

CURRENT STATUS OF EXAMINING AND EVALUATING THE RESULTS OF GENERAL BADMINTON TRAINING FOR WORKING-WHILE-STUDYING STUDENTS OF BAC NINH SPORTS UNIVERSITY

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Abstract:

Through research methods: Methods of synthesizing and analyzing documents, interviewing methods, pedagogical observation methods and statistical methods, the thesis has evaluated the status of influencing factors as well as the status of examining and evaluating the results of general badminton training for students who work while studying of Bac Ninh Sports University.

Keywords: Students, practice, working while studying, Bac Ninh Sports University,...

INTRODUCTION

Improving the training quality of the courses in general and badminton in particular for general training targets is a key task of Bac Ninh Sports University.

For students who work while studying at the university, while teaching the badminton subject, the department still conduct tests and assess students' learning results, but the test contents are still intuitive and does not yet have a system for specific, accurate, scientific and objective scoring. Based on this fact, we conducted a research on the current status of influencing factors as well as the status of examining and evaluating the results of general badminton training for students who work while studying, and form the basis for developing a more accurate and scientific assessment of academic results.

RESEARCH METHODS

The research process uses research methods: Method of synthesizing and analyzing documents, interviewing method, pedagogical observation method and statistical math method.

RESULTS AND DISCUSSION

1. Current status of form, content, organizing method of examining and evaluating general badminton practice results for subjects who work while studying in the badminton course in recent years

1.1. Current status of examination forms

- Theory: Examine in the form of objective multiple choices test.
- Skills: Examine in the form of practical exams on the court.

1.2. Current situation of test content

- Practical exams include the following 03 contents:
 - + Combine moving and defending, do forehand and backhand return 10 times.
 - + Smash technique: smash into $\frac{1}{4}$ box on single court (05 shuttlecocks).
 - + Clear technique: Clear into 0.76mx 2.59m box (05 shuttlecocks).
- Theoretical exam: All the theoretical content learned in the program.

1.3. Situation of how to organize examinations and assessments of badminton learning results for subjects who are both

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Teaching task for non-badminton-specialized students at Bac Ninh Sports University has been receiving appropriate attention (photo by: upes1)

learning and working at the Badminton Department

- The method of organizing the exam is as follows: The teacher will give students a theory test in the form of multiple-choice questions in 10 minutes. Students will take the test directly on the court after the teacher has put suitable distance between students in line. When the theoretical exam is finished, students will take practical test according to the above contents and take the exam from top to bottom in the list.

- Through the above-mentioned tests as well as the subject's recommendations, the assessment of students' study results shall be conducted according to the set criteria of the subject.

In theoretical exams, give points on a 10-point scale.

In practical exams, the assessment is on a 10-point scale. In the evaluation of the indicators that students achieve in the test, the following methods is often used:

The first method is, evaluate with subjective comments of teachers. After determining through subjective comments, 4 criterias will be based on to classify students as good, fair, average and weak.

The second option is, determine the study results by the objective criteria that students achieve through exams.

The third option is, if conditions permit to

organize, determine the study results through the order of achievement in single and dual competitions inside the class.

In the real examination of the course, the options identified above are often combined between the first and second alternatives.

Over the years, the course conducted using the form, content and methods of organizing the examination as mentioned above, showing some main advantages and disadvantages as follows:

Advantages:

Regarding the form and content of the exam has somewhat reflected quite comprehensively the content as well as the goals that the program set out. Specifically, the above-mentioned tests have closely followed the main contents of the program, suitable with the level of the learners, the school's facilities as well as those of the joint training institutions, as they can fully satisfy the work of examination. In addition, the subject's teachers level is also fully able to respond well to the teaching work as well as the evaluation of academic results of learners to ensure accuracy, objectivity and fairness. Besides, the rich material source of the subject is also one of the factors ensuring that students can have reference and serve well for their study and exam preparation.

Through researching and interviewing badminton teachers directly about the content of the program as well as the examination content of the general badminton subject as above, we realize that, in addition to ensuring the scientificness, it also ensure the possibility. Specifically: When students complete the curriculum and meet the examination requirements well, when they graduate, they will be able to participate in badminton competitions as well as be able to teach directly this subject for other students.

