RESEARCH ON THE USE OF INSTRUCTIONAL VIDEOS ON SOCIAL NETWORKS IN PHYSICAL EDUCATION COURSES OF STUDENTS AT VIET - HUNG INDUSTRY UNIVERSITY

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ABSTRACT

The study clearly demonstrated the positive impact of using instructional videos on social networks to improve students' sports techniques in physical education courses at Viet Hung Industrial University. Notably, the greatest improvements were observed in highly technical courses like badminton, where students using videos scored significantly higher on technical assessments than those who did not. In contrast, the short-distance racing course showed a smaller yet noticeable improvement. This suggests that the effectiveness of instructional videos varies with the type of sports activity.

Based on these findings, it is recommended that instructional videos be integrated as a supportive teaching tool in physical education. Instructors should develop high-quality, engaging, and interactive video content to optimize learning outcomes. Future research should focus on comparing the effectiveness of different types of instructional videos, evaluating the impact of video usage duration and frequency, and exploring additional factors such as student-faculty interactions to further enhance the quality of physical education through technological advancements.

Keyword: *Instructional videos, Social networks, Physical education*

1. INTRODUCTION

In the context of the 4.0 industrial revolution, the application of information technology in education is becoming increasingly popular and important. In particular, the development of social networks and video-sharing platforms has opened up new opportunities for improving teaching and learning methods. In the field of physical education, a subject that requires a combination of theory and practice, the application of visual tools such as instructional videos, can bring significant benefits.

Physical education plays an important role in the comprehensive development of university students. Not only does it help improve physical health, but it also contributes to the development of social skills, team spirit, and the ability

to manage stress. However, in actual teaching, many students have difficulty grasping and accurately performing sports techniques, especially when class time is limited.

In that context, the use of instructional videos on social networks has emerged as a potential solution. These videos can provide detailed instructions, allowing students to watch repeatedly, and learn at their own pace. Furthermore, the interactivity and sharing capabilities of social media can create a more dynamic and engaging learning environment.

This study aims to evaluate the effectiveness of using instructional videos on social networks in physical education modules at Viet - Hung Industry University. By comparing the learning outcomes of students using and not using instructional videos, we hope to provide valuable insights into the potential of this approach to improve the quality of teaching and learning. study physical education.

The results of this study are not only meaningful to Viet-Hung Industrial University but can also contribute to improving physical education teaching methods in general in Vietnam's higher education system. Male. It also opens up new research directions on integrating technology into physical education, an area with great potential for future development.

2. LITERATURE REVIEW

This study focuses on the use of instructional videos on social networks in physical education modules of students at Viet-Hung Industrial University. With the strong development of technology and social networks, exploiting the potential of instructional videos on online platforms can bring many benefits to students' learning and improving physical skills. .

Handaya et al (2021) demonstrated the effectiveness of instructional videos in teaching surgical tying skills to medical students, suggesting that instructional videos can be a valuable tool in learning skills (Handaya et al., 2021). This opens up the possibility of the same being applied to physical skills, where visual and detailed instruction is essential.

Jia and colleagues (2021) discussed student perceptions of online physical education courses, pointing out a divide in perceptions of the benefits and disadvantages of online lessons (Jia et al ., 2021). These results suggest that the use of instructional videos may encounter mixed reactions from students, but also open up opportunities to optimize teaching methods based on real-life feedback.

Topcu and colleagues (2021) studied the impact of the COVID-19 pandemic on students' physical activity levels and attitudes toward social media. This study found that the pandemic facilitated increased use of online resources, including instructional videos, in physical education modules (Topcu et al., 2021).

Chu and colleagues (2017) examined types of motivation in college physical education, providing insights into how instructional videos can influence student motivation and engagement (Chu et al. al., 2017). These findings can help design instructional videos that stimulate and maintain student interest.

Finally, Zhang and colleagues (2015) highlight the role of social media in increasing physical activity, showing that social media platforms can effectively stimulate student participation (Zhang et al., 2015). The combination of instructional videos and interactive social media features can create a more dynamic and interesting learning environment.

Overall, the above studies provide a solid theoretical foundation for applying instructional videos on social networks in physical education modules, promising to improve teaching and learning effectiveness, as well as enhance student motivation and engagement..

3. RESEARCH METHODOLOGY

3.1. Research design

This study used observational methods with a control group design. Students in each module class were divided into two groups: experimental group (watched instructional videos on social networks) and control group (did not watch instructional videos). The research was conducted in three Physical Education modules at Viet-Hung Industrial University.

