

## **Applying folk games into teaching and learning activities for students of Vietnam National University, Hanoi**

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### **KEYWORDS    ABSTRACT**

application, folk games, comprehensive education, students, Vietnam National University, Hanoi

Based on theoretical and practical investigation and research on the use of folk games in the physical education module at the Center for Physical Education and Sports, Vietnam National University, Hanoi (VNU). This will be the scientific basis for selecting and applying folk games into physical education modules to evaluate the effectiveness and improve the quality of teaching and learning activities in the comprehensive education program for VNU students.

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### **1. INTRODUCTION**

Folk games are an indispensable part of the cultural heritage of the Vietnamese ethnic groups, and they also play an important role in the foundation of sports development. Folk games reflect certain aspects of the social life of the Vietnamese people throughout history. Moreover, through the activities of these games, the needs for entertainment, relaxation, cultural exchange, physical development, and preparation for labor and combat of the Vietnamese people are also met. Incorporating ethnic sports and folk games into the teaching and learning for students at Hanoi National University is a concrete realization of the Party and State's policy on educational and training reform. This not only diversifies the content of physical education courses but also connects the younger generation with traditional activities, contributing to the preservation of national identity in the era of globalization. Specifically, applying folk games in the physical education curriculum for students at Hanoi National University will help students enhance their health and fitness, reduce stress and tension, improve their learning spirit and concentration, develop communication skills, and strengthen solidarity within the community. Additionally, using folk games will help students gain a better understanding of national culture, thereby fostering pride and motivation to develop themselves, build the country, and protect the homeland. Based on the analysis of significance and importance, the topic conducts research: "Applying traditional games in the teaching and learning activities for students at the National University of Hanoi," with the hope of contributing to the improvement of physical education effectiveness in particular and training work in general at the National University of Hanoi. In the current context, incorporating ethnic sports and folk games into the physical education curriculum for students is a meaningful and essential task. This will help students improve their physical fitness and health for better learning and work, contributing to the construction and defense of the Fatherland. The comprehensive education program proposal for students at Hanoi National University identifies a model of education for students that includes three aspects: strong in physical health - robust in mental health - skilled in social skills. First-year students at Hanoi National University in Hoa Lac will learn a combination of modern sports and folk games, such as: Sports dancing, Zumba, Golf, Aerobics, Football, Basketball, Volleyball, Athletics, Traditional martial arts, Shuttlecock, Archery, Rowing... and folk games. The physical education program linked to the development of national sports and folk games for students aims to build students with distinct characteristics along with four qualities: Confidence, knowledge of traditional culture; self-direction; concern for the issues of the National University of Hanoi and the country; and the ability to contribute to society proactively.

The physical education program linked to the development of ethnic sports and folk games through experiential activities is a new approach to enhancing the quality of physical education and sports.

The application of traditional games in teaching and learning physical education not only helps students achieve good health and physical fitness but also enhances moral qualities, camaraderie, teamwork, and patriotism. It also promotes the quality of education and training in Vietnam, contributing to building a stronger and more prosperous nation in the future.

## **2. METHODS**

The topic uses the following research methods: document analysis and synthesis, interview method, pedagogical observation, social survey, experimentation, and statistical mathematics.

Currently, the Vietnam National University, Hanoi is the leading research university in the country, covering multiple disciplines with 36 members and affiliates (09 universities, 04 affiliated schools, 06 research institutes, 02 general training centers, and 15 service units). Therefore, with a large number of students in various fields, conducting research on students from the Vietnam National University, Hanoi can represent Vietnamese students.

Research subjects: First-year students at the Law University, Vietnam National University, Hanoi.

The interview subjects are experts in physical education, lecturers, and management staff. Specifically, 36 experts, lecturers, and scientists from both within and outside Hanoi National University were interviewed, along with 274 students. The key issues to be addressed in the interviews include the current state of teaching and learning activities in the physical education curriculum; factors for organizing the curriculum, levels of satisfaction; the organization of sports movements combined with traditional festivals and folk games; the current situation and selection of competitive folk games aimed at developing students' physical fitness.

