

APPLYING SOME EXERCISE GAMES TO IMPROVE GENERAL PHYSICAL FITNESS FOR MALE STUDENTS OF SAIGON UNIVERSITY, VIETNAM

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Abstract:

This study selected and applied several motor games to enhance the effectiveness of physical fitness development among men students at Saigon University. The results of the pedagogical experiment demonstrated the positive impact of motor games on the research subjects.

Keywords: Motor games; general physical fitness; students; Saigon University

1. INTRODUCTION

The goal of education in the new period is to take the human factor as the center. Secondary schools, colleges and universities today always strive to build their own reputation and brand by bringing to the market the final product of generations of graduates with all the necessary qualities of Morality - Intelligence - Fitness - Aesthetics, well adapted to social requirements, ready to participate in labor, build and protect the Fatherland. At Saigon University (SGU), in order to implement the policy of innovating methods of education, training and physical development for students, under the direction of the Party Committee, the School Board of Directors, lecturers of the Physical Education Department (PE) have been making efforts to find solutions to improve the general physical fitness (GPF) of students. Through research, we found that: In the work of physical education for male students, understanding and applying physical games (SMG) must be equipped with scientific knowledge and implementation methods in order to improve the effectiveness of SMG in developing GPF for male students. To do that in a scientific and practical way, we will conduct a study on " *Application of some physical training activities to improve physical fitness for students of Saigon University*". To solve the research objectives set out, the following research methods are used: document reference; interview; pedagogical testing; pedagogical experiment; mathematical statistics.

2. RESEARCH RESULTS AND DISCUSSION

2.1. Choosing Physical Activity Games (PAG) to Develop GPF for Male Students of SGU

To achieve the goal of selecting appropriate physical education activities for students of SGU to develop GPF. The study conducted interviews using questionnaires with 20 teachers teaching physical education about 50 physical education activities compiled from reference documents. The content of the questionnaire was built to focus on

the following main issue: Which physical education activities are often used in physical education lessons for students of SGU.

The interview content is to determine the priority of the exercises at 3 levels:

Priority 1: Frequently used - 3 points

Priority 2: Used - 1 point

Priority 3: Not used - 0 points

The exercises selected with a percentage of 75% or more will be applied to students of Saigon University.

The results in Table 1 show that: 10/50 PAGs have been selected to develop GPF for male students of SGU with the result accounting for 76.67% or more (in bold in Table 1), the remaining 40/50 PAGs are less selected (only reaching 11.67% to 40%).

2.2. Application of PAGs to develop GPF for male students of Saigon University

2.1.1. Organization of pedagogical experiments

- Experimental method: Parallel comparison

- Experimental subjects: 80 male students of SGU divided into 2 groups:

+ Control group of 40 male students following the current program of the school.

+ Experimental group of 40 male students practicing with selected PAGs.

- Implementation time is in the first semester of the 2024-2025 school year according to the general plan of students participating in the Physical Education course.

- Research location: SGU.

Table 1. Interview results for selecting physical development sports for students of SGU.

No.	PAG	Regular	Less Used	Never Used	Total Score	Total Percentage (%)
1	Bubble Sitting	2	9	9	15	25
2	Guarding Relay	3	7	10	16	26.67
3	Team Passing	1	8	11	11	18.33
4	Skipping	2	7	11	13	21.67
5	Jigsaw Puzzles	1	9	10	12	20
6	Racing	0	7	13	7	11.67
7	Relaying	0	8	12	8	13.33
8	Racing with Rackets	1	7	13	10	16.67
9	Fast Zoo	0	9	11	9	15
10	Handball Passing	2	9	9	15	25
11	Pole Passing	3	9	8	18	30
12	Star Soccer	1	9	10	12	20
13	Team Relay	15	3	2	48	80
14	Aerobic Jumping	2	7	11	13	21.67
15	Talented Team	16	2	2	50	83.33
16	Team Power	2	10	8	16	26.67
17	Head-to-Head	14	4	2	46	76.67
18	Star Ball Pass	2	10	9	16	26.67
19	Ladder Manpower	2	11	7	17	28.33
20	Coordinated Pairs	4	11	6	23	38.33

