

# LIFE SKILLS EDUCATION FOR STUDENTS IN TEACHING PHYSICAL AT BUON MA THUOT HIGH SCHOOL

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**Abstract.** By employing commonly accepted scientific research methodologies, this study undertakes a comprehensive examination of research outcomes derived from a sample comprising 579 students, 48 teachers, and 28 administrators within high schools situated in Buon Ma Thuot city. The investigation sheds light on the current state of integrating life skills into the realm of physical education teaching, indicating an overall proficiency at an intermediate level. Upon meticulous analysis of the existing situation, the author proffers a set of strategic measures designed to augment the incorporation of life skills education for high school students undergoing physical education programs in Buon Ma Thuot city. These proposed interventions aim not only to elevate the current status of life skills integration but also to enhance the overall efficacy of life skills education within the specific context of high school physical education teaching. This research, through its systematic exploration and thoughtful recommendations, aspires to contribute to the ongoing discourse on refining pedagogical approaches within high school settings. The proposed measures, if implemented, hold the potential to cultivate a more robust and comprehensive framework for life skills education, thereby equipping students with essential competencies that extend beyond the realm of physical education, preparing them for the multifaceted challenges of their academic and personal lives.

**Keywords:** *measures, integration, life skills education, physical education, high school, Buon Ma Thuot city*

## Introduction

In the physical education program for secondary school students, knowledge of sports science, motor skills, hygiene, movement patterns, and long-term exercise habits are taught. Additionally, the program aims to guide students in developing personal life skills, enhancing their physical activity skills, self-training, and career orientation. Physical education teaching activities also aim to create an environment and opportunities for students to cultivate ethics, understand the laws of scientific movement, and connect knowledge and skills to solve issues related to personal growth and development of basic life skills. Modern educational perspectives suggest that students will have a better grasp of this knowledge system and find it more meaningful and effective if teaching is organized in an integrated manner, allowing students to mobilize (and self-mobilize) resources to effectively address practical issues in real life, rather than just applying them in training and sports competitions. Integrating life skills education for high school students in physical education classes is a teaching approach that helps students develop the ability to synthesize knowledge and skills from various fields in order to effectively solve problems in learning and apply physical education knowledge to real-life situations. This approach is implemented during the process of

acquiring physical education knowledge and honing skills, enabling students to develop essential life skills, especially the ability to apply physical education knowledge to solve practical issues in life (Dung and Zsolnai, 2021).

Based on theoretical and practical research, it is evident that students' life skills are formed and developed through experiences and are closely linked to daily activities. Teaching life skills as a separate subject does not yield high results. Therefore, it is necessary to integrate life skills education into various subjects in order to achieve effective education. Integrating life skills education for students in physical education classes in high school is essential (Hoang and Duc, 2022). Based on the evaluation of the current state of life skills education, integrating life skills education into physical education classes in high schools in Buon Ma Thuot city provides a practical foundation for implementing measures to integrate life skills education into physical education classes in high schools in Buon Ma Thuot city. Drawing from these foundations, the author presents: “Measures to integrate life skills education for students in physical education classes in high schools in Buon Ma Thuot city”.

## **Materials and Methods**

Methods of analysis and synthesis of documents; Interview method; Pedagogical observation method; Pedagogical testing method; and statistical mathematics method. Theoretical research methods group: Analyze, synthesize, classify, and generalize documents and documents; Based on research theory in educational management, using theories on educational management, conducting analysis; Collecting Party and state documents on the management of skills education activities live for students. Practical research methods: Questionnaire survey method: Using the questionnaire survey method, is a basic and effective method in sociological investigation. The questionnaire survey will focus on investigating 579 students, 48 teachers, and 28 administrators in high schools in Buon Ma Thuot City. From there, evaluate the schedule, calculate the results of the investigation. In addition, the research uses document analysis and synthesis methods; Interview method; Pedagogical observation method; Pedagogical testing method; and statistical mathematics method.