Sampling: Convenient sampling method

Selection criteria: The students studied at the time of our research agreed to participate in the research  
Exclusion criteria: Students who are sick or absent.

Questionnaire: The questionnaire was designed and validated by experts in physical education and school sports.

Experimental subjects: consisting of 238 students from the University of Law,

Experimental group: Folk game 1: 67 students; Folk game 2: 57 students; Folk game 3: 59 students; Folk game 4: 55 students. Initially, the experimental group studied according to the syllabus of the folk games course that had been researched and selected, following the project plan developed according to the curriculum framework for physical education for students at Vietnam National University, Hanoi.

The subjects were surveyed using a sociological research questionnaire with a 5-point Likert scale:

Strongly agree/Strongly approve 5 points; Agree/Approve 4 points; No opinion/Neutral 3 points;

Disagree/Disapprove 2 points; Strongly disagree/Strongly disapprove 1 point. The feedback results from experts and research subjects will provide valid value for the sociological survey results.

## **3. RESULTS AND DISCUSSION**

### **3.1. Identify the steps and principles for selecting folk games to incorporate into the teaching and learning activities of the physical education course for students at the National University of Hanoi.**

The process of integrating traditional games into the teaching and learning program of physical education for students at the National University of Hanoi:

Step 1: Identify the necessary conditions

Step 2: Select traditional games for application

Step 3: Develop a detailed outline for the traditional games course

Step 4: Create a process for applying traditional games

Step 5: Finalize the program, plan, and evaluate effectiveness.

The principles of selecting folk games for teaching and learning activities in the physical education course for students at the National University of Hanoi.

To select suitable and effective folk games for the research subjects, the topic first establishes the principles for choosing folk games.

- Principle 1: The selected games must be oriented towards physical development and enhancing academic results for students of Hanoi National University. At the same time, they should create a fun, united, attractive atmosphere that is easy to understand and play, promotes fair competition, and encourages interaction and learning.

- Principle 2: The selection of folk games must ensure feasibility, meaning that the games can be implemented with the subjects and learning conditions of the National University of Hanoi.

- Principle 3: The selected folk games must ensure rationality, meaning that the content, form, and volume of movement must be appropriate to the characteristics of the participants and the practical conditions of teaching the Physical Education course for students at Hanoi National University.

- Principle 4: The games must be effective, meaning that traditional games should enhance health, create a joyful atmosphere, foster unity, diversity, enthusiasm, and ensure physical fitness for students during their physical education courses.

- Principle 5: Traditional games must ensure the comprehensive development of students.

Based on the selection principles, we proceed to choose folk games to incorporate into the physical education curriculum for students at the National University of Hanoi, specifically for first-year students at Hoa Lac under the comprehensive education program.

### ***3.2. Selecting and applying folk games in the physical education curriculum for students at the National University of Hanoi.***

Following the directive of the leadership of the Vietnam National University, Hanoi, to quickly incorporate traditional games and martial arts into the curriculum for students at the university, particularly in the Hoa Lac area, the Center for Physical Education and Sports of Vietnam National University, Hanoi has organized numerous experiential events featuring traditional games and ethnic sports in Hoa Lac during holidays, the start of the academic year, and especially in 2023, when the university celebrated the 30th anniversary of the government's decree on Vietnam National University, Hanoi (1993-2023). At the same time, the Center for Physical Education and Sports is also set to organize a national conference on preserving and promoting traditional games and ethnic sports in collaboration with the Department of Physical Education and Sports and the UNESCO Center for Cultural and Sports Development, scheduled for November 2023 in Hoa Lac. The conference has yielded significant results in the effort to integrate traditional games and martial arts into the teaching curriculum for students at Vietnam National University, Hanoi.

