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A education in the online form for students of Thai Nguyen High School

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Abstract

By conventional scientific research methods, the author has assessed the actual situation of teaching physical education practice in online form for students of Thai Nguyen High School. Thereby, seeing the current situation of difficulties and advantages when teaching PE subject online for high school students, as a basis for proposing measures to improve the effectiveness of teaching and practicing PE subject by online form in the classroom. School.

Keywords: Reality, physical education, online, students, measures, effectiveness, Thai Nguyen High School

Introduction

Facing the far-reaching impact of the COVID-19 pandemic, the global education system has been forced to transform from traditional face-to-face learning to online in response to a prolonged epidemic. In Vietnam, during the period of social distancing due to the Covid-19 epidemic, schools have implemented many different forms of learning such as recording video lectures and rebroadcasting them on television channels or on their websites. Local Education and Training. The Ministry of Education and Training uses online meeting and learning tools such as Zoom, MS Teams., using software such as Zalo; file storage applications such as Google Docs and assignment applications to assign homework to students and students. This innovation recognizes the efforts of the Education sector and training institutions in ensuring the school year plan.

According to the regulations of the Ministry of Education and Training, like other cultural subjects, physical education is also taught in the online form. In fact, physical education subjects have been taught online since 2020 when the complicated situation of the Covid-19 epidemic caused the teaching plans of schools across the country to change accordingly. Once a month or two apart, it is impossible to skip this subject because of the importance of physical development and resistance during the epidemic situation, so schools have agreed to teach online and require students to teach online. Teachers must compile lesson plans to suit the actual situation while still meeting the criteria of physical education subject. For subjects such as Math, Literature, History, Chemistry..., online teaching and learning has certain advantages that students only need to sit and listen to the teacher's lectures and take notes. Meanwhile, Physical Education is a movement subject that requires accompanying conditions such as: movement space, clothes, shoes... and not all students have the conditions to meet them, especially during the time. Many places are applying social distancing according to Directive 16 of the Prime Minister to prevent the epidemic. How to promote and achieve high efficiency of this subject is a matter of concern.

Research Methods

- In the research process, we used methods: analysis and synthesis of documents, interviews, discussions, pedagogical observations and mathematical statistics.
- The research conducted interviews with 20 teachers and 150 students.

Research Results and Discussion

Assessment of the current situation, advantages and difficulties in teaching physical education practice by online form for students of Thai Nguyen High School

Actual situation of facilities to serve the work of physical education for students at Thai Nguyen High School

The actual state of the school's facilities has a great influence on the quality of physical education work. However, in the current economic conditions of Vietnam, it is still difficult to invest in comprehensive facilities for schools at all levels. The method of preserving and using the number of available facilities of each school plays an extremely important role.

In order to assess the current state of physical facilities serving physical education activities for high school students at Thai Nguyen High School, the study conducted a survey and direct interviews with teachers currently doing physical education work on the quantity and quality of physical education facilities, facilities, training ground, and sports equipment of the School.

The results are presented in Table 3.1.

Table 3.1: Actual situation of facilities to serve physical education activities for Thai Nguyen high school students

Type of yard – tools	School year 2021 - 2022			
	Quantity	Good	Medium	Least
Outdoor badminton court	02	-	02	-
Football pitches	0	-	-	-
Shuttlecock field	02	-	02	-
Volleyball yard	01	-	01	-
Basketball yard	0	-	-	-
Athletics field	0	-	-	-
Multi-purpose gym	0	-	-	-

Table 3.1 shows that: Although the School Board of Directors

Table 3.2: The current situation of teachers working in physical education at Thai Nguyen High School

Number of teachers	Organic	Contract	Occasional lectures	male/female		Qualification			Working years	
				male	female	Bachelor's degree	Master's degree	PhD degree	<5 year	>5 year
7	0	4	3	4	3	1	6	0	2	5

Through table 3.2. shows:

1. The number of teachers teaching PE at the school is 7 (of which there are no permanent teachers, 4 contract teachers, 3 visiting teachers). Thus, the number of teachers can meet the teaching of PE for the whole school.
2. Regarding gender: There are 4 male teachers, 3 female teachers. The average age is between 25-35 years old.
3. Professional qualifications: Bachelor of 1 teacher, master of 6 teachers, no PhD degree.
4. Working seniority: Under 5 years there are 2 teachers, over 5 years there are 5 teachers.

Thus, through Table 3.2, the current status of teachers working in physical education at Thai Nguyen High School is guaranteed.

The reality of teaching PE subject online in Thai Nguyen High School

Online teaching of Physical Education is very specific. Unlike other subjects that have hard materials, familiar content..., physical education is still very foreign to the concept of online learning. However, in order to ensure that the subject curriculum is most effective, when switching to online

is interested in investing, the actual situation of facilities for physical education activities of the University still has many limitations and is not guaranteed for physical education activities.