## **Results and Discussion**

### ***Requirements for organizing the integration of life skills education for students in physical education teaching at high schools in Buon Ma Thuot city***

Based on the interview results of the factors influencing the selection and integration of life skills education in physical education teaching in high schools in Buon Ma Thuot city, the article identifies the requirements that need to be ensured when organizing the selection and integration of life skills education for students in physical education teaching in high schools in Buon Ma Thuot city. These requirements are both fundamental principles and conditions to ensure that the activities are goal-oriented, practical, and adhere to pedagogical principles, educational program regulations, and scientific principles.

### ***Requirements for teachers participating in teaching***

Teachers must understand the essence of integrating life skills education into physical education teaching: Integrated life skills education is a positive teaching method, where students' activities are organized and linked together in collective activities to fulfill assigned tasks and exercises. Teachers must be aware of and effectively fulfill the role of the instructor in organizing integrated life skills education activities.

### ***Requirements for students***

Students must have a clear and complete understanding of the assigned tasks. They should pay attention to the teacher's explanation of the learning tasks in order to know their specific tasks and the requirements for completing them. If they are unsure about the tasks, they can directly exchange and ask the teacher for clarification. Students should have a high sense of responsibility, be proactive, and practice on their own. Students' learning activities must be carried out under the supervision, organization, control, and guidance of the teacher. Students must maintain a high level of focus when participating in specific activities.

### ***Requirements for facilities***

The physical facilities and teaching materials have a certain impact on the process of teaching practical life skills in physical education in high schools in the city of Buon Ma Thuot. Good physical facilities create a comfortable environment for both teachers and students. The physical facilities for serving the process of organizing practical life skills education such as playgrounds and equipment must be ensured and arranged appropriately to contribute to the high effectiveness of the training process. To prepare for activities, both teachers and students need to prepare necessary resources related to the subject such as playgrounds, training equipment, pictures, videos, etc. to serve specific tasks in the training process.

### ***The principle of integrating life skills education for students in physical education classes in high schools in Buon Ma Thuot city***

#### ***Ensure the objectives and content of the physical education curriculum***

This principle requires the organization of practical teaching of life skills education for students in physical education classes in high schools in Buon Ma Thuot city to contribute to achieving the objectives of physical education teaching: Integrated content must ensure knowledge, skills, attitudes, and professional competencies for students.

#### ***Ensure suitability and balance***

This principle requires that when organizing integrated life skills education in physical education for high school students in Buon Ma Thuot city, teachers should note: The integrated life skills education content introduced in the lessons must be systematic, avoiding duplication. In addition, this knowledge must be appropriate to the students' level, without overloading them in absorbing the main content of the lesson.

#### ***Ensure authenticity with practicality***

In order to ensure this principle, when teaching, the content of life skills education is incorporated into the lessons as illustrative examples or connections, supplementing the

lesson knowledge to accurately reflect the realities of life and stay updated with the latest information.

### ***Ensure flexibility and creativity***

This principle requires the integration of life skills education into physical education classes to enrich the knowledge of physical education and make it more practical and relevant to real life. Teachers need to be flexible and creative in selecting the content of life skills education, applying appropriate teaching methods based on the target audience and actual conditions, rather than being rigid in implementation.

### ***Ensure feasibility and effectiveness***

The proposed measures must be effective in the process of training skills and developing students' language proficiency. They help students acquire knowledge accurately, deeply, and comprehensively to apply it to solving various learning situations. To achieve this, it is necessary to create opportunities for students to self-learn and master their knowledge through self-awareness and active learning with enthusiasm, a genuine desire to explore the world of knowledge.

### ***Ensure suitability for the practical teaching in high schools in Buon Ma Thuot city***

Building a plan and practical teaching program for life skills education in physical education classes in high schools in Buon Ma Thuot city requires considering the abilities of the teaching staff, facilities, investment from schools, as well as the students' ability to absorb and the society's demands for educational quality. Teaching life skills education in physical education classes in high schools in Buon Ma Thuot city must ensure that the majority of the current teaching staff can flexibly apply it according to the facilities and subjects of each school.

### ***Ensure the practical characteristics of students are taken into account***

If the organization effectively implements the teaching of life skills in physical education classes in high schools throughout Buon Ma Thuot City, it will foster the ability to acquire scientific knowledge and apply it to real-life situations.