Based on theoretical and practical foundations, along with references to general and specialized documents related to the research issues of authors both domestically and internationally, through surveying the teaching of Physical Education for students at the Vietnam National University, Hanoi, we have compiled 18 folk games used in the Physical Education course at the Vietnam National University, Hanoi, including:

**Table 1. Summary of proposed folk games**

Order	Folk games	Note
1	Blindfolded Goat Catching.	
2	Blindfolded pot smashing.	
3	The cat chases the mouse	
4	Running in circles	
5	Flag theft	
6	Shuttlecock kicking	

7	Push stick	
8	Push hands	
9	Stilt walking	
10	Setting a fishing net	
11	Still remaining	
12	Horse jumping	
13	Jumping rope	
14	Jump rope (group activity)	
15	Sack race	
16	Pulling	
17	Your friend	
18	Dragon and Snake Ascend to the Clouds	

In order to establish a theoretical basis for selecting traditional games in the process of learning physical education at the National University of Hanoi for application in teaching physical education to the research subjects, the study conducted interviews with 36 lecturers and experts who are currently teaching physical education and have extensive experience at universities using questionnaires. The number of questionnaires distributed was 36, and the number collected was 36 (achieving a 100% response rate).

**Table 2. Results of the interview on the selection of folk games in the physical education curriculum at Vietnam National University, Hanoi (n=36)**

Order	Exercises	Priority level										Total score	Average score
		Very necessary		Necessary		Normal		Not necessary		Very unnecessary			
		m <sub>i</sub>	đ	m <sub>i</sub>	đ								
1.	Blindfolded Goat Catching.	2	10	3	15	6	18	14	30	6	6	74	2,05
2.	Blindfolded pot smashing.	6	30	16	64	10	30	2	4	2	2	136	3,78
3.	The cat chases the mouse	1	5	3	12	7	21	15	30	10	10	78	2,16
4.	Running in circles	0	0	1	4	10	30	15	30	11	11	75	2,08
5.	Flag theft	8	40	15	60	9	27	3	6	1	1	134	3,72
6.	Shuttlecock kicking	6	30	14	56	12	36	4	8	0	0	130	3,61
7.	Push stick	5	30	16	64	14	42	1	2	0	0	138	3,83
8	Push hands	1	1	4	8	15	45	10	20	6	6	80	2,22
9	Stilt walking	6	30	18	72	11	33	1	2	0	0	137	3,81
10	Setting a fishing net	0	0	0	0	15	45	15	30	6	6	75	2,08
11	Still remaining	14	60	19	76	3	15	0	0	0	0	151	4,19
12	Horse jumping	9	45	12	48	13	39	2	4	0	0	136	3,78
13	Jumping rope	11	55	20	80	4	12	1	2	0	0	149	3,13
14	Jump rope (group activity)	6	30	13	52	15	45	2	4	0	0	131	3,63
15	Sack race	5	25	15	60	12	36	3	6	1	1	128	3,55
16	Pulling	9	45	13	52	11	33	3	6	0	0	136	3,78

17	Your friend	0	0	0	0	16	48	14	28	6	6	80	2,27
18	Dragon and Snake Ascend to the Clouds	1	5	1	4	12	36	11	22	7	7	74	2,05

The results in Table 2 show that, according to the established interview principles, the topic selected 11 traditional games to be included in the physical education curriculum at the National University of Hanoi. Specifically, these are: Flag snatching, Shuttlecock kicking, Pot smashing, Stick pushing, Stilt walking, Throwing con, Horse jumping, Bamboo jumping, Group rope skipping, Sack jumping, Tug of war. The remaining games were excluded because their average interview scores were below 3 points.

The experimental process of the project will also use some physical activity games and supplementary fitness exercises that the center has digitized on the YouTube channel Thethaovnu. This aims to ensure that the learning sessions are more diverse and effective. (n=36) (achieving a rate of 100%). 1. Note. 1. Folk games. 1. Physical education for students, Vietnam National University, Hanoi.

