



Vietnam's School Physical Education Development Strategy in the Context of International Integration

Ha Ngoc Huy^{1*}, Nguyen Phi Yen¹

¹University of Transport and Communications, No.3 Cau Giay Street, Lang Thuong Ward, Dong Da District, Hanoi, Vietnam

<p>Abstract: School physical education is one of the important tasks of comprehensive education that the whole society is interested in. Recognizing that importance, in its policies, Vietnam has defined school physical education as an important, necessary and strategic task. The purpose of this study is to clarify the important contents of Vietnam's school physical education development strategy in the context of international integration. Qualitative research methods were conducted in combination with semi-structured interviews with experts and teachers in the process of implementing educational tasks at educational institutions in Vietnam. The study shows that although Vietnam has built a strategy for developing school physical education in the context of international integration, some shortcomings and limitations still need to be overcome. The proposed recommendations and solutions are the basis for the state to improve schools' physical education in Vietnam in the context of international integration to improve the quality of comprehensive education and meet the requirements of comprehensive national innovation.</p> <p>Keywords: Vietnam's School, Physical Education, Development Strategy, Context of International Integration.</p> <p>Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p>	<p>Research Paper</p>
	<p>*Corresponding Author: <i>Ha Ngoc Huy</i> University of Transport and Communications, No.3 Cau Giay Street, Lang Thuong Ward, Dong Da District, Hanoi, Vietnam</p>
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INTRODUCTION

In the education system, the typical content of physical education is closely linked to intellectual education, moral education, aesthetic education and labor education. Physical education is one of the important contents, contributing to the implementation of the goal of comprehensive education for students in schools. In recent years, the physical strength of Vietnamese people has not improved significantly and this is an issue being raised in the human development strategy. Therefore, equipping knowledge from the time they are students so that each person knows how to exercise for themselves is very necessary.

With a comprehensive education, the future generation will become people with enough health and intelligence, to meet the requirements of the new era. Vietnam's policy has clearly defined the goal: "Improving the quality and effectiveness of physical education and school sports to improve health, develop comprehensive physical fitness, equip knowledge, basic movement skills and form the habit of regular physical exercise and sports for children, pupils and students; linking physical education and school sports with

education on will, ethics, lifestyle and life skills; meeting the needs of healthy entertainment for children, pupils and students while contributing to discovering and training sports talents and talents for the country" (Prime Minister, 2016).

Currently, physical education in schools is a compulsory subject, part of the educational program of all levels and training levels, aiming to equip children, pupils and students with basic knowledge and movement skills, forming the habit of practicing physical exercise and sports to improve health, comprehensively develop physical qualities and stature, progress to the necessary level of skills and techniques important for life, at the same time educating physical culture, improving mental health, knowing how to adapt and harmonize with living conditions, learning and working environment conditions of oneself and social circumstances. "Physical education and school sports are an important part, the foundation of the country's physical education and sports; contributing to the implementation of the goal of comprehensive education for children, pupils and students" (Prime Minister, 2022).

Party committees at all levels, authorities, unions, social organizations, schools and communities are responsible for developing physical education and school sports. "Developing physical education and school sports must ensure scientific and practical aspects, with an implementation roadmap suitable for each region, area, and locality in the country. The State pays attention to investment, at the same time encourages and diversifies investment capital sources; strongly promotes the participation of domestic and foreign organizations and individuals in developing physical education and school sports" (Prime Minister, 2016).

Building an educational strategy is essential and is the basis for educational activities (Hang, *et al.*, 2020; Van 2024). To clarify the strategy for developing physical education in schools in Vietnam in the context of international integration, this study focuses on clarifying the following basic issues: (i) Why is it necessary to have a strategy for developing physical education in schools in Vietnam in the context of international integration? (ii) What are the basic contents of the strategy for developing physical education in schools in Vietnam in the context of international integration? (iii) What are the shortcomings and limitations in the strategy for developing physical education in schools in Vietnam in the context of international integration? (iv) What solutions are needed to improve the strategy for developing physical education in schools in the context of international integration in Vietnam?

