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Current status of integrated teaching of physical education for 8th grade students of tan lap secondary school, Thai Nguyen city, Thai Nguyen province

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Abstract

Integrated teaching is a teaching concept that aims to form and develop in learners the necessary capacities, especially the capacity to apply knowledge to effectively solve practical situations. That also means ensuring that each student knows how to apply the knowledge learned in school to real life. Based on theoretical and practical research, the article evaluates the current status of integrated teaching of Physical Education for 8th grade students at Tan Lap Secondary School - Thai Nguyen City, from there, propose measures to improve the effectiveness of teaching physical education for school students, meeting the needs of society.

Keywords: Integrated teaching, physical education, 8th grade students, Tan Lap Secondary School

Introduction

Integrated teaching is a teaching method that has many positive meanings for both teachers and learners. It helps students save study time while still bringing cognitive efficiency, and can avoid the isolation and separation of each means of knowledge. At the same time, promote dialectical thinking, the ability to understand and apply knowledge flexibly to specific subject and sub-subject requirements in the program in many different ways. From there, students will grasp knowledge more deeply, systematically and sustainably. Moreover, physical education is a subject related to many issues and many other subjects. Therefore, in teaching this subject, many contents can be integrated. And thanks to these integrated contents, physical education lessons will be more attractive and interesting ^[1, 7].

The physical education work of Tan Lap Secondary School, Thai Nguyen city, Thai Nguyen province in recent years still faces many difficulties: There is a shortage of teachers; facilities and playground conditions are inadequate... Faced with that reality, teachers must know how to use active teaching methods to bring about effective teaching. However, teaching Physical Education at Tan Lap Secondary School still has many shortcomings, teachers are mainly the ones who impart knowledge; students listen, participate and carry out knowledge acquisition requirements passively. Therefore, although integrated teaching in physical education has been implemented, it has not achieved optimal results. Many times, teachers only stop at providing knowledge and pay little attention to integrating it with other content ^[2, 8]; Therefore, the research article evaluating the current status of integrated teaching of physical education for 8th grade students at Tan Lap Secondary School, Thai Nguyen City is an issue of scientific and practical significance at present.

Research Methods

During the research process, we used methods such as: Document analysis and synthesis method, discussion interview method, pedagogical observation method and mathematical statistics method.

Research Results

The concept of "integrated teaching"

According to the Dictionary of Education: "integrated teaching" is the act of linking research, teaching, and learning objects of the same field or a number of different fields in a teaching

plan". Integrated teaching is a teaching method that aims to form and develop necessary skills in students. In which the special ability that is focused on is applying knowledge to effectively solve practical situations. Teachers will integrate educational content into existing subjects through teaching activities. Teachers provide direct guidance, through which students learn how to collect, select, process information and apply knowledge and skills to solve related problems in the learning process and in real life [4, 6, 3].

Current status of the 8th grade physical education program at Tan Lap Secondary School, Thai Nguyen City, Thai Nguyen Province

Based on the distribution of the Physical Education program issued by the Ministry of Education and Training, at the beginning of the school year, the school's Physical

Education subject often develops a separate Physical Education teaching plan based on the plan of the Department of Education and Training, especially suitable for the current status of facilities as well as the existing conditions of the school.

- About the teaching plan: A total of 70 periods are divided into 2 semesters, semester I consists of 18 weeks (36 periods); Semester II consists of 17 weeks with 34 periods. The duration of each period follows the general regulations of the Ministry of Education and Training for secondary school students, which is 45 minutes/period. Teaching Physical Education at school is conducted 2 periods/week. [1, 8].
- Regarding content and program: Specifically, the content and curriculum of the school's Physical Education subject are presented in Table 1.

Table 1: Content and curriculum of Physical Education subject for grade 8 at Tan Lap Secondary School

8 th Grade	
Contents	Period
Short distance running	9
High jump step over	12
Middle distance running	9
Aerobics	7
Elective sport (volleyball)	21
Review, midterm test I, II, final test I, II, physical training standard test	12

The results of Table 1 show that: the Physical Education program of Tan Lap Secondary School has the following basic characteristics:

- Regarding teaching plan: Tan Lap Secondary School follows the guidance plan of the Ministry of Education and Training to ensure enough prescribed number of periods for each semester and throughout the school year.
- Regarding content and teaching program: The content is basically similar to the program of the Ministry of Education and Training.

3.3. Current status of organizing integrated teaching of Physical Education at Tan Lap Secondary School, Thai Nguyen City, Thai Nguyen Province

3.3.1. Teachers' perceptions of integrated teaching in physical education

*Teachers' awareness of the necessity of integrated teaching in physical education

To find out the current awareness of the necessity of integrated teaching in physical education at schools, we

interviewed 27 teachers who are directly teaching at Tan Lap Secondary School (including 02 teachers teaching physical education), and processed the collected data and presented them in Table 2.

