

THE ACTUAL SITUATION OF USING ACTIVE RECOVERY EXERCISES AFTER PHYSICAL EDUCATION CLASS OF STUDENTS AT HUE UNIVERSITY OF MEDICINE AND PHARMACY

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Abstract:

Using scientific research methods to assess the actual situation of the use of active recovery exercises after Physical Education (PE) class for students at Hue University of Medicine and Pharmacy. The results will be used as basic data for selecting measures to improve the quality of Physical Education at Hue University of Medicine and Pharmacy.

Keyword: Actual situation, Recovery, Physical Education, Hue University of Medicine and Pharmacy.

INTRODUCTION

Researching the system to promote the recovery process after a training session is a relatively difficult and complex process, requiring a certain preparation of teachers, trainers, and researchers. In recent years, the study of exercise systems to push the recovery process of students has been increasingly focused and put into teachers, doctors and scientists' practice to improve teaching training effectiveness. In Vietnam, the results obtained from the practice of physical training and training show that recovery ability is a process that can be controlled and practiced.

Hue University of Medicine and Pharmacy is one of 8 member universities of Hue University. The total number of regular PE classes for students of Hue University of Medicine and Pharmacy, including 120 periods, is divided evenly over two semesters. The Department of Physical Education is in charge of planning, teaching, evaluating and issuing certificates. Due to the very short study time (30 periods/module), lecturers are required to increase the amount of training exercise, teaching basic techniques of sports specified in the detailed program of this module during the in-class time. This is considered as a difficulty in the teaching process of the teachers as well as the learning effectiveness of students at Hue University of Medicine and Pharmacy. The

assessment of the situation of using active recovery exercises after PE class of students at Hue University of Medicine and Pharmacy is the basis for finding effective solutions and appropriately changing the suitable course curriculum to the capacity of students of Hue University of Medicine and Pharmacy in particular and Hue University in general. Therefore, we boldly conduct research on: "The actual situation of using active recovery exercises after physical education of students at Hue University of Medicine and Pharmacy".

RESEARCH METHODS

The research methods used during the research process are: analysis and synthesis of documents, interviews, pedagogical observation and statistical mathematics.

RESULTS AND DISCUSSION

1. Analysis of the actual situation of using active recovery exercises after Physical Education class of students at Hue University of Medicine and Pharmacy

1.1. The actual situation of contents in PE curriculum used in teaching students of Hue University of Medicine and Pharmacy.

The content of PE program at Hue University is conducted in accordance with the regulations of the Ministry of Education and Training and Decision No. 279 / QĐ-DHĐ dated March 21, 2016, of the President of Hue University on establishing PE program belonged to the

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university and college-level training programs at Hue University.

According to these promulgated regulations, at the university level, there are 120 periods distributed for 4 semesters corresponding to 4 modules; 01 practice credit each semester equivalent to 30 periods; no overlapping content among modules. However, of students of Hue University of Medicine and Pharmacy, the curricular physical education program is taught in 2 semesters, 2 credits per semester, 1 session

per week, 4 periods per session (including 2 subjects, 2 periods per subject), which is inadequate and affects the effectiveness of physical education. In addition, extracurricular physical activities are organized by students in individuals, in groups or in classes in order to train, consolidate and perfect general techniques and physical qualities. Teaching curriculum of PE used in Hue University of Medicine and Pharmacy is presented in Table 1.

Table 1. The curriculum of PE used in the Hue University of Medicine and Pharmacy

No.	Module	Code	Total credits	Theory	Practice	Compulsory/ optional
I	Compulsory modules					
1	Practical teaching on short distance running (50m), average distance running (1000m for Male, 500m for female)	DK.1001	1	0	1	Compulsory
II	Optional modules (Select at least 03/08 Credits)					
1	Practical teaching of Basketball	BR.2011	1	0	1	Optional
2	Practical teaching of Volleyball	BC.2011	1	0	1	Optional
3	Practical teaching of Football	BD.2011	1	0	1	Optional
4	Practical teaching of Handball	BN.2011	1	0	1	Optional
5	Practical teaching of Chess	CV.2011	1	0	1	Optional
6	Practical teaching of High jump and Long jump	CX.2011	1	0	1	Optional
7	Practical teaching of Bare hands exercises	TD1.2011	1	0	1	Optional
8	Practical teaching of Gymnastic	TD2.2011	1	0	1	Optional

As shown in Table 1, the total number of regular physical education classes of Hue University of Medicine and Pharmacy consists of 120 periods, divided evenly in two semesters, which the Department of Physical Education is in charge of, from planning, teaching, evaluating and issuing certificates. Due to the short study time (30 periods / module), during the main teaching hours, lecturers must increase the amount of exercises, teaching basic techniques of regulated sports in the detailed program of the module. This is considered as a difficulty in the teaching process of teachers as well as the learning effectiveness of students of Hue University of Medicine and Pharmacy.

1.2. The actual situation of the PE learning result of students at Hue University of Medicine and Pharmacy

In order to gain more information, we collect study results statistics on 4 Physical Education modules of 525 students of Hue University of Medicine and Pharmacy. The obtained results are shown in Table 2.

Table 2 shows that the results of learning PE of students at Hue University of Medicine and Pharmacy in 2017 was low, which is illustrated in each module, the total number of students ranked as Average, Weak and Poor is always higher than the total number of students ranked as Good and Fair.