Literature Review

What is Strategy? Role and Characteristics of Strategy

What is Strategy?

Strategy is a comprehensive, overall plan established to achieve major goals and create competitive advantage. It is the process of determining the main directions, available resources and approaches to achieve the organization's long-term goals while taking advantage of opportunities and dealing with challenges in the business environment (Michael E. Porter, 1996). Strategy is a plan that identifies the content needed to be implemented in the present and future (Hang, *et al.*, 2020)

Strategy often involves identifying and taking advantage of opportunities, while dealing with challenges and risks (Hong, 2020&2022; Unacademy, 2023). It includes analyzing the internal and external environment, assessing the strengths and weaknesses of the business and determining strategic directions to achieve the goals (Duchiep, 2022).

A strategy can include many aspects, such as product strategy, marketing strategy, financial strategy, pricing strategy, human resource strategy and many other aspects depending on the field of operation of the organization (Tefi Alonso, 2023).

Thus, strategy is the entire process of researching, analyzing, planning, and deciding on strategic directions to achieve the ultimate goal of the business. The purpose of strategic planning is to help stakeholders reach a common goal and to help managers make necessary adjustments when the market fluctuates.

Role and Characteristics of Strategy:

Systematicity:

The systematicity of strategy involves considering the overall issues and the core significance for the development of the enterprise. This requires a comprehensive approach and a master plan to ensure coherence and consistency in the organization's activities. The systematicity of strategy also includes relative stability (Unacademy, 2023). This means that the strategy should not change too quickly or be overly influenced by random factors or small fluctuations. It creates a solid foundation for the development and success of the enterprise.

Overarchingness:

An effective strategy must be able to cover long-term issues and at the same time respond flexibly to short-term issues (Unacademy, 2023). It needs to combine the ingenuity between large-scale shaping and focusing on medium and small-scale. This creates a great strength in internal coherence while providing a solid foundation for the future development of the enterprise. Flexibility: Flexibility in strategy allows a business to change and adapt to a rapidly changing business environment and different situations (Hang, *et al.*, 2020; Prince Kumar, 2022). This ensures that the business can quickly respond and adjust to take advantage of new opportunities and deal with challenges.

Specificity and Quantification:

Specificity and measurability are important characteristics of a strategy. Specifying and detailing the steps to be taken makes measurement more effective and accurate. Quantification in strategy requires the identification of general goals and the forecasting of specific indicators (Unacademy, 2023). This provides a solid basis for monitoring and making appropriate adjustments to the strategy.

Long-Term:

The choice between short-term and long-term strategies depends on the specific goals and situations of the business. In cases where the problem requires a comprehensive approach, such as facing changes in corporate structure, expanding scale, or penetrating new markets, long-term strategies play an important role. It allows businesses to orient and invest resources thoughtfully to achieve long-term goals (Indeed, 2024). However, not all problems require a long-term strategy. In some situations, such as solving temporary problems, optimizing processes, or responding quickly to market fluctuations, a short-term strategy may be preferred. It is

important to choose a strategy that is appropriate to the goals and situation of the business.

Vietnam's School Physical Education Development Strategy

Vietnam's school physical education development strategy is a strategy to build a sustainable physical education and sports foundation in schools. All people (those studying in Vietnam's national education system) have access to and enjoy physical education and sports services; and voluntarily practice to improve health, fitness and quality of life (Luongngoc, *et al.*, 2022). Improve school sports achievements, gradually approaching and advancing to the level of countries with developed sports in Asia. Expanding the school sports market, mobilizing and effectively using resources in developing the school sports career.

According to Decision No. 1189/QĐ-TTg dated October 15, 2024 approving the Strategy for the development of physical education and sports in Vietnam to 2030, with a vision to 2045, it is determined that: "The strategy sets the goal that by 2045, the physical education and sports movement will develop evenly and diversely among subjects and localities; forming the habit of regular physical training among the people; over 95% of students, university students, and armed forces soldiers will meet physical training standards; the stature of Vietnamese youth will reach a high level in the region.