### Organized experiments

- The experiment was conducted in the form of a self-comparison experiment. - Duration of the experiment: The entire experimental process took place over 15 weeks in the second semester (from January 2024 to May 2024).
- Experimental group: consists of 238 students from the University of Law, including classes: L.Game 1, L.Game 2, L.Game 3, L.Game 4. This group followed the course outline developed based on theoretical and practical research, selecting traditional games combined with physical activities and supplementary exercises according to the physical education curriculum for comprehensive education for students at the National University of Hanoi.

Experimental location: Center for Physical Education and Sports, Vietnam National University, Hanoi at Hoa Lac.

Based on the program, plan, course outline, teaching and learning process of the Center for Physical Education and Sports, Vietnam National University, Hanoi.

**Table 3. Experimental process**

Order	Folk games	Weekly content														
		1	2	3	4	5	6	7	midterm exam	9	10	11	12	13	14	final exam
	<b>Folk games</b>															
1	Flag stealing												x			
2	Shuttlecock			x				x								
3	Breaking pots		x													
4	Push stick						x									
5	Stilt walking													x		
6	Still remaining	x	x	x	x	x	x	x	x							
7	Horse jumping				x											
8	Jumping over the bamboo									x	x	x	x	x	x	x
9	Jump rope in groups											x				
10	Sack jumping					x										

11	Stretching										x						
	<b>Combined physical activity games</b>																
1	Relay ball		x														
2	Volleyball 6			x													
3	Ball through the tunnel						x										
4	Volleyball over the head												x				
5	Which duck is faster									x							
6	Which team is faster										x						
	<b>Supplementary physical exercise</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	
1	Jump rope			x			x				x						
2	Sit-ups	x	x				x										
3	Push-ups	x	x			x											
4	Jumping platform			x				x			x						
5	Running in place with high knees		x			x								x			
6	Speed running 30m		x					x			x						
7	Switching legs			x				x					x				
8	Cross-legged sit-ups				x							x	x				
9	Speed rope				x							x		x			
10	Reverse push-ups				x		x						x				
11	Lying on the back with legs bent and stretched					x						x		x			
12	Exercise to develop coordination skills.										x					x	

### 3.3. Evaluation of Effectiveness

#### 3.3.1. Assessment of the Results of the Folk Games Course

This section evaluates the learning outcomes of students participating in the folk games course through their academic results. The study has compiled the academic results of students studying at Hòa Lạc in the second semester of the 2023-2024 academic year. The results are classified into two categories: Pass and Fail. The findings are presented in Table 4.

**Table 4. Academic results of the folk games course for students of Hanoi National University at Hoa Lac.**

Order	Grade	Total students	Academic results in physical education			
			Achieved	%	Not achieved	%
1	Folk games 1	67	66	98.50	01	1.50
2	Folk games 2	57	53	92.98	04	7.02
3	Folk games 3	59	58	98.30	01	1.70
4	Folk games 4	55	53	96.36	02	3.64
	<b>Total</b>	<b>238</b>	<b>230</b>	<b>96.64</b>	<b>08</b>	<b>3.36</b>

The results presented in Table 4 show that the percentage of students studying the folk games course according to the comprehensive education program and in groups both achieved high results. The number of students who passed is 230 out of 238, accounting for 86.64%, while the number of students who did not pass is 8 out of 238, accounting for 3.36%. The reasons for students not passing include: students not fully participating in classes; scheduling conflicts with other courses, requesting to defer; not participating fully according to regulations; lack of interest in studying; health issues, such as a broken leg, and a few other reasons.

### 3.3.2. Assessment of Student Satisfaction.

After sending out surveys to students enrolled in the Folk Games course, the project received 175 completed responses. Of these, 161 responses were identified as complete and valid for analysis. The participants in the survey were students taking the Folk Games course, and the goal of the survey was to assess their level of satisfaction with the course and the learning environment.