- Regarding the number of training grounds: According to the regulations of the Ministry of Education and Training, all schools must have a training ground from 3.5m² to 4m²/1 student, this number in Thai Nguyen High School is not guaranteed. In fact, the school only has 02 badminton courts (used also in the school yard); 02 shuttlecock courts (used on the concrete floor opposite the main gate of the school); 01 outdoor volleyball court is shared with the soccer field. This number is not guaranteed compared to all students. The school and serving both intra-curricular and extra-curricular sports are not guaranteed. At the same time, the quality of the pitches is mostly average.

- Regarding the actual situation of such facilities, it is not guaranteed for regular school hours (most of the PE classes have 3 to 4 practice classes on the same training ground) for the whole school's students, while the need The demand for students to participate in exercise and extra-curricular activities is increasing.

In summary, the quality and quantity of facilities for physical education training for students of Thai Nguyen High School are still lacking in both quantity and quality compared to the requirements of renewing teaching methods and practicing PE of the School.

The current situation of teachers working in physical education for students at Thai Nguyen High School

Statistics on the actual situation of teachers working in physical education at Thai Nguyen High School are presented in Table 3.2.

teaching, the teachers in the gymnastics group must have skills in using information technology and constantly improve themselves. In order to adapt to the new situation, the teachers in the group agreed to change and actively build program plans. suitable for online teaching, recording video clips of lectures with clear images and clear voices, guiding each movement of exercises to effectively serve students to practice. In addition, each teacher who organizes online teaching via Zoom software also intersperses Power point lectures with eye-catching, vivid images and clear sounds that attract students' attention. During class time, it is not necessary to always follow the framework, but always be flexible to make changes to make students interested and love practicing. Online teaching can use images, audio and video to make learning content more attractive and vivid to learners. The teacher put some songs or folk dances combined with lively and cheerful music suitable for students' ages in the warm-up to make students more excited when entering the class. Reviewing the content of the old lesson can be done by using the rotation application to choose the student's name. The relaxing part can be replaced with simple games or gentle dance songs so that students do not get bored. Combine physical exercises in the lesson suitable for students so that they can exercise their health and strengthen their resistance

to prevent epidemics.

To assess the current situation in teaching PE subject online for students at Thai Nguyen High School, the study conducted a survey and face-to-face interviews with teachers who are currently working in PE at the school and some teachers at other schools. local high schools about the difficulties when teaching PE subject online for high school students. The results are presented in Table 3.3.

Table 3.3: The current situation of difficulties when teaching PE subject online for high school students (n = 20)

number	Content	Very difficult		Difficult		Not difficult	
		m _i	%	m _i	%	m _i	%
1	The transmission line (network connection) is not stable for teachers and students	4	20	16	80	0	0
2	The ability to apply IT in teaching is still limited	7	35	9	45	4	20
3	Technical difficulties with online teaching tools	5	25	12	60	3	15
4	Interaction in class is limited	7	35	11	55	2	10
5	Students are easily distracted if they have a poor sense of learning	4	20	14	70	2	10
6	Learners lack online learning devices	5	25	11	55	4	20

Table 3.3 shows the current situation of difficulties when teaching PE subject online for high school students as follows:

- Unstable transmission line (network connection) of teachers and students: 04 teachers answered that it was very difficult, accounting for 20%; 16 teachers answered that difficulties accounted for 80%; none of the teachers answered that it was not difficult.

- When asked about the limited ability to apply IT in teaching, 7 teachers answered very difficult, accounting for 35%; 9 teachers answered that it was difficult, accounting for 45%; The rest answered that it was not difficult, accounting for 20%.

- Technical difficulties with online teaching tools through interviews are very difficult, accounting for 25%; difficulties account for 60%; no difficulty accounts for 15%.

- Classroom interaction: 35% of teachers think it's very difficult; difficulties account for 55%; no difficulty accounts for 10%.

- Students are easily distracted if they have a poor sense of learning: There are 4 teachers who answered that it is very difficult, accounting for 20%; 70% of teachers answered as difficult; The rest answered with no difficulty, accounting for 10%.

- Learners lack online learning devices: This is also one of the common difficulties faced by students, in particular, the number of teachers answering very difficult accounts for 25%; difficulties account for 55%; 20% of the teachers answered that it was not difficult.

Thus, through the above table, we can see that the real situation of difficulties when teachers teaching PE subject online for high school students is very large, only a few teachers answered that it is not difficult to teach online.

Situation in online learning of PE subject in Thai Nguyen High School

Since the outbreak of COVID-19 until now, Thai Nguyen High School is one of the educational institutions

implementing online training in order to contribute to the implementation of the training plan on schedule and ensure appropriate measures. safety measures against disease. From October 2021 until now, with the complicated development of the epidemic as well as the implementation of the general direction on the prevention and control of the COVID-19 epidemic, Thai Nguyen High School has organized 2 online classes for students.