Regarding the development of appropriate policies for each group of subjects and athlete force for high-performance sports and professional sports, the Strategy's task is to promptly complete the classification of subjects, competition contents and athlete force, ensuring that it is suitable for the strengths and conditions of our country and closely follows the world's trends; quickly develop appropriate and feasible mechanisms and policies on investment, resource mobilization, training, fostering, management, encouragement, care and treatment for each group of subjects and athlete force". In these contents, school physical education is not only a place to train the body for learners but also a place to discover important factors to train high-performance athletes of the country.

RESEARCH METHOD

Interdisciplinary Research Method:

This study uses research methods such as: logic - history, interpretation - induction, analysis - synthesis, synchronicity - diachrony, etc. The use of these methods allows for maximum exploitation of document sources as well as a complete and logical implementation of research content issues.

Document Research Method:

This study focuses on studying state documents defining the strategy for developing physical education in schools in Vietnam in the context of international integration; at the same time, studying documents

implementing physical education activities in schools of the Ministry of Education and Training.

Semi-Structured Interview Method:

This study conducted interviews with 07 people who are managers and teachers (hereinafter referred to as educators) coded as GD. The interview convention will be from GD1 to GD7. The interview content is related to the necessity, basic content, shortcomings and limitations of Vietnam's education development strategy

RESEARCH RESULTS

The Necessity (Why) of the Strategy for Developing School Physical Education in Vietnam in the Context of International Integration

In recent years, the physical strength of Vietnamese people has not improved significantly and this is an issue that is being raised in the human development strategy. Therefore, equipping knowledge right from when they are students so that each person knows how to exercise themselves is very necessary (Ministry of Education and Training, 2018). With a comprehensive education, the future generation will become people with enough health and intelligence, to meet the requirements of the new era.

long with the educational aspects, physical education in schools in our country in the current period has had positive changes and contributed to the success of the cause of educational innovation and physical education in the new situation of the country. However, compared to the requirements, there are many difficulties and many limitations. In 2008, the Department of Physical Education and Sports pointed out that in primary schools, the number of teachers with experience in physical education is still very small. Only more than 10% of primary school physical education teachers are full-time. Therefore, to ensure that 100% of schools have full-time physical education teachers, the primary school sector alone needs about 13,000 teachers (Department of Physical Education and Sports, 2008). By 2024, after a period of implementing the new General Education Program (2018), in addition to the achieved results, there are still many limitations, and the facilities for physical education have not been improved much (Government, 2024).

According to GD1:

"The Physical Education program fully grasps the viewpoints, goals, and requirements for qualities and abilities; educational plans, content orientations, methods, and evaluation of educational outcomes are specified in the overall program. The number of subjects (sports) in the program is diverse and rich. The program is open, creating conditions for students to choose activities that are suitable for their physical strength, personal aspirations, and school conditions. However, it can be seen that currently, the facilities and teaching staff are not enough to meet the needs of teaching and learning Physical Education according to the 2018 General

Education Program. Many general schools lack specialized physical education teachers”.

According to GD3:

“Most teachers only teach basic physical education, while the need to learn and play sports of students is increasing. Subjects such as swimming, basketball, badminton... if there are no specialized teachers, teaching is not very effective, students are not interested. If the school wants to cooperate with the sports center to organize subjects for students, there is no funding source. It is impossible to socialize or call on parents because this is a core subject”. According to GD7: “Most of the equipment, running tracks, and playgrounds serving physical education activities in schools are only at the minimum level, so teachers always feel insecure about the safety and quality of education of this subject in schools”. In that context, the State needs to develop and implement the necessary content to develop physical education in schools. This is the legal corridor for educational institutions to implement solutions to mobilize social resources for the physical development of learners. At the same time, the strategy will also help to specifically identify the goals, tasks, and educational methods that will be implemented in educational and training institutions nationwide.