**Table 5. Student satisfaction levels when participating in the folk games course (n=161)**

Evaluation criteria	Evaluation results						Evaluation
	completely disagree	Disagree	Normally	Agree	completely agree	Average score	
Instructors have a high level of expertise and depth in their teaching specialization	3	17	47	54	40	3,68	Quite satisfied
The instructor has a good teaching method that is easy to understand	0	0	0	50	111	<b>4,68</b>	Very satisfied
Instructors ensure class schedules and teaching plans	0	0	0	10	151	<b>4,93</b>	Very satisfied
The instructor has a friendly and approachable attitude towards the students	0	0	0	25	136	<b>4,48</b>	Very satisfied
The lecturer is ready to share knowledge and experience with students	0	0	20	104	37	<b>4,10</b>	Quite satisfied

Instructors assess learning outcomes accurately and fairly	0	0	0	0	161	<b>5.00</b>	Very satisfied
Evaluate your level of satisfaction with the effectiveness of traditional games applied in the subject	1	45	18	30	67	<b>3,85</b>	Quite satisfied
Does the subject meet your personal expectations?	6	7	12	46	90	<b>4,26</b>	Very satisfied
Do you agree with the benefits that this subject brings, such as: health, understanding of folk culture, flexibility, the ability to enhance endurance, solidarity, as well as the ability to develop teamwork skills and social interaction	0	0	0	73	88	<b>4.55</b>	Very satisfied
Does knowledge from the subject help you understand the meaning of culture and traditions?	14	85	47	10	05	<b>2.42</b>	Not satisfied
Are you satisfied with the subject and the learning environment at Hoa Lac?	12	86	46	11	6	<b>2.45</b>	Not satisfied

The results of the descriptive statistical analysis show that there are 6 criteria with average values rated very high, ranging from 4.21 - 5.00, reflecting a very high level of satisfaction. However, there are 3 criteria with average values below 3.85 - 4.10, indicating a fairly satisfied rating, specifically **Instructors have a high level of expertise and are willing to share their knowledge and experience with students:** This criterion only scored between 3.68 - 3.85. This indicates that students feel the instructors do not fully meet the high level of expertise and extensive knowledge necessary to effectively teach this subject. This situation may be due to instructors not being adequately trained or lacking sufficient practical experience with folk games

**The assessment of satisfaction regarding the effectiveness of traditional games applied in the subject:** This criterion scored 3.85. This indicates that students are still not satisfied with the effectiveness that traditional games bring to the learning process. The games may not have been designed or applied appropriately to optimize students' learning and experience

**Knowledge from the subject helps you understand the significance of culture and tradition, as well as the level of satisfaction with the subject and the learning environment in Hoa Lac:** Among them, there are two criteria reflecting a level of dissatisfaction, with an average score of 2.42 - 2.45. Students believe that the learning environment in Hoa Lac does not adequately meet their needs. Factors such as harsh weather conditions and an unfavorable learning environment, especially when it rains, affect students' ability to participate in and enjoy the subject. At the same time, it has not provided traditional cultural significance for themselves.

These results accurately reflect the current situation. The process of implementing the teaching of folk games faces many difficulties, from the lack of in-depth expertise among instructors to the

suboptimal effectiveness of the games and the unfavorable learning environment. These factors combined lead to students not feeling completely satisfied with the course

However, it is noteworthy that only 2 out of 11 criteria were rated below 3.00, while the remaining criteria ranged from 3.85 to 5.00. This indicates that, aside from the mentioned limitations, there are still many aspects of the course that students rated highly. Criteria such as the organization of the class, the enthusiasm and friendliness of the instructors, along with the course content, may have met students' expectations well, contributing to overall satisfaction with the course.

In summary, although there are still some areas that need improvement, the survey results indicate that students are quite satisfied with their participation in the Folk Games course. This suggests that enhancing the professional skills of instructors, improving teaching methods, and the learning environment will further elevate the quality of the course and student satisfaction..

### 3.3.3. Opinions of lecturers on the application of folk games in teaching and learning for students at the National University of Hanoi.

