

**RESEARCH ON ENHANCING SELF-DIRECTEDNESS AND POSITIVITY IN
PHYSICAL EDUCATION CLASSES FOR STUDENTS AT THAI NGUYEN
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ABSTRACT:

Physical education is not only an integral part of the curriculum but also plays a decisive role in the holistic development of students. At Thai Nguyen University of Technology (TNUT), teaching and learning in this subject require not only guidance from instructors but also self-directedness and positivity from students. However, the reality often reveals that not all students possess the ability to be self-directed and positive during the learning process of physical education. By utilizing common scientific research methods, six measures for enhancing self-directedness and positivity in Physical Education classes for students at Thai Nguyen University of Technology were identified and specific content for each measure was developed.

Keywords:

Measures, self-directedness, physical education, students, Thai Nguyen University of Technology (TNUT).

1. INTRODUCTION

The self-directedness and positivity exhibited by practitioners in the realm of physical education (PE) often serve as visible markers of their commitment and enthusiasm. These attributes are frequently demonstrated through voluntary engagement in extracurricular activities, diligent pursuit of study tasks, and an inherent drive to foster both personal and professional growth. Rooted in a foundation of sound learning attitudes, these individuals actively strive to acquire new skills, deepen their understanding of relevant knowledge domains, and foster holistic physical and mental development. Despite the inherent importance of self-directedness and positivity in the educational journey, a noticeable gap exists when comparing the idealized vision with the reality observed within physical education classes at TNUT (Thai Nguyen University of Technology). A significant portion of students fails to exhibit the desired levels of self-motivation and positive engagement, ultimately leading to subpar learning outcomes. Recognizing the critical role these attributes play in shaping academic success and overall personal development, there arises a pressing need to address this disparity and cultivate a more conducive learning environment.

In pursuit of this objective, our research endeavors to identify effective strategies aimed at bolstering self-directedness and fostering a culture of positivity within PE classes for TNUT students. By doing so, we seek to not only enhance their academic performance but also nurture the development of essential life skills that transcend the confines of the classroom. Through a systematic inquiry into the factors influencing student engagement and motivation within the PE curriculum, we aim to pinpoint areas ripe for intervention and improvement. Our methodology incorporates a blend of quantitative analysis, qualitative assessment, and comprehensive literature review to gain a nuanced understanding of the multifaceted dynamics at play.

Central to our approach is the recognition that fostering self-directedness and positivity necessitates a holistic and multifaceted strategy. This entails not only addressing external factors such as instructional methodologies and curriculum design but also delving into the underlying psychological and motivational drivers that shape student behavior. Potential interventions may include the implementation of student-centered teaching approaches, the integration of experiential learning opportunities, and the provision of targeted support mechanisms to empower students in their educational journey. Furthermore, efforts to cultivate a supportive and inclusive classroom environment, characterized by mutual respect and collaboration, can serve to bolster students' sense of belonging and intrinsic motivation.

By leveraging insights gleaned from empirical research and drawing upon best practices from educational psychology and pedagogy, we endeavor to co-create a learning ecosystem wherein self-directedness and positivity flourish organically. Through collaborative partnerships with educators, administrators, and students alike, we aspire to catalyze a transformative shift in the culture of physical education at TNUT, thereby paving the way for enhanced academic achievement and personal growth.

2. RESEARCH METHODS

The research process utilized the following methods: Document analysis and synthesis method; Pedagogical observation method; Interview method; and Statistical mathematics method.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Selecting Measures to Enhance Self-Motivation and Active Learning in Physical Education Courses for Students at Thai Nguyen University of Technology

Based on the analysis and synthesis of documents, as well as the research results on the current state of self-motivation and active learning in physical education courses for students, I have selected 08 measures to enhance self-motivation and active learning in the physical education course. To select suitable and effective measures to enhance self-motivation and active learning in the physical education course for the research subjects, we conducted interviews with 30 physical education experts and instructors. The result was the selection of 06 measures to enhance self-motivation and active learning in the physical education course, including:

Measures towards management:

- Measure 1: Establishing strict and relevant management regulations for the physical education course.
- Measure 2: Improving the curriculum content to align with the characteristics of students and practical conditions.
- Measure 3: Renovating, upgrading playgrounds, and supplementing equipment to support teaching and physical activities.

Measures towards teachers:

- Measure 1: Enhancing teachers' sense of responsibility during teaching.
- Measure 2: Innovating teaching methods to make classes dynamic and engaging, thereby enhancing students' self-motivation during class.
- Measure 3: Encouraging, motivating, and supporting students' learning efforts.

Measures towards students:

- Measure 1: Strengthening education on the significance and purpose of the physical education course.