21	Relay with a Stone Racket	2	8	10	14	23.33
22	Reluctant Painter	3	9	8	21	35
23	Talented Warrior	1	11	8	14	23.33
24	Blindfolded Search	3	8	9	17	28.33
25	Transport Weights	1	9	10	12	20
26	Carry a Balloon to Pass a Ball	2	10	8	16	26.67
27	Who's More Skilled	14	5	1	47	78.33
28	Threading a Button	2	10	8	16	26.67
29	Mixed Relay	5	8	7	23	38.33
30	Fast, Strong, Dexterous	3	8	9	17	28.33
31	Relay Throwing a Ball Against a Wall	5	9	6	24	40
32	Passing Around	3	9	8	18	30
33	Which Team Is Faster?	16	3	1	51	85
34	Relay Over an Obstacle	4	8	8	20	33.33
35	Return to Zero	3	10	7	19	31.67
36	Coordinated Team	4	8	8	20	33.33
37	Throw the Ball Over a Net	14	5	1	47	78.33
38	Who's Jumping Better	2	9	9	15	25
39	Matrix	17	2	1	53	88.33
40	Pour Water into a Bottle	15	2	2	47	78.33
41	Bee Sting (Playing U)	17	3	0	54	90
42	Volleyball Relay	3	10	7	19	31.67
43	Capture the Flag	4	12	4	24	40
44	Running on a Rail	6	12	2	30	50
45	Co-Training Pairs	4	9	7	21	35
46	Swamp Monster	2	9	8	15	25
47	Hop the Flag	16	3	1	51	85
48	Cumulative Relay	3	8	9	17	28.33
49	Blindfolded Relay Over an Obstacle	5	8	7	23	38.33
50	Coordinated Team	3	7	10	16	26.67

2.2.2. Results of pedagogical experiment

To evaluate the results of the pedagogical experiment applying the selected PAGs in developing GPF for the research subjects, we used the tests in Decision No. 53/2008/QĐ-BGDĐT issued by the Ministry of Education and Training on September 18, 2008, on the assessment and classification of physical fitness for students. To accurately evaluate the results of the experiment, the study conducted a test of the GPF status of the 2 groups before the experiment, the results are presented in Table 2.

Table 2. Results of physical fitness tests of the two groups before the experiment

TEST	Experimental group (n=40)				Control group (n=40)				t	P
	\bar{X}	S	Cv%	ϵ	\bar{X}	S	Cv%	ϵ		
Long jump on the spot (cm)	184.1	13.07	7.1	0.02	182.33	9.86	5.41	0.02	0.69	>0.05
30m XPC run (s)	6.13	0.55	8.99	0.03	6.22	0.46	7.36	0.02	0.75	>0.05
4x10m shuttle run (s)	12.83	0.47	3.67	0.01	12.92	0.38	2.96	0.01	0.95	>0.05
5 min free run (m)	885.26	58.56	6.62	0.02	884.73	40.26	4.55	0.02	0.05	>0.05

The results obtained in Table 2 show that:

- The GPF status of male students in the two research groups is representative $\epsilon \leq 0.05$.
- The GPF status of male students in the two research groups is very uniform, all 4 tests have coefficients of variation Cv% <10%.
- The GPF status of male students in the two research groups (control and experimental) has no significant difference, or in other words, is similar with $P > 0.05$.

After the pedagogical experiment, the study conducted a test on the GPF status of the two groups, the results are presented in Tables 3 and 4.

Table 3. Results of physical fitness tests before and after the experiment of male students in the control group

No.	TEST	Before Experiment		After Experiment		W%	t	p
		$\bar{X}_1 \pm S_1$		$\bar{X}_2 \pm S_2$				
1	Long jump on the spot (cm)	182.33	9.86	184.16	9.78	1.01	12.86	0.05
2	Run 30m XPC (s)	6.22	0.46	6.27	0.46	0.84	10.65	0.05
3	Run 4x10m (s)	12.92	0.38	12.88	0.39	0.88	30.83	0.05
4	Run at will for 5 minutes (m)	884.73	40.26	895.15	40.77	1.17	28.79	0.05

From the results obtained in Table 3, it can be seen that:

After the experimental period, the overall physical strength of the male students in the control group increased in all 4/4 tests with statistical significance at the probability threshold $p < 0.05$. Increased from 0.84% - 1.17%, in which the highest increase was in the test "Running at will for 5 minutes": 1.17%.

Table 4. Results of physical fitness tests before and after the experiment of male students in the experimental group

TT	TEST	Before Experiment		After Experiment		W%	t	p
		$\overline{X}_1 \pm S_1$		$\overline{X}_2 \pm S_2$				
1	Long jump on the spot (cm)	184.1	13.1	190.33	13.41	3.33	25.29	0.05
2	Run 30m XPC (s)	6.13	0.55	6.02	0.54	1.78	17.11	0.05
3	Run 4x10m (s)	12.83	0.47	12.59	0.49	1.84	24.58	0.05
4	Run at will for 5 minutes (m)	885.26	58.56	922.25	58.72	4.16	40.61	0.05

From the results obtained in Table 4, it can be seen that:

After the experimental period, the overall physical strength of male students in the experimental group increased in all 4/4 tests with statistical significance at the probability threshold $p < 0.05$. Increased from 1.78% - 4.16%, in which the highest increase was in the test "Running at will for 5 minutes": 4.16%.

3. CONCLUSION

Through the study, 10 PAGs were selected to develop GPF for male students of SGU. The pedagogical experiment was integrated into the school's curriculum. The results showed that the experimental group had better development than the control group with a statistically significant difference of $p < 0.05$. Thereby, once again affirming the effectiveness of the 10 PAGs selected in developing GPF for male students of SGU.

4. REFERENCES

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