3.2. Research object

The research subjects are students studying Physical Education courses at Viet-Hung Industrial University. Specifically:

- Physical education 1 (Middle distance running): 46 students
- Physical education 2 (100m short distance running): 58 students
- Physical education 3 (Badminton): 52 students
  Each class was divided equally into two groups: the group that watched the instructional video and the group that did not watch the instructional video.

3.3. Data collection method

a. Observe:

- Lecturers observe and evaluate students' techniques during the learning process and final exam.
- Use the observation checklist to note important technical elements of each subject.

b. Technical rating:

- Instructors evaluate students' techniques on a 100-point scale at the end of each module.
- Evaluation criteria are applied uniformly to both groups in each module.

3.4. Data analysis method

Quantitative analysis:

- Use Excel software to calculate and compare technical assessment scores between the experimental group and the control group in each module class.
- Calculate descriptive statistics such as averages and percentages for technical evaluation scores.
- Direct comparison of results between the two groups to draw conclusions..

4. RESULTS

4.1. Physical education 1: Middle distance running 800m (women) / 1500m (man)

Table -1: Comparison of technical scores between groups in physical education course 1

Group	Number of students	Average Technical Score (%)
Using Instructional Videos	23	85.3
Not Using Instructional Videos	23	76.7

Students who used instructional videos (watched) had an average technical evaluation score of 85.3%, which was higher than that of the group that did not use videos (76.7%). This difference indicates that instructional videos play an important role in improving students' sports skills.

4.2. Physical education 2: Short distance running 100m

Table -2: Comparison of technical scores between groups in physical education course 2

Group	Number of students	Average Technical Score (%)
Using Instructional Videos	29	82.1
Not Using Instructional Videos	29	79.4

Students who used instructional videos (watched) had an average technical evaluation score of 82.1%, which was higher than that of the group that did not use videos (79.4%). Although the difference is not large, instructional videos still contribute to improving the skills of this module.

4.3. Physical education 3: Badminton

Table -3: Comparison of technical scores between groups in physical education course 3

Group	Number of students	Average Technical Score (%)
Using Instructional Videos	26	88.0
Not Using Instructional Videos	26	81.2

Students who used instructional videos (watched) had an average technical evaluation score of 88.0%, which was significantly higher than that of the group that did not use videos (81.2%). This is the biggest difference across modules, suggesting that instructional videos are especially useful in highly technical activities, such as badminton.

5. DISCUSSION

5.1. The impact of instructional videos on learning outcomes

The research results show that instructional videos have a positive impact on students' sports techniques in different physical education modules. In particular, the largest difference was observed in the badminton module, where students using video scored significantly higher on their technique assessment than the group that did not use video. This suggests that instructional videos not only improve sports skills, but can also influence students' overall academic performance in higher education.

5.2. Compare effectiveness between modules

Comparisons between the different modules in the study showed that instructional videos had different effectiveness for each type of sports activity. While the badminton and middle-distance sessions showed clear improvements when using video, the short-distance running sessions showed only smaller differences. This shows the different applicability of instructional videos in sports activities of different technical nature.

5.3. Factors affecting the effectiveness of instructional videos

Factors that can influence the effectiveness of instructional videos include the quality and interactivity of the video content, student engagement, initiative in using the video, and support and guidance. Instructions from the instructor. These factors need to be considered to optimize the application of instructional videos in university physical education.

5.4. Limitations of the study

Although this study provided important results, it also has certain limitations. The number of samples in each group is not large, which may have affected the feasibility of the results. Additionally, it is not possible to fully adjust for external factors that may influence the results, such as differences in students' individual qualifications and experiences.

6. CONCLUSION

The results of the study provided clear evidence of the positive impact of using instructional videos on social networks to improve students' sports techniques in physical education modules at Viet Hung Industrial University. In particular, the largest observed differences were evident in highly technical modules such as badminton, where students who used videos scored significantly higher on technical assessments than those who did not use videos. However, in the short-distance racing section, this difference is not large, although there is still some improvement.

In addition, the study compared different modules, showing that the effectiveness of instructional videos depends on the type of sports activity. This shows the diverse applications of instructional videos in university physical education and emphasizes the importance of selecting and designing appropriate video content.

In this context, the application of instructional videos as an effective and advanced teaching support tool is proposed. Instructors should consider developing high-quality, engaging, and interactive video content that provides clear and hands-on instruction to optimize teaching and learning outcomes. Simultaneously, strategies need to be established to encourage and support students in actively using and engaging with video content.

Future research could focus on comparative effectiveness studies between different types of instructional videos, evaluating the impact of video usage duration and frequency on learning effectiveness, and research other impact

factors, such as student-faculty interactions. These efforts will continue to contribute to improving the quality of physical education and the effective use of technology in teaching at universities.

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