### ***Basic for proposing measures to integrate life skills education for students in teaching physical education in high schools***

#### ***Legal basics***

On April 29, 1993, the Ministry of Education and Training issued regulations on physical education, stating: "Physical education is an organic part of the goals of education and training, to help People are highly developed intellectually, physically strong, and morally pure..." (Hac, 1993). On March 7, 1995, the Prime Minister issued Directive 133/TTg on the construction and development planning of the Sports, Education and Training industry. The directive clearly states: "The Ministry of Education and Training needs to pay special attention to teaching curricular and extracurricular physical education and sports, regulate physical training standards for students at all levels, and have mandatory regulations for with physical education work in schools" (Thang and Fassin, 2017). On October 9, 2000, the President of the Socialist Republic of Vietnam announced an order promulgating the Ordinance on Sports and

Physical Training that was passed by the Xth National Assembly Standing Committee on September 25, 2000. The Ordinance has 9 chapters and 59 articles, including one chapter and 6 articles regulating school physical education. Article 14 of the Ordinance clearly states: "School physical education includes physical education and extracurricular sports activities for learners. Physical education in schools is a compulsory education regime, aimed at enhancing health, physical development, contributing to the formation and fostering of personality, and meeting comprehensive educational requirements for learners. The State encourages extracurricular sports activities in schools" (Ministry of Education and Training, 2019).

Article 15 of the Ordinance on Physical Training and Sports dated September 25, 2000 stipulates: "The Ministry of Education and Training coordinates with the Sports and Physical Training Committee to perform the following tasks: developing, directing, and implementing the physical education program. Regulating physical training standards for learners, regulating the school sports competition system" (Ministry of Education and Training, 2019).

### ***Theoretical basis***

The results of theoretical research on the integration of life skills education for students in teaching physical education in high schools show that: Based on limited research and basic theory on the two Specific skills: Goal setting skills and teamwork skills. These are two important and practical skills for people to help students better deal with friends, life and their own changes in context and will more effectively solve problems that arise during the process. learning program. Through that, people will better perform their tasks and create opportunities for personal development.

### ***Practical basis***

We used the questionnaire survey research method to conduct interviews with 579 students, 48 physical education teachers and 28 administrators at high schools in Buon Ma Thuot City aims to collect evidence and contribute to clarifying the current situation of integrating life skills education for students in teaching physical education. The questionnaire includes open-ended questions and answer-oriented questions for subjects to give their opinions.

### ***Measures to integrate life skills education for students in teaching physical education at high schools in Buon Ma Thuot city***

#### ***Measure 1***

Develop plans and programs to integrate life skills education for students in teaching physical education at high schools in Buon Ma Thuot City:

(a) Purpose and meaning of the measure: Developing plans and programs to integrate life skills education for students in teaching physical education is an important step to ensure the practical teaching process in general, integrating life skills education in the classroom. Teaching physical education in general.

(b) How to do it: Analyze the physical education curriculum; research the current situation of students and conditions for integrating life skills education in teaching physical education for students in high schools in Buon Ma Thuot city; designing activities for students and teachers in integrating life skills education in teaching

physical education for students in high schools in Buon Ma Thuot city; designing an environment that integrates life skills education in teaching physical education for students in high schools in Buon Ma Thuot city; and identify techniques for feedback, monitoring, evaluation and learning adjustment in teaching practical life skills education in teaching physical education in high schools.

### ***Measure 2***

Integrate the goal of life skills education with the goal of physical education for students in high schools in Buon Ma Thuot city:

(a) Purpose and meaning of the measure: Incorporating life skills into educational activities in high schools is one of the issues currently of concern to educational managers as well as public opinion. Integrating life skills education goals into physical education goals is one of the measures to educate life skills for high school students from an integrated education perspective. Accordingly, life skills education is identified as the goal of high school education and needs to be integrated in all subjects and activities in school, especially in the subject of physical education.

(b) Content and implementation of measures: To integrate the goal of life skills education in teaching physical education, the first issue that needs attention is organizing activities according to the life skills approach. The process of integrating life skills education goals into physical education subject goals includes the following tasks; designing the goals of life skills education; analyze the goals of physical education to integrate the goals of life skills education; and demonstrates the integrated goal of life skills education and physical education subjects.