Basic Contents of Vietnam's School Physical Education Development Strategy in the Context of International Integration

The Law on Physical Education and Sports, officially passed by the 11th National Assembly at the 10th session on November 29, 2006, is an important legal document for the management of physical education and sports in the renovation period, creating a legal corridor for Vietnamese physical education and sports to develop in the right direction: for the health and happiness of the people, for the cause of building and defending the Fatherland. The 2018 amended Law on Physical Education and Sports (Law No. 26/2018/QH14) has added several contents on the physical development of Vietnamese people in the new situation. The overall project for the development of physical education and school sports in the 2016-2020 period, with a vision to 2025, clearly identifies some basic contents of the strategy for developing physical education in schools in Vietnam in the context of international integration as follows:

General Objectives:

Improve the quality and effectiveness of physical education and school sports to improve health, develop comprehensive physical fitness, equip knowledge, and basic movement skills and form the habit of regular physical exercise and sports for children, pupils and students; combine physical education and school sports with education on will, ethics, lifestyle and life skills; meet the needs of healthy entertainment for children, pupils and students, and at the same time

contribute to discovering and training sports talents and talents for the country.

Specific Objectives:

On Physical Education:

Continue to improve the quality of physical education in schools; ensure that 100% of kindergartens, general education institutions, vocational education and higher education fully and effectively implement the content and curriculum of physical education subjects.

Regarding School Sports Activities:

(i) Ensure that 100% of students regularly participate in physical training and sports and meet the standards for physical assessment and classification according to age; (ii) Continue to diversify the forms of organizing school sports activities, develop sports clubs; rapidly increase the rate of general education institutions organizing swimming lessons, kindergartens, general education institutions, vocational education, and universities organizing traditional Vietnamese martial arts lessons for students compared to 2020; (iii) Continue to improve the sports competition system, focusing on the grassroots level, attracting a large number of students to participate.

Regarding facilities, equipment, and tools for physical education and school sports: (i) Continue to strengthen and standardize facilities, equipment, and tools for physical education and school sports; (ii) Strengthen coordination to effectively exploit and use physical education and sports facilities and equipment managed by the physical education and sports sector and the education sector.

Regarding physical education and sports teachers and lecturers: Develop a team of physical education and sports teachers and lecturers that meet training standards and qualifications to ensure that 100% of general education institutions have enough physical education and sports teachers and lecturers according to regulations.

Existing Problems and Limitations in Vietnam's School Physical Education Development Strategy in the Context of International Integration

First, There are Many Unreasonable Things in the School Physical Education Program:

According to GD2:

“The current physical education program for school students is not too heavy, but very reasonable. The program was developed by the Ministry of Education and received interdisciplinary opinions from relevant ministries and sectors; it was surveyed from reality depending on the physical condition of the students' ages and has been implemented for many years. In my opinion, the problem is how schools apply it specifically because the program is correct but many places do not implement it correctly. According to GD4: “Physical education is even more terrifying than 70

philosophical sentences”. Many subject teachers have also frankly pointed out the shortcomings in imposing subjects that are too difficult for students such as chin-ups, basketball, volleyball, weightlifting, even martial arts, etc.

According to GD5:

“These subjects are too technical and have mandatory requirements for physical strength and physique from the beginning for the practitioner, requiring regular practice from a young age to be effective”. Meanwhile, due to limitations in class time, in most schools, each subject is only taught in 8 sessions (one session per week). In the past, some schools even required students to study, take exams, re-study, and re-take exams within a week.

According to GD6:

“Our students are small and have difficulty reaching the bar, and are not yet steady in holding the ball. Forcing them to perform technical movements proficiently and on a dirt or cement field outdoors in just one week - even spreading them out over 8 sessions in 8 weeks is unscientific. It is normal for students to be afraid of this subject”. However, students must have a Physical Education certificate to graduate.

Second, There are No Regulations on the Content and Teaching Methods of Physical Education in Schools:

In the General Education Program (2018), Physical Education is a compulsory subject. At the university level, students who want to graduate must have a certificate in physical education. Physical education is an important content. There needs to be coordination between many ministries, branches, schools and families. Physical education needs to receive direction from the Government, the Ministry of Education and Training is the leading unit.