Disadvantages:

Table 1. Results of interviewing students about the objectivity and accuracy in the examination and evaluation of badminton learning results (n = 109)

No.	Content of the interview	Answer results					
		High	Ratio %	Normal	Ratio %	Low	Ratio %
1	Objectivity in the examination and evaluation of badminton learning results	48	44.04	46	42.20	15	13.76
2	Accuracy in the examination and evaluation of badminton learning results	45	41.28	54	49.54	10	9.17

Table 2. Results of interview with the subject's teachers about the shortcomings in the work of examining and evaluating the general badminton learning results of students who work while studying at Bac Ninh Sports University

No.	Shortcomings	Result (n = 8)			
		Agree		Disagree	
		number	Ratio %	number	Ratio %
1	The test content does not accurately reflect the learning content	6	75 .00	2	25 .00
2	Disregard the content of physical examination	8	100	0	0
3	Imbalance of examining requirements between contents	8	100	0	0
4	The test content lacks coherence	6	75 .00	2	25 .00
5	Lack of scientificness and practicality	6	75 .00	2	25 .00
6	The effectiveness is not high	6	75 .00	2	25 .00
7	Take too much time	8	100	0	0

The time to conduct the tests is long.

2. Current status of shortcomings in the assessment of badminton learning results for students who work while studying at Bac Ninh Sports University

In order to be more objective in assessing the effectiveness of the examination and evaluation of badminton learning results for subjects studying general badminton, who work while studying at Bac Ninh Sports University, the subject has conducted interview by questionnaire for 109 students of 47 D in-service university course (May 2010) in the fields of Athletics, Badminton, and Volleyball. Interview results are presented in Table 1.

Interview results show that most students think that it is objective and accurate (from 85.32% to 91.74%), but still 9.17% to 13.76% said that the objectivity and accuracy in assessing

badminton learning results are still low.

In order to have more practical basis for evaluating the effectiveness of the examination and evaluation of badminton learning results for students of general education who work while studying, they have conducted an interview about the shortcomings of the assessment work to 8 teachers of the subject. Interview results are presented in Table 2.

Through the results presented in Table 2:

Technical and theoretical content is relatively large, but test content focuses on only a few techniques or theoretical content. The test content is not highly representative, leading to the classification and evaluation of academic results for students not able to guarantee fairness and accuracy.

Physical strength is an important stage in technical performance, especially speed,



Students of Bac Ninh Sports University are learning in a good environment and in the best condition to achieve the highest academic results (photo by: upes1)

strength and flexibility in combining movements. But the content of the test is not separated for physical fitness, but it is integrated into the test " Combine moving and defending, do forehand and backhand returns on the whole court" and also only test the ability to combine movements. This will also affect the assessment and classification of students' learning results.

Each technique or theoretical content has different difficulty levels. Without the density for each content or technique, it is difficult to ensure the balance of test requirements and from there, it will be difficult to ensure the scientificness and accuracy in assessing learning results. To ensure the scientificness and practicality, the examination criteria must be strictly tested. In other words, if the technical evaluation is only based on 4 levels: good, fair, average and weak, then converting to a 10-point scale will be difficult to ensure accuracy, leading to a situation in which students are ranked in the same category but actually score differently. Therefore, it is necessary to have evaluation criteria that are scientifically formulated, convenient to use, ensure efficiency and save test time for both teachers and students.

CONCLUSION

The survey results showed that in the current period, the surveyed factors such as programs,

teaching materials, teachers, facilities for teaching and learning have met the requirements of examining and evaluating in particular and the requirements of badminton teaching in general for research subjects.

The work of examining and evaluating badminton practice results for students who work while studying is still lacking objectivity, accuracy and scientificness. Therefore, it is necessary to improve the assessment and evaluation of badminton learning results for students of the general education

system who are working while studying to contribute to improving the training quality of Bac Ninh Sports University in general and of the Badminton Department in particular.

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