(c) Conditions for implementing measures: To integrate the goal of life skills education in teaching physical education for high school students, in addition to mastering the technique of determining teaching goals, education and curriculum in schools In high school, the designer must also master the tool concepts and essence of the integrated pedagogical perspective.

### ***Measure 3***

Design a number of lessons that integrate life skills education in accordance with the content of physical education for students in high schools in Buon Ma Thuot city:

(a) Purpose and meaning of the measure: Designing a number of life skills education lesson plans consistent with the content and activities in teaching physical education is to integrate life skills education content into the content of physical education subjects for students high school in Buon Ma Thuot City. Measures that allow the creation of consistent educational content between the content of life skills education and the content of physical education subjects. This measure is not only meaningful for the good implementation of life skills education content but also effective in creating attraction for students in teaching physical education in high schools. in Buon Ma Thuot city.

(b) Content and implementation of measures: connotation of the measure is to always renew implementation forms according to each specific lesson plan; Diversify types of activities and forms of organizing activities to attract students to actively participate in subject activities. Novelty is always attractive to high school students, making them passionate about discovery. If the content activities are monotonous and the form is not rich, students are easily bored or indifferent.

(c) Conditions for implementing measures: Teachers must master the curriculum and distribution of physical education subjects of each block, especially the direct teaching block; teachers understand the content of basic life skills that need to be educated for students; Teachers must have skills in designing educational activities, designing plans and teaching lessons according to a positive teaching perspective; and the school's facilities meet the minimum requirements for facilities serving the designed subject matter.

**Measure 4**

Develop criteria to evaluate the integration of life skills education for students in teaching physical education at high schools in Buon Ma Thuot city:

(a) Purpose and meaning of the measure: Testing and evaluation is one of the important stages of the teaching and education process. Developing criteria to evaluate the development of life skills for students in teaching physical education in high schools in Buon Ma Thuot City will help teachers adjust their teaching activities, Students can self-evaluate their own abilities.

(b) Content and implementation of measures: Integrated assessment of life skills education is a process of integrating knowledge and skills and attitudes with practical application.

(c) Conditions for implementing measures: To implement this measure, it is necessary to determine the goals, content, methods and forms of assessment according to learners' abilities: determine evaluation goals: Evaluation goals must be clear, goals must be expressed in an observable and quantifiable form; develop a rubric of assessment criteria for integrating life skills education for students in teaching physical education at high schools in Buon Ma Thuot city; and within the scope of the study, the study determined a rubric scale to evaluate life skills including goal setting skills and teamwork skills.

As for goal setting skills for students, there are 3 levels as follows: Weak, average, and good. Each level corresponds to a score from 1 to 3, in which 3 is the highest level and 1 is the lowest level and is specifically built as presented in *Table 1*.

**Table 1. Rubric criteria for assessing the level of development of life skills in goal-setting.**

No.	Evaluation criteria	Degree evaluation	Level of implementation
1	Clarity of goals	1	The goals given are not clear or too general.
		2	The goal is given, but there is a lack of actionable description of what will be done to achieve the goal.
		3	The goal is clearly stated and there is a description of what will be done to achieve the goal.
2	Measurability of the goal	1	Objectives lack structure for evaluation. Unable to measure goals.
		2	Objectives can be assessed, but to an unknown degree.
		3	Goals can be assessed throughout the practice session/week.
3	The level of achievability of the goal	1	Goals do not match personal abilities and are too difficult to achieve.
		2	Goals are somewhat consistent with personal abilities.
		3	The goal is consistent with personal capacity and the conditions required to achieve the goal.
4	Realism of goals	1	The goals are unrealistic and unrelated to the physical education subject content.
		2	Objectives are related to the content of physical education subjects.
		3	The goals are clearly related to the content of the physical education subject.
5	Realism of goals	1	The plan has no clear implementer, specific actions and completion time to achieve the goal.
		2	The plan shows the implementer, actions and completion time to achieve the goal but is not specific and unclear.
		3	The plan clearly shows the implementer, specific actions and completion time to achieve the goal.

