build a suitable group for themselves.

Step 3: Self-study the appropriate time for group activities

Students study the time for each group activity to arrange and assign tasks in the group to be reasonable and complete the lesson content in the allotted time.

Step 4: Study the assignment sheets yourself

Students study the assignment sheets designed by the teacher in advance to better understand the tasks that will have to be completed in group activities.

*** The stage of organizing cooperative teaching****a) Teacher's activities**

The teacher's activities are carried out according to the following steps:

Step 1: Form a group and assign learning tasks to students

+ Form a group (pay attention to the number of groups and the number of group members) and assign the group's position in the classroom space.

Assign tasks to the group: The teacher organizes for the whole class with main activities such as introducing the lesson; defining the tasks of the groups; identifying and explaining specific tasks of groups; and clearly defining specific goals to be achieved. The tasks of the groups can be the same or different. Note that the task must be close to the student's level; explain the problems to be solved and the goals students need to achieve; task completion time.

Step 2: Guide students to self-study

In cooperative learning, teachers play the role of guides. They help and create conditions for students to promote their positivity, initiative, and creativity in solving learning situations, through which they will self-reliantly acquire knowledge and new ways of working.

However, acquiring knowledge is a difficult process, so teachers must be ready to support and help students by giving prompting questions or sub-situations. In this step, teachers proceed in the following order: Identify and correct students' tasks; suggest ways to solve the situation; and support and help students.

Step 3: Organize a group discussion.

In cooperative learning, individual research results have the help and support of friends. Therefore, it is the product of the cooperation of collective intelligence. In this step, the teacher proceeds in the following order: group activity orientation; control of group activities; stimulation; and promoting the group's activities towards the goal. Specifically:

Group activity orientation: Define goals and group discussion program, define tasks, guide the group on measures to enhance cooperation, set time for each discussion issue, ask students to prepare to speak.

Control group activities: Stimulate group activities, exploit group discussion content, and promote group activities to achieve goals.

Step 4: Organize class discussion

Exchange and cooperation between students in the same group are necessary. However, in order for the knowledge to be complete, it is necessary for the groups to exchange and complement each other. Teachers' activities are carried out in the following order: Summarize the reports of each group; ask representatives of the groups to present; ask the groups to complete the supplement; emphasize differences and conflicts between groups.

While the representatives of the groups are reporting, the teacher must observe and remind the other members to pay attention. Teachers need to timely praise and encourage groups that do well; encourage groups that do not do well to try harder next time. Occasionally let students vote on the results of the group that did the best in the class to reward them.

Step 5: Conclusion and evaluation

In the discussion, there are issues that are difficult to distinguish right from wrong, now the teacher has the role of a scientific referee. Teachers must make scientific conclusions about how to handle the situation. Teachers' activities are conducted as follows: Summarize the problem in the situation; supplement and correct new knowledge; and comment on and evaluate the activities of each group and student.

At the end of step 5, the teacher returns to step 1 and continues until the lesson situations are over.

c) Students' activities

At this stage, the student performs the following steps:

Step 1: Join the group and approach the learning task

Throughout the class, according to cooperative learning, each individual and group of students will exist in a certain group and hold a certain role and task. Therefore, in this step, students' activities are conducted as follows: Join the group; receive tasks from the teachers; Accept assignments from the group.

Step 2: Individual research

Under the guidance of the teacher, students will self-study textbooks, documents, and other resources with their own knowledge to find a way to handle situations that the teacher poses. The order that students perform in this step is as follows: Find out the problem; hypothesize the situation; confirm (reject) the hypothesis; Evaluate and test solutions.

Step 3: Cooperate with friends in the group

Self-help groups perform assigned tasks, in which the main activities are: preparing group workplaces; work planning; agreement on working rules; carrying out task solving; preparing a report of the results in front of the class; determining the content and presentation of the results.

Step 4: Cooperate with friends in class

After step 3, the group's situational solutions were corrected and adjusted. However, if there are still differences between the groups, the groups in the class will conduct a discussion to reach a consensus. Students' activities are carried out as follows: The group's representative presents the results, expresses attitudes towards the opinions of other groups, and modifies and adds to the results.

Step 5: Cooperate with the teacher and self-assess the results

After conducting the class discussion, the teacher will make the analysis, assessment, and conclusion based on which the students will self-evaluate and self-adjust their results. In this step, students need to proceed in the following order: Compare with the teacher's conclusion; generalize and summarize each issue; edit, supplement and complete the results; learn how to learn.

Summarize through the stages of self-study individually, cooperating with friends in groups, in class, with teachers. Students have formed for themselves a system of scientific knowledge. With the acquired knowledge, students will apply it to continue to occupy other knowledge or solve a real situation.

Phase 2 is the most important stage that determines the success of the application of co-curricular teaching in Physical Education at high schools.

*** Summary and evaluation stage**

a) Teacher's activities: Teachers guide and orient students to systematize the knowledge they have learned, and summarize the basic contents of the lesson. At this stage, the teacher's activities should be carried out in the following order:

Step 1: Guide students to summarize the lesson

Teachers guide students to generalize and systematize the content of the lesson, the relationship between those points and arrange them into a strict system according to the lesson logic.

This step is conducted as follows: Ask students to review the entire lesson content; guide students to identify the focus of each part and the whole lesson, build relationships in each part and between parts of the lesson; guide students to arrange ideas, in a certain order; guide students to summarize the thesis, identify the main content.

Step 2: Evaluate the students' results

The teacher conducts assessment of: the level of implementation of the plan; the level of achievement in knowledge, skills, and attitudes of students; the causes of the shortcomings; and proposes solutions to help students overcome the shortcomings.

Step 3: Guide students to prepare for new lessons

The teacher guides students to prepare new lessons to make the next lesson more effective. The teacher proceeds as follows: The teacher guides the students to determine the goals and tasks of the lesson, researches the content of the lesson in advance, and chooses methods, media, and references.

b) Students' activities: Under the guidance and control of teachers, students conduct a self-review and evaluate their research results as follows:

Step 1: Systematize and generalize the content of learning knowledge. Students proceed in the following order: Skim the entire content of the lesson; identify the main point of the content of the article.

Step 2: Self-assess learning results

Students compare the results achieved with the goals set for the lesson to find limitations and find ways to overcome those limitations. Students' activities are conducted as follows: Self-assessment of the progress of the plan implementation; assess the level of attainment of knowledge, skills, and attitudes in comparison with the set goals; analyzing the causes of these existences; learning from experience on how to learn, how to do, and suggesting directions and solutions to overcome them.

Step 3: Accept the new task

Students proceed as follows: Receive new tasks assigned by the teacher; the guidance of teachers on the selection of methods, means, and learning materials.

Conclusion

Cooperative teaching creates conditions for students to participate in the learning process more actively and creatively. In addition to the purpose of forming students' knowledge and skills in physical education, students are also formed and develop social skills, which are very necessary life skills, towards the goal of education in the 21st century. What UNESCO proposes are: Learning to know; learning to do; learning to live together; Learning to assert yourself. The article has built a process of organizing cooperative learning in teaching physical education for high school students in Vietnam in a specific and scientific way, helping teachers step by step apply it to teaching practice conveniently and effectively.

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