

EVALUATE THE EFFECTIVENESS OF THE TABLE TENNIS CURRICULUM AT HO CHI MINH BANKING UNIVERSITY AFTER ONE SCHOOL YEAR

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Abstract:

Using the pedagogical experiment method, we evaluate the effectiveness of table tennis curriculum in improving student's physicality and learning result at Ho Chi Minh Banking University after one school year.

Keywords: Curriculum, Student, Table Tennis, Ho Chi Minh Banking University.

INTRODUCTION

Physical Training and Sport is an important indispensable factor in the comprehensive human development education system. It plays a very important role in training students for physical fitness to improve their healthy both physically and mentally, making students more active and excited in learning, contributing to reducing the pressure in learning. Therefore, it is necessary to renovate the methods, as well as develop the content of the curriculum to suit the practical conditions of each school. The situation of PE teaching at Ho Chi Minh Banking University currently has many limitations in terms of facility. The PE subjects taught include: Table tennis, volleyball, athletics, ... Beside the material facilities, the results of elective subjects are not high due to lack of appropriate curriculum, which largely depends on the experience of each teacher. Therefore, standardization of content and curriculum of each subject is necessary. Basing on the innovation of PE activities in order to supplement, innovate and adjust the curriculum and contributing to the effectiveness of the school's training, the research was conducted: "Evaluating the effectiveness table tennis curriculum at Ho Chi Minh Banking University after one school year"

RESEARCH METHODS

In the research, we use the following methods: document analysis and synthesis,

pedagogical examination method and statistical math method.

RESULTS AND DISCUSSION

The research conducts pedagogical experiment in the parallel comparison method. In Control Group (CG): 50 students (25 males and 25 females) will learn the contents of the existing curriculum. And in experimental group: 50 students (25 males and 25 females) will learn the contents of new-developed curriculum.

Both groups practice for 90 periods, which are arranged for 12 weeks of the 1st semester and 11 weeks of the 2nd semester in school year 2018-2019, starting from September 5, 2018 to May 30, 2019. The training period is 2 sessions /week, 2 lessons/session.

In order to evaluate the effectiveness of the new-developed table tennis curriculum, besides the curriculum evaluation, the student's physicality is necessarily assessed. For assessing physicality, the research has applied the physicality assessment in "The student's physicality assessment standard framework" issued under the Decision No. 53/2008 of the Ministry of Education and Training. The assessment was conducted twice: the first time - before the experiment (from 05 - 10/9/2018); the second time - after the experiment (from 25 - 30 May 2019).

The physicality result of the two groups before the experiment is presented in Table 1.

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Table 1. Assessment result of control group and experimental group before the experiment

Test		CG (n=25)			EG (n=25)			t	p
		\bar{x}_{CG}	δ	C_v	\bar{x}_{CG}	δ	C_v		
The force of dominant hand (kg)	Male	44.22	2.91	6.58	44.34	3.23	7.28	0.413	> 0.05
	Female	28.08	2.34	8.32	28.35	2.29	8.07	0.973	> 0.05
Abdomen Folding-up (turn/30s)	Male	20	2.84	14.22	20.12	2.68	13.33	0.407	> 0.05
	Female	17.32	2.12	12.22	17.36	1.87	10.76	0.148	> 0.05
Long jump (cm)	Male	217.48	8.54	3.93	217.08	8.63	3.97	1,360	> 0.05
	Female	159.68	9.21	5.77	159.6	9.3	5.83	0.277	> 0.05
30m slow-start running (s)	Male	5.07	0.48	9.5	5.11	0.49	9.65	0.29	> 0.05
	Female	6.04	0.5	8.28	6.05	0.5	8.3	0.071	> 0.05
4x10m shuttle running (s)	Male	11.8	0.4	3.37	11.63	0.62	5.31	1,351	> 0.05
	Female	12.25	0.54	4.41	12.24	0.51	4.14	0.068	> 0.05
5-min free running (m)	Male	911.08	54.52	5.98	911.48	51.76	5.68	1,890	> 0.05
	Female	839.08	53.63	6.39	838.68	53.19	6.34	1,930	> 0.05

Note: $n_A + n_B - 2 = 48 \Rightarrow t_{0.05} = 1.96$

The result of Table 1 shows that the physicality between the control and experimental groups is similar, the difference is not much, there is no difference in the initial level. This is shown in all tests, $t_{calculated} < t_{table} = 1.96$ at probability threshold $p > 0.05$.

Result of physical assessment of the two groups after experiment is presented in Table 2.

The result in Table 2 shows: The physicality of the experimental group was higher than the control group. This confirms the superiority of the experimental curriculum that has good

Table 2. Assessment result of control group and experimental group after the experiment

TT	Test		CG			EG			t	P
			\bar{x}_{CG}	δ	C_v	\bar{x}_{CG}	δ	C_v		
1	The force of dominant hand (kg)	Male	45.79	3.05	6.66	44.51	2.89	6.5	4,262	< 0.05
		Female	28.35	2.29	8.07	28.08	2.34	8.32	1,983	< 0.05
2	Abdomen Folding-up (turn/30s)	Male	22.12	2.64	11.91	21.4	3.16	14.78	2,559	< 0.05
		Female	17.36	1.87	10.76	17.32	2.12	12.22	2,157	< 0.05
3	Long jump (cm)	Male	225.36	7.59	3.37	219.16	7.34	3.35	20,218	< 0.05
		Female	159.6	9.3	5.83	159.68	9.21	5.77	2,276	< 0.05
4	30m slow-start running (s)	Male	4.81	0.39	8.21	4.93	0.45	9.04	0.964	> 0.05
		Female	6.05	0.5	8.3	6.04	0.5	8.28	0.071	> 0.05
5	4x10m shuttle running (s)	Male	11.29	0.7	6.22	11.66	0.32	2.71	2,221	< 0.05
		Female	12.24	0.51	4.14	12.25	0.54	4.41	0.07	> 0.05
6	5-min free running (m)	Male	970.24	48.77	5.03	940.8	43.1	4.58	19,421	< 0.05
		Female	838.68	53.19	6.34	839.08	53.63	6.39	2,942	< 0.05

Note: $n_A + n_B - 2 = 48 \Rightarrow t_{0.05} = 1.96$



Evaluating the effectiveness of curriculum is an important basis to adjust the teaching process to suit the reality (photo by: upes1)

Table 3. Results of student's technique learning in control group and experimental group after experiment

Group	Student quantity	Student's result classification									
		Excellent		Good		Fair		Intermediate		Weak	
		m_i	%	m_i	%	m_i	%	m_i	%	m_i	%
CG	50	0	0	2	4.00	10	20.00	37	74.00	1	2.00
EG	50	1	2.00	5	10.00	26	52.00	18	36.00	0	0

results for both male and females in the experimental group compared to the control group.

Next, we conducted the evaluation of table tennis technique learning of the control group and experimental group after experiment. Result is presented in table 3.

Table 3 shows that after the experiment, the learning result of both male and female students in the experimental group are higher than the control group and there are clear differences.

Thus, the above results have proved that the new-developed table tennis teaching curriculum is effective. It improves not only students' physicality but also learning result. The experimental group has a better development than the control group after the experiment. The new curriculum can be widely applied to students at Ho Chi Minh Banking University in the following years.

CONCLUSION

- After the experiment, the physicality level of the experimental group students was higher than the control group in all the tests.

-The table tennis technique learning in the experimental group are higher than the control group.

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