Table 3.4: Online learning time of students at Thai Nguyen High School

School year	Time
2021 - 2022	<ul style="list-style-type: none"> Phase 1: From October 2021 to February 2022 Phase 2: From February 2022 to March 2022

In the school year 2021 - 2022, Thai Nguyen High School's online learning is done using Microsoft Teams software so that teachers and students can deploy online learning activities according to the timetable arranged in the class schedule. available on the School's website. In addition, with this application teachers can schedule teaching during online training. In order to facilitate the organization of online training activities, the use of the school's account helps teachers and students to log in to the online training support systems synchronously and controlled and facilitated the management of online teaching and learning. As the subject of the learning process, the transition from traditional learning to online learning presents students with the necessary changes to ensure that face-to-face activities are carried out as required. Accordingly, students have also made certain adaptations in using online learning facilities/devices.

According to the research results shown in Table 5, mobile phones are considered as the most widely used and popular online learning device (accounting for 70%) because of its convenience. A number of other studies have also shown the convenience of choosing mobile phones as an online learning aid. According to Elizabeth & Casey (2013), "smartphones make learning more convenient, allowing students to learn anytime and anywhere". Besides, Lusekelo & Juma (2015), a smartphone is a device that has the features of both a computer and a mobile phone. It has an operating system and can install applications, acts like computers, has the ability to access the internet and be entertained anywhere.

Table 5: Devices of students at Thai Nguyen High School when participating in online learning (N= 150)

X`DEVICE	QUANTITY	RATIO
PHONE	105	70
LAPTOP	30	20
COMPUTER	15	10

In fact, although mobile phones are used quite commonly in the online learning process today due to its convenience, compared to laptops or desktop computers, the level of efficiency is still a problem. subject that needs more attention and consideration. From Table 5, it can be seen that students tend to give preference to mobile phones for online learning and account for 70%.

During the actual survey, it can be seen that, despite the timely preparation and adaptation, online training still poses some difficulties for students due to subjective factors and objectively caused.

Subjective factors:

To participate effectively in online classes, students need a certain level of technology proficiency and appropriate

learning methods to participate in classes and interact in cyberspace. In traditional classrooms, the process of transmitting and receiving information is direct and fast, students can directly respond and express opinions. This face-to-face interaction makes the learning process easier, richer, and more receptive. However, the complete transition to online learning has caused many difficulties for learners due to the lack of some necessary skills in learning and the survey results (table 3.6) clearly show this. Specifically, 26% of students said that they lack skills to interact with teachers and skills to use information technology devices and equipment are limited, accounting for 24%. Notably, the percentage of students who are depressed and not interested in online learning accounts for 48%. It can be said that the mental state of students during the learning process also reflects the effectiveness of online learning. Online learning for a long time, students have to spend a lot of time in front of computer screens, lack of communication between lecturers and students, leading to psychological fatigue of most students. Therefore, the fact that students feel bored and uninterested is one of the biggest disadvantages of online learners. The lack of direct relationships prevents interaction in the learning process and can leave students feeling unmotivated to learn. This will greatly affect the quality of students' learning, because psychology is considered a core factor and plays a very important role in determining learning efficiency. Therefore, psychological factors of learners need to be considered and paid more attention in the future.

Table 6: Actual situation of online learning of PE subject in Thai Nguyen High School (n=150)

Number	Content	Difficulty	
		m _i	%
1	Inconvenient study space and location	45	30
2	Unstable internet or no internet	102	68
3	No or unsecured learning facilities (computer, phone)	36	24
4	Teachers have little/no interaction with students		2
5	Students lack skills to interact with teachers	39	26
6	Feeling depressed, not interested in online learning	72	48
7	Skills in using IT facilities and equipment are limited	36	24

Objective factors:

According to the survey results in Table 3.6, learning aids and spaces are considered as one of the biggest difficulties for students in online learning. In which, the internet connection and unstable internet connection are difficult for most of the students participating in the survey (accounting for 68%). For students participating in online learning, a reliable internet connection is a prerequisite for their own learning. A weak internet connection can greatly affect tracking and continuing. Acquire student knowledge in lessons. Besides, other difficulties in terms of learning conditions such as unfavorable study space with the rate of 30%; as well as the absence or unsafe learning facilities have significantly affected the online learning process of students (accounting for 24%).

Thus, it can be seen that students are currently suffering from many subjective and objective factors affecting their online learning activities. However, in general, the main cause was pointed out to be the problem of internet connection, study skills and some manifestations related to psychological factors in the learning process of students. Therefore, it is necessary to propose solutions to support students in the

online learning process in the context of the current complicated situation of the COVID-19 epidemic.

Conclude

The research results of the topic have assessed the actual situation of facilities, the current situation of the teachers, the current situation of difficulties in teaching and learning PE subject online in Thai Nguyen High School such as Transmission (Conclusion) internet connection) unstable of teachers and students; Technical difficulties with online teaching tools; Learners lack online learning devices... These are the difficulties affecting the online teaching of PE in schools. From there, the topic builds and proposes measures to improve the effectiveness of online teaching of PE in schools.

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