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AN ASSESSMENT OF THE CURRENT STATUS AND LEARNING NEEDS IN PHYSICAL EDUCATION AMONG STUDENTS AT HANOI UNIVERSITY OF MINING AND GEOLOGY

1. Introduction

Understanding the actual learning needs of both learners and instructors allows students to engage in subjects they are genuinely interested in. When students are able to learn a subject they enjoy, they tend to become passionate, self-motivated, and actively engaged in their learning and practice. They attend classes with enthusiasm and positivity, enjoying the process of "learning through play and playing while learning." Conversely, instructors teaching students who are passionate about their subject are also encouraged to improve their professional skills. Teaching within one's area of expertise fosters dedication and enthusiasm, which in turn enhances the support given to learners. As a result, the quality of physical education (PE) improves and becomes truly effective in promoting and developing students' physical fitness.

Meeting the learning needs of students in physical education not only fulfills the requirement of enhancing physical strength but also caters to students' personal interests and preferences. It helps reduce stress after intense theoretical study sessions, contributing to the development of essential qualities and competencies. This process helps students meet societal demands and shapes their personality and professional identity as future leaders. Therefore, it is essential to implement appropriate measures that assist students in clearly identifying their learning goals and motivations, while also stimulating their interest in PE.

Based on an analysis of the significance, importance, and urgency of the issue, and grounded in practical needs, we conducted a study titled:

"An Assessment of the Current Status and Learning Needs in Physical Education among Students at Hanoi University of Mining and Geology."

2. Content

2.1. Conceptual Connotation of Needs

A need is a state of an individual — a human condition in which something is required for the body in particular and for human life and activity in general. Needs are inherent to human existence and always have a corresponding object. The object of a need may be material or spiritual and contains the potential to satisfy that need. Needs play a guiding role and serve as an internal driving force that stimulates human activity.

A need is the body's response to objective conditions, expressed as personal tendencies and subjective states. Needs are the initial driving force behind behavior and represent the origin of an individual's active engagement.

Needs are both a prerequisite and an outcome of activity. They have both physical and functional characteristics. Satisfying a need is essentially the process through which an individual engages in a specific form of activity within society. Needs are expressed through motivation — the force that drives individuals to act — and motivation, in turn, becomes the manifestation of needs.

Learning needs refer to the individual's demand to acquire knowledge and learning methods in order to enrich personal experience, develop, and improve their character. It is a state of deficiency in knowledge, skills, and techniques that is reflected in the learner's mind. Learning needs are a fundamental component of learning motivation, which fosters active engagement and has a decisive impact on academic performance.

2.2. Current Curriculum Status of the Physical Education Program Under the Credit-Based System at Hanoi University of Mining and Geology