Table 2: Teachers' perceptions of the need for integrated teaching in physical education

TT	Level	Opinion (n=27)	
		Amount	Percentage (%)
1	Very Necessary	20	74,07
2	Necessary	07	25,93
3	Not Necessary	0	0,00

The results of Table 2 show that most teachers are aware of the importance of integrated teaching and its application in the teaching process. The majority of teachers surveyed said that organizing integrated teaching of physical education is very necessary (74.07%), the rest said it was necessary (25.93%), no teacher thought it was not necessary.

*Teachers' perceptions of the nature of integrated teaching

Table 3: Teachers' perceptions of the nature of integrated teaching (n=27)

TT	The nature of integrated teaching	Amount	Percentage (%)
1	Integrated teaching is a teaching method that aims to develop comprehensive capacity in students, especially the ability to synthesize and apply knowledge to solve problems in many different fields.	23	85,2
2	Multi-platform, flexible knowledge, suitable for all levels of understanding and receptivity.	20	74,1
3	Refine teaching content, reduce curriculum content, and shorten the subject synthesis process.	15	55,6
4	Help students synthesize all the necessary skills and knowledge for future study and work.	17	62,9
5	The integrated curriculum not only helps students develop skills in collecting, selecting and processing information, but also encourages them to discover and apply knowledge effectively in practice.	19	70,4
6	Integrated teaching is the combination of the content of one subject together.	10	37,03

The results in Table 3 show that teachers have a relatively correct perception of the nature of integrated teaching. The number of teachers who have the concept of integrated teaching as simply combining content in the same subject

together is very small and almost non-existent. However, teachers' concepts also stop at the traditional point of view: integrated teaching is a combination of multi-platform knowledge, flexible, suitable for all levels of understanding

and receptive ability. This is true but not enough according to modern teaching theory, integrated teaching must aim to develop comprehensive capacity in students, especially the ability to synthesize and apply knowledge to solve problems in many different fields. The number of teachers at Tan Lap Secondary School who have such a concept is still relatively small. This situation also shows that, in order to put integrated teaching into practice and make full use of its effects, it is necessary to improve teachers' understanding of the nature of integrated teaching and to have more specific pedagogical instructions and support measures for teachers.

* Awareness of the meaning and importance of integrated teaching

To evaluate the effectiveness of integrated teaching, we, teachers of Tan Lap Secondary School, interviewed 27 teachers currently teaching at the school. The results are presented in Table 4.

Table 4: Teachers' assessment of the meaning and importance of integrated teaching (n=27)

TT	Criterion	Amount (n=27)	Percentage (%)
1	Self-motivated, positive and proactive in learning	20	74,1
2	Develop creative thinking skills	25	92,6
3	Improve communication skills	20	74,1
4	Unite, love and help each other	20	74,1
5	Autonomous and active in social activities	22	81,5
6	Create interest in learning and working	23	85,2

The results of Table 4 show that teachers at Tan Lap Secondary School highly appreciate the meaning and importance of integrated teaching, expressed with the agreement on all 6 criteria reaching over 74%. In addition, through direct exchanges with teachers, we learned that teachers believe that integrated teaching contributes to improving thinking ability, coordinating the most general

Table 6: Current status of using teaching forms and methods (n=2)

TT	Forms and methods		Level of use					
			Often		Sometimes		Never	
			n	Percentage (%)	n	Percentage (%)	n	Percentage (%)
1	Forms	Integrating internal subjects	2	100	0	0	0	0
		Multi-subject integration	1	50	1	50	0	0
		inter-subject integration	1	50	1	50	0	0
		integrating across subjects	0	0	2	100	0	0
2	Methods	Using Verbal	2	100	0	0	0	0
		Visual	2	100	0	0	0	0
		Practice	2	100	0	0	0	0
		Games	1	50	1	50	0	0
		Competition	1	50	1	50	0	0
		Integrated Teaching	0	0	1	50	1	50

The results of Table 6 show

- Regarding the form of Physical Education at Tan Lap Secondary School, it is still monotonous. Most teachers often use the form of integrating internal subjects (accounting for 100%). Multi-subject integration, inter-subject integration and integrating across subjects are rarely used. This is a huge limitation because although there are certain advantages, each form of integration will bring a different effect. Therefore, to complete the

knowledge, helping students apply the knowledge they have learned into practice better.

* About the purpose of using integrated teaching methods
The results of teachers' evaluation of the purpose of using the integrated teaching method are presented in Table 5.