3.2. Building the Content of the Measures

Measure 1: Establishing a Strict and Appropriate Management Regulation in Line with Physical Education

- Purpose:

To help both teachers and students understand their functions, duties, authorities, and responsibilities clearly. This will assist the faculty, departments, etc., in managing classes and subjects more tightly and scientifically.

- Content and Implementation:

The Physical Education Department and relevant offices collaborate to disseminate the regulations to students.

Measure 2: Improving Program Content to Suit the Specifics of Students and Practical Conditions

- Purpose:

To provide a suitable, scientific, and practical Physical Education curriculum that fully meets the requirements set by the Ministry, is appropriate for the school's conditions, and fosters proactive engagement among learners. This, in turn, enhances the quality of the course.

- Content and Implementation:

For Students:

- Adequate preparation in terms of health, attire, and equipment for class.
- Actively participate in all class sessions.
- Complete the Physical Education course when achieving a grade of 5 or above.
- Self-motivated extracurricular practice and active involvement in sports clubs.

Related Departments:

- Develop a teaching plan for Physical Education courses that suits the teaching conditions, class schedules, and student numbers. Evaluate and recognize students' academic results upon completing the course.
- Ensure the infrastructure and sports equipment meet the requirements for Physical Education courses, serving teaching and physical training activities to improve students' health and fitness.

Measure 3: Renovating, Upgrading Facilities, and Supplementing Equipment for Teaching and Sports Activities

- Purpose:

To enhance the quantity and quality of training grounds, equip facilities and tools to serve teaching and sports training, creating a favorable environment and conditions for the development and high achievements in Physical Education.

- Content:

- Expand, renovate, and upgrade training grounds to maximize the school's facilities for teaching and sports activities for students and faculty.
- Manage and utilize facilities effectively.
- Purchase additional teaching and training equipment and tools in sufficient quantity and quality.
- Efficiently use allocated funds for Physical Education and sports activities. Mobilize funds from other sources such as organizations and individuals.

- Implementation:

- The Physical Education Department annually proposes repairs, renovations, and upgrades to training grounds and suggests purchasing additional equipment for teaching and learning.
- Regarding funding: The school administration allocates funds annually for sports activities, participation in sports competitions organized by Thai Nguyen University, the provincial government, and the Ministry of Education, etc.

Measure 4: Enhancing Teachers' Sense of Responsibility in Teaching

- Purpose:

The effectiveness of Physical Education classes, whether students are proactive and engaged, largely depends on the teaching methods, class organization, and teaching attitude (responsibility) of the teachers. Teachers serve as role models for students, and responsible and enthusiastic teaching yields high results in teaching and learning activities. Therefore, this is one of the key measures emphasized in the research.

- Content:

- Teaching files, lesson plans.
- Discipline regarding teachers' schedules.
- Self-respect.
- Respect for students.
- Professional qualifications must meet standards.
- Quality teaching that fosters interest among students.
- Physical Education teachers themselves must be role models in daily physical activities.

- Implementation:

- Teaching files, lesson plans: Teachers must have all the necessary textbooks, outlines, lesson plans, attendance records, etc.
- Discipline regarding teachers' schedules: Punctuality in class (no late arrivals or early departures).
- Self-respect: Proper attire and professional demeanor in class.
- Respect for students: Appropriate language usage during teaching, encouragement and support during class time and extracurricular activities.
- Teachers must have a master's degree or higher.
- Quality teaching: Classes should be engaging and stimulating for students. Teachers should not just aim to fill time during class hours.
- Physical Education department teachers should practice and participate in sports competitions both within and outside the school to serve as role models for students to emulate.

Measure 5: Innovating Teaching Methods to Make Classes Dynamic and Attractive, Enhancing Students' Proactive Engagement

- Purpose:

Whether Physical Education classes are genuinely engaging and stimulating for students largely depends on the teaching methods and class organization of the teachers. Therefore, it is necessary to apply lively, interesting methods to organize classes to captivate students' voluntary participation in training activities. Through the organization of class hours, sustainable training emotions are created, stimulating the proactive and positive nature of students. At the same time, it arouses interest and builds exercise motivation in the morning, generating an expectation for students to participate in training.

- Content:

- Grouping for training, using problem-based learning methods, situational teaching methods, etc.
- Gamifying educational content.
- Applying competition methods combined with referee practice.

- Optimizing the density of movement. Minimize unnecessary pauses during class.
- Captivating all students to participate in training, igniting emotional excitement for movement.
- Creating a competitive atmosphere in the class.
- Teachers should encourage, motivate, and inspire students to learn.