Teamwork skills for students include 4 levels as follows: Weak, average, good, good. Each level corresponds to a score from 1 to 4, in which 4 is the highest level and 1 is the lowest level and is specifically built as in *Table 2* as follows:

**Table 2.** Rubric criteria for evaluating the level of development of teamwork life skills.

No.	Evaluation criteria	Degree evaluation	Level of implementation
1	Individual contributions to the group	1	Regularly give useful ideas when participating in the group and during training and competition activities. Participate in all activities.
		2	Regularly provide useful ideas when participating in groups and during training and competition activities. Participate in most activities.
		3	Occasionally provides useful ideas when participating in groups and during training and competition activities. Participate in activities as requested
		4	Rarely comes up with useful ideas when participating in groups and during training and competition activities. Refuse to participate in some activities.
2	Ability to solve problems	1	Actively participate and suggest implementation levels for activities.
		2	Adjust performance levels suggested by others.
		3	Does not suggest levels of implementation but is willing to implement levels suggested by others.
		4	Don't try to solve problems or help others solve problems or let others do it themselves.
3	Attitude in group work	1	Regularly participate in group practice activities. Always actively participate in assigned activities.
		2	Occasionally participate in group practice activities. Usually has a positive attitude about assigned activities.
		3	Rarely participates in group practice activities. Usually has a positive attitude about assigned activities.
		4	Never participate in group practice activities. Often has a negative attitude about assigned activities.
4	Level of focus on tasks assigned by the team	1	Always stay focused on the task and activities at hand. Show confidence in activities.
		2	Focus on tasks and ongoing activities most of the time. Trusted by team members.
		3	Focus on tasks and ongoing activities over a period of time. Let other team members sometimes have to push and remind.
		4	Rarely focuses on tasks and ongoing activities. Frequent task reminders from group members.
5	Ability to cooperate with others on the team	1	Always listen, share and support others. Participate in all group activities.
		2	Regularly listen, share and support others. Mostly participate in group activities.
		3	Does listen, share and support the efforts of others, but sometimes does not participate in group activities.
		4	Rarely listen, share and support others. Often does not participate in group activities.
6	Time to participate in group exercise activities	1	Participate in full exercise activities; Comply with group practice times.
		2	Participate in most activities but practice time sometimes does not comply with the group's time.
		3	Participate in exercise activities but concentration level is not high.
		4	Participate less in exercise activities; Participation is encouraged but concentration levels are poor.
7	The degree of connection between the individual and the group	1	Respect all team members. Feel free to exchange experiences, contribute ideas to the group and always show group awareness in activities.
		2	Respect all team members. Spend most of your time comfortably exchanging experiences with the group and making specific contributions.
		3	Respect team members, but some team members do not feel comfortable collaborating and do not contribute much.
		4	Individual competition; Uncomfortable in coordinated activities.

This rubric for assessing the level of life skill implementation will be the basis for teachers to use to grade the performance of exercises and also the basis for determining the level of life skills that learners have achieved. During the beating process, many different methods and forms are combined.

Conditions for implementing measures: The assessment objectives must be clear and the objectives must be expressed in an observable and quantifiable form. From there, we can evaluate the scope of integrating specific life skills education for students; teachers must play a leading role in determining goals, content, methods, and assessment tools. Teachers must have strong professional qualifications, good pedagogical skills and



always be conscious of self-study, self-improvement to improve their qualifications, and update new knowledge related to the integration of life skills education in China high school. Teachers must have knowledge and understanding of assessing learning outcomes according to the life skills approach, and clearly understand the assessment philosophies being used today to apply to assessment activities; teachers must innovate testing and assessment activities; and students must be self-aware, positive, and proactive in evaluating life skills.

## **Conclusion**

From researching life skills education for students within the context of physical education teaching in high schools in Buon Ma Thuot City, four viable measures have been identified. These specific approaches include: Building a plan and program for integrating life skills education for students in physical education classes at high schools in Buon Ma Thuot City. Integrating educational goals for life skills with the goals of physical education classes for high school students in Buon Ma Thuot City. Designing a set of lessons that integrate life skills education content suitable for students in physical education classes at high schools in Buon Ma Thuot City. Establishing criteria for assessing the integration of life skills education for students in physical education classes at high schools in Buon Ma Thuot City. These approaches aim to enhance the educational experience for students, ensuring that they not only gain physical education knowledge but also develop essential life skills.

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## **Conflict of interest**

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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