Table 2. Physical Education learning results of students of Hue University of Medicine and Pharmacy. (Course TS 2017, n=525)

Module	Classification									
	Good		Fair		Average		Weak		Poor	
	m _i	%	m _i	%	m _i	%	m _i	%	m _i	%
1	35	6.00	159	30.80	254	49.80	56	12.00	21	3.20
2	40	7.00	180	35.00	237	46.40	49	10.80	19	2.80
3	43	7.60	197	38.40	223	43.60	45	12.40	17	2.40
4	50	9.00	208	40.60	215	42.00	40	10.20	12	1.40

1.3. The actual situation of implemaleting active recovery exercises after PE class of students at Hue University of Medicine and Pharmacy

We synthesized the use of active recovery exercises after practice and competitions of students at Hue University of Medicine and Pharmacy by using pedagogical observation and

statistical methods through teaching observation of 05 lecturers corresponding to 06 lesson plans each lecturer (recovery time of 06 lesson plans of each teacher = 60 minutes).

The observed results are presented in Table 3.

Table 3 shows: The observation results of PE periods in 06 lesson plans: The recovery time after classes mainly used aerobic exercises

Table 3. Observation results on the actual situation of using exercises to promote the active recovery process after PE class for students of Hue University of Medicine and Pharmacy through pedagogical observation method. (06 lesson plans)

No	Exercise groups	Exercises used	Total time using exercise (min)	Number of times using the exercise (times)	Ratio of each exercise time compared to total time (%)
1	Aerobic	400m light running around the field	10	4	26.60
2		Stretching combine with breathing	4	4	10.70
3		Walking combine with deep breathing	7	3	14.00
4		Exercising games	5	4	13.30
5	Relaxing	Running in small steps combine with relaxing body	3	5	10.00
6		Fish Pose	5	2	6.70
7	Passive	Shaking legs and arms	4	3	8.00
8		Shaking muscles	5	2	6.70
8	Muscles stretching	Horizontal and vertical legs stretching	3	2	4.00
9		Bending and stretching arms and legs	-	-	-

(Example: 400m light running around the field with the total time of 10 minutes); the relaxing and passive exercises are used little; especially the stretching exercises are not really concerned about. There are only a few recovery exercises and they are not arranged in a unified order.

To further clarify the actual situation of the use of exercises we conducted an interview by sending printed questionnaires to 15 lecturers who are directly teaching PE in Hue University

of Medical and Pharmacy. The results are shown in Table 4.

The results of Table 4 show that: The actual situation of implemaleting the system of active recovery exercises after PE class of students of Hue University of Medicine and Pharmacy is that it often pays attention to aerobic exercises (eg 400m light running, walking combine with deep breathing). Relaxing and passive exercises are rarely practiced. Especially, stretching exercises

Table 4. Interview results on the actual situation of implementing the system of active recovery exercises after Physical Education classes of students at Hue University of Medicine and Pharmacy

No	Exercise groups	Recovery exercises	Use frequency					
			Regularly		Rarely		Never	
			m _i	%	m _i	%	m _i	%
1	Aerobic	Light running 800m/time.	7	47.00	3	20.00	5	33.30
2		Light running 400m/time	15	100	-	-	-	-
3		Light running 200m/time	-	-	2	13.33	13	86.66
4		Stretching combine with breathing	-	-	3	20.00	12	80.00
5		Walking combine with deep breathing	10	66.60	-	-	5	33.30
6		Light running on grass field	-	-	-	-	-	-
7	Muscles stretching	Crouch and jump on the spot	-	-	-	-	15	100
8		Horizontal and vertical legs stretching	-	-	-	-	15	100
9	Relaxing	Fish Pose	-	-	8	53.30	7	46.60
10		Run in small steps combine with relaxing body	3	20.00	-	-	12	80.00
11	Passive	Shaking legs and arms	5	33.30	10	66.60	-	-
12		Shaking muscles	2	13.33	6	40.00	7	46.60
13	Other issues	Exercises practiced in order	-	-	-	-	15	100
14		Recovery time from 5 to 7 mins	-	-	-	-	-	-
15		Recovery time from 8 to 10 mins	15	100	-	-	-	-
16		Recovery time from 11 to 15 mins	3	20.00	5	33.30	7	46.60

are not used at all.

- Recovery exercises are practiced without following a certain system.

- Less time spent on recovery exercise (5 - 10 minutes); students do not voluntarily do the exercises; the exercises are monotonous because they are mainly based on the teacher's personal experience.

CONCLUSION

Based on the study results, this allows the following conclusions:

1. The curriculum content of the Physical Education course at Hue University are distributed illogically and the studying time is short (30 periods/module). The results of the Physical Education course of students at Hue University of Medicine and Pharmacy in 2017 are not high, the total number of students classified as Average, Weak and Poor is always higher than the total number of students classified as Good and Fair.

2. The results obtained in this research indicate some following points: active recovery exercises used after learning Physical Education at Hue

University of Medicine and Pharmacy is mainly aerobic exercises, while relaxing exercises, passive exercises are not regularly used; stretching exercises are not really considered; students have not voluntarily done recovery exercises; the exercises are still monotonous, etc. The amount of time spent on recovery progress is little, the exercises have not been arranged in a unified order but only performed freely. Thus, there is a need for an appropriate system of exercises to promote active recovery after Physical Education classes for students.

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