- Implementation:

Teachers need to flexibly apply various teaching methods, combining class content with physical activities. Using situations, posing problems, and incorporating games. Organizing competitions between groups and between classes. During the process, guiding students to be referees in the competition, teachers observe, evaluate, and may participate to create a familiar, trusting relationship with students. Direct participation in learning and play will generate feelings of joy and excitement in students, as they are satisfied, pleased with the need for play, and engage in friendly competition with friends. Celebrating victories in sports games, along with praise and encouragement, as well as evaluation through grades by teachers, is a positive motivation for students.

Optimize the movement density of class hours by shortening passive rest time, increasing the examination of movement quantities, arranging group training and assigning tasks logically, scientifically.

Minimize unnecessary pauses during class, such as waiting for the order of movements, listening to explanations at the wrong time, excessive movement in training.

Increase the efficiency of using training equipment. Manage equipment tightly, while ensuring the responsibility to prepare and protect training equipment for students.

Arrange student training combined with observing and evaluating your friends' training results, thereby enhancing awareness of your own activities in motion and preparing for better technique execution. Should not let students think abstractly too much but less movement is not beneficial to adapt to the body's movement quantity, limiting the completion of exercise techniques. Teachers need to check, evaluate, correct mistakes in technique, and train students to be disciplined in class hours.

Attract all students to participate in training, encourage even those with weak health to do exercises. Guide students on how to ensure safety while helping others to train. Teachers can participate in sports competitions with students at the end of class hours.

Teachers create a competitive atmosphere in the class by dividing the class into groups and setting goals for striving. Organizing individual or small group performance competitions, then classifying and ranking from high to low. Competing achievements with other classes.

Teachers know how to encourage, motivate, and inspire students to learn through the use of language expressing unity, encouragement, such as "Good, very good, not bad, improved..." helping learners to generate and maintain a stable, optimistic, and happy mood. From there, build trust, self-respect, and pride for students, while also fostering resilience, courage in grasping difficult technical exercises for students, creating abilities and an essential motivation to arouse and form interest in learning. Teachers should use their own active language to comment on students such as smiling, nodding, applauding...

Measure 6: Strengthening Education on the Significance and Purpose of Physical Education

- Purpose:

To propagate education to enhance awareness and responsibility among students about the role, significance, and effects of Physical Education courses and to lay the groundwork for the subsequent measures.

- Content:

Coordinate with the Youth Union, Student Union, and relevant departments within the School to strengthen and thoroughly implement the Party and State's resolutions and directives on Physical Education activities in general and Physical Education courses in particular.

Organize competitions related to Physical Education, disseminate scientific knowledge about Physical Education through seminars, and discussions.

Through classroom lectures, Physical Education teachers must link with reality to help students understand the roles, significance, effects, and benefits of physical training.

Increase public awareness of Physical Education through the school's information network. Through books, newspapers, combined with the health training movement for future career success to enhance students' awareness of Physical Education courses.

- Implementation:

Through various educational forms such as: Through mainstream class hours, via radio, newspapers, school bulletins, through the competition movement, collective activities of the Sports Club and Physical education and sports competitions at all levels.

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CONCLUSION

In conclusion, the study on enhancing autonomy and active participation in physical education classes for students at Thai Nguyen University of Industry has yielded valuable insights and practical recommendations. Through a comprehensive analysis and synthesis of various measures, including the establishment of stringent management regulations, curriculum refinement, facility improvement, teacher motivation, and student education, the research has identified effective strategies to foster a proactive learning environment. The implementation of these measures, as outlined in the study, holds the potential to significantly enhance the quality of physical education and sports activities at the university. By emphasizing the importance of autonomy, active engagement, and responsibility among both students and teachers, the proposed interventions aim to create a conducive learning atmosphere that promotes not only physical well-being but also personal development and academic achievement. Furthermore, the study underscores the significance of collaborative efforts between academic departments, administrative bodies, and student organizations in driving positive change and ensuring the success of the proposed initiatives. By aligning with institutional goals and educational policies, the recommendations presented in this research endeavor to contribute to the holistic development of students and the overall educational experience at Thai Nguyen University of Industry. In essence, by prioritizing autonomy and active participation in physical education classes, the university can empower students to take ownership of their learning journey, cultivate healthy habits, and instill lifelong values that extend beyond the confines of the classroom. As the university continues to evolve and adapt to the changing needs of its student body, the insights gained from this study can serve as a foundation for future endeavors aimed at enriching the educational experience and fostering a culture of self-directed learning and physical well-being. The research process has selected 06 measures to enhance the positive and proactive nature of students in learning the Physical Education subject at Thai Nguyen University of Technology. Develop specific content for each solution according to sections: Purpose, content, and implementation method.

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