Implementing the Physical Education Program: For general education, the program has been innovated along with other subjects and the position and goals of the subject have been determined. Although not as complete as expected, the consistent goals have been identified as skills, knowledge, health and physical strength; initially helping students form qualities, and habits, practice sports, build a healthy lifestyle in students, educate morality, will, apply learned knowledge and skills to daily activities.

The physical education program has partly met the goals, knowledge, skills and attitude requirements for students, basically suitable for students' abilities and perceptions, the content of the physical education program has been expanded, including optional content, helping students develop their talents and personal interests in studying and practicing physical education; the program has also been connected between levels of education according to the principle of inheritance and development, aiming at the goal of contributing to

comprehensive education, there has been some content suitable for the characteristics of students at each level.

The physical education teaching method has also initially been innovated in the direction of promoting positivity in students' learning and training, the designed class hours are not yet reasonable but have focused on the core, gradually connecting with reality, partly ensuring liveliness, friendliness and stimulating students' interest in learning and training. However, the physical education teaching method in many places still has some limitations. The role of teachers in schools lies in both awareness and teaching methods.

Third, the National Resources Invested in Physical Education Have Not Yet Met the Minimum Requirements to Ensure the Quality of Teaching and Learning

According to GD4:

“Some teachers still consider physical education a secondary subject without proper attention. Investment in physical education facilities has not been improved. For example, the implementation of swimming pools in schools is still very difficult. Therefore, it is necessary to do a good job of disseminating information about the effects and significance of physical education and school sports activities”. According to GD1: “The team of physical education teachers and lecturers is still lacking, physical education facilities and equipment are outdated, backward, dilapidated and have not been replaced or supplemented. In addition, the limited awareness of some Party committees and local government officials about physical education and sports to improve health also has a significant impact on the quality of physical education”.

According to GD5:

“It is necessary to innovate the curriculum and evaluate the Physical Education subject. The teaching staff of Physical Education subject needs to be supplemented and trained promptly. Develop the movement of physical training and sports for students, especially during the summer. Strengthen facilities and equipment for physical education and school sports activities. Promote the socialization mechanism in school sports activities”. According to GD6: “Some schools have encountered some difficulties in implementing physical education and school sports activities in recent years. When students study online, physical education encounters countless problems, teachers have to work very hard. The number of physical education teachers is still lacking and weak. The system of facilities serving physical education and sports activities is still very limited”.

Solutions are there to improve the strategy for developing physical education in schools in the context of Vietnam's international integration.

First, promote information and propaganda work, raise awareness of the need to develop physical education and school sports.

Second, innovate physical education programs, and methods and test and evaluate physical education for each level and grade; Develop physical education programs in the direction of organizing activities to improve training skills and form qualities and capacities for students.

Third, develop a team of lecturers, teachers, and physical education instructors to ensure sufficient quantity and quality; compile rich lesson plans and teaching materials.

Fourth, strengthen physical education and sports training facilities and equipment in schools.

Fourth, develop a plan to develop a system of sports competitions for students from the school level to national and international levels.

Fifth, improve mechanisms, policies and regulations for physical education and school sports; develop a set of criteria for assessing physical education and sports in educational and training institutions.

Sixth, it is necessary to promote the important role of schools in creating cultural values and establishing principles of conduct; mobilize investment resources to perfect cultural institutions in schools such as libraries, cultural houses, stadiums, etc.; enhance factors related to the qualities, knowledge, skills and standards of the teaching staff with the spirit of "each teacher must be a shining example for students to follow".

CONCLUSION

Physical education in schools not only plays an important role in educating people to develop comprehensively in terms of ethics, intelligence, health and aesthetics but also helps students have all the conditions to enter working life and build socialism while promoting physical education on par with countries in the region and the world. The strategy for developing physical education in schools in Vietnam in the context of international integration has made a positive contribution to improving students' physical fitness and has set out the basic goals of physical education in schools. Although there are still some shortcomings and limitations, the contents set out in the strategy are an important basis for educational institutions to implement their educational activities. The solutions proposed in this study will contribute to perfecting the strategy for developing physical education in schools in Vietnam in the context of international integration.

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