To verify the practicality, scientific validity, and feasibility of applying traditional games in teaching and learning for students at the National University of Hanoi, the topic has gathered opinions from 36 experts and faculty members at the Center for Physical Education and Sports, National University of Hanoi, who have experience in management and possess professional expertise with extensive experience in training management activities at the Center for Physical Education and Sports, National University of Hanoi. The results are presented in Table 6.

**Table 6. Opinions of lecturers on the application of folk games in teaching and learning for students at the National University of Hanoi (n=36)**

Order	Content	Level					Average value
		1	2	3	4	5	
<b>Opinions on practicality</b>							
1	Contributing to improving the quality of training according to the comprehensive education program for students of the National University of Hanoi	0	0	6	16	14	<b>3.94</b>
2	Improving the quality of physical education courses for students at the National University of Hanoi	0	0	5	15	16	<b>4.30</b>
3	The product has high practical value, promoting the preservation and enhancement of the cultural values of ethnic groups.	0	1	7	13	15	<b>4.17</b>
<b>Opinions on scientific validity</b>							
1	In line with the comprehensive education program for students at the National University of Hanoi	0	0	7	15	14	<b>4.19</b>
2	In line with the program, the content of team-based learning, and the innovative teaching methods in the teaching and learning activities at Hanoi National University	1	1	5	14	15	<b>3.91</b>
3	It has a positive impact on the physical	0	1	9	12	14	<b>4.08</b>

	development process, self-learning ability, and healthy lifestyle of students						
<b>Opinions on feasibility</b>							
1	Suitable for the capabilities of lecturers and students at the National University of Hanoi.	0	0	10	11	15	<b>4.13</b>
2	In accordance with the organizational structure, human resources, and physical facilities of the Vietnam National University, Hanoi.	0	1	6	13	16	<b>4.22</b>
3	Suitable for a favorable environment helps students perform their tasks well	0	2	6	14	14	<b>3.91</b>

**Regarding practicality:** In the evaluation by the instructors, all the proposed content was rated at a level of effectiveness ranging from quite appropriate to very appropriate, achieving an average score between 3.94 - 4.30. There were no opinions rating it as ineffective or poorly effective. This indicates that all respondents agreed that the proposed practicality is very suitable

**Regarding effectiveness:** Most of the opinions expressed were rated as fairly effective to highly effective, with an average score ranging from 3.91 - 4.19. There were no opinions rated as poorly effective or ineffective. This indicates that the respondents unanimously agree on the fairly high and highly effective nature of the proposed content.

**Regarding feasibility:** Most of the proposed content was rated as having fairly high effectiveness in terms of feasibility, achieving an average score ranging from 3.91 - 4.22, with no opinions rating it as poor or ineffective. This clearly indicates that the respondents unanimously agree on the feasibility of the proposed solutions being fairly effective to highly effective.

In summary, the initial phase of the project has boldly researched and applied traditional games into the physical education curriculum for students at the National University of Hanoi during a semester of study in Hoa Lac. Although there are still many areas that need improvement to enhance the quality of the course, feedback on the practicality, effectiveness, and feasibility of incorporating traditional games into teaching and learning has been highly regarded by experts and lecturers at the Center for Physical Education and Sports

#### 4. CONCLUSION

Regarding other conditions, it is also necessary to ensure all requirements to fully incorporate traditional games into teaching and learning, such as having a curriculum, course outline, and ensuring comprehensive development for students at the National University of Hanoi

Folk games need to be incorporated into the teaching for students to create excitement, joy, enthusiasm, and unity, allowing for interaction and sharing in both learning and life, which helps make the learning process more effective.

Through research on the theory and practice of using traditional games, the topic selected 11 traditional games to be incorporated into the physical education curriculum at Vietnam National University, Hanoi. Initial application and evaluation of the learning outcomes of the course, assessment of student satisfaction, and gathering opinions on the practicality, feasibility, and effectiveness of applying traditional games in teaching and learning at Vietnam National University, Hanoi.

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