Table 5: Purpose of using integrated teaching method (n=27)

TT	Purpose of use	n	Tỉ lệ (%)
1	Review and consolidate learned knowledge	3	11,1
2	Forming new technical skills	13	48,1
3	Build connections between subjects and apply knowledge to practice.	18	66,7
4	Flexibly apply knowledge in many subjects	15	55,6

The results of Table 5 show that: when using the integrated teaching method, teachers mainly help students build connections between subjects and apply knowledge into practice, other purposes have not been fully considered. This is a limitation that needs to be overcome. Because in our opinion, if we only stop at one purpose of building connections between subjects and applying knowledge into practice, it will reduce the effectiveness that integrated teaching can bring. In other words, the inherent potential of integrated teaching is not exploited. Therefore, it is necessary to diversify the purpose of using integrated teaching methods in different physical education teaching contents.

Current status of using organizational forms and teaching methods of physical education at Tan Lap Secondary School, Thai Nguyen City, Thai Nguyen Province

To clarify the current situation of using organizational forms and teaching methods of Physical Education at Tan Lap Secondary School, we used the method of pedagogical observation combined with interviews on the teaching process of 2 teachers of physical education at Tan Lap Secondary School. The results are presented in Table 6.

teaching and learning process, it is necessary to flexibly combine many different forms of integration.

- About teaching methods: Most teachers use mainly traditional and basic methods in physical education such as: Using verbal, visual, practice, games and competition (accounting for 50 - 100%), integrated teaching methods are rarely used by teachers in the teaching process, only half of teachers occasionally use them (accounting for 50%). However, through observation and discussion with teachers, we know that

when using the integrated teaching method, teachers always provide pre-existing integrated knowledge for students to apply. Therefore, it has not really stimulated students' creativity and active exploration and has not brought positive results in the teaching and learning process.

Advantages and difficulties of teachers when teaching integrated physical education at Tan Lap Secondary School, Thai Nguyen City, Thai Nguyen Province

To evaluate the advantages and disadvantages of applying DHTH in Physical Education at Tan Lap Secondary School, we conducted direct and indirect discussions and interviews with teachers who are directly teaching Physical Education. The results are as follows:

Advantages

Along with the innovation of content and programs according to knowledge and skills standards from previous school years, especially the approach to the 2018 general education program. Physical Education is a subject that has changed a lot in terms of content and curriculum, because it is built in a positive direction, avoiding duplication, reducing study time, and increasing student activity. Besides, teachers highly appreciated the effectiveness of teaching and supported the application of teaching in general schools. In addition, secondary school students' awareness is suitable for integrated teaching. Here, students improve their thinking ability, ability to coordinate or apply knowledge in subjects related to the lesson, which increases their interest and desire to learn.

Disadvantages

Teachers have the habit of using old teaching methods and forms - collective teaching by a group of teachers who are products of the old training method. They have been teaching in the old way, the way they consider the safest. This habit has permeated deeply, become the professional perspective of teachers and is not easy to change.

To specifically understand the difficulties of teachers when organizing physical education for students, we used the method of investigation and indirect interviews with 27 teachers, including 02 teachers teaching physical education at Tan Lap Secondary School. The results are presented in Table 7.

Table 7: Difficulties of teachers when organizing integrated teaching for secondary school students (n=27)

TT	Difficulties	Opinion	
		n	Percentage (%)
1	Pressure on teaching time and subject curriculum.	20	74,07
2	How to design an integrated lesson plan	26	96,3
3	There is no specific instruction process yet.	26	96,3
4	Lack of support tools	22	81,4
5	Content selection, integration methods	22	81,4
6	Learn knowledge of related subjects	19	70,4

The results in Table 7 show that the most common difficulties teachers choose are difficulties in designing integrated lesson plans and not having a specific instruction process (accounting for 96.3%). Choosing content, integration methods and lack of support tools are also major

difficulties for teachers when organizing integrated teaching of physical education (accounting for 81.4%), The remaining difficulties are also major obstacles for teachers in the process of organizing integrated teaching (accounting for over 70%). Thus, it is necessary to build an integrated teaching process for physical education in practice to help teachers have advantages and reduce difficulties when organizing integrated teaching.

Conclusion

Integrated teaching is a new trend in university teaching in general, especially in physical education teaching at Tan Lap Secondary School, Thai Nguyen City in particular. To meet the requirements of innovation in Education and Training programs, there is an increasing need to standardize and modernize the Education and Training process in schools, Requires the school's teaching staff to constantly improve their teaching skills, including integrated teaching skills. At the same time, it is necessary to develop and determine the content of the lecture, and make a plan to improve knowledge to suit the ability and level of the students, Teachers prepare lesson plans scientifically and logically to create attraction and interest for students.

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