

METHOD OF COMBINING SOFT SKILLS IN TEACHING BADMINTON FOR NON-SPECIALIZED STUDENTS AT TRA VINH UNIVERSITY

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Abstract:

By the method of social studies investigating, the article has provided information on the combination of soft skills in badminton teaching, which is more effective than the traditional teaching method. Better knowledge, spirit, attitude and learning results are the basis for improving the quality of teaching badminton for students at Tra Vinh University.

Keywords: Badminton, combining, soft skills, teaching methods, Tra Vinh University.

INTRODUCTION

In domestic and international universities nowadays, the quality of teaching always plays an important role, the quality of teaching will greatly affect the learning quality of learners. Therefore, the change of teaching methods has also been studied by many schools in order to offer teaching methods that bring the best learning results for learners.

In the era of the 4.0 technology revolution, it requires people to have the skills to integrate, mix in with the working environment. Therefore, the combination of soft skills in teaching will help learners improve their knowledge, spirit and learning attitude. However, the combination of soft skills requires each lecturer to have enough professional qualifications, love for the job, flexible use of soft skills to suit the content of the lecture. Through the research process, we found that the combination of soft skills in teaching Badminton at Tra Vinh University (TVU) has brought very good results. From there, it can help students feel confident to participate in the exercise without fear of their own physical capacity and more confidence in learning and easily adapt to the environmental conditions around them. Therefore, the combination of soft skills in Physical Education teaching in general and badminton in particular in the era of the 4.0 technology revolution is very important and necessary.

RESEARCH METHODS

The methods used in the research process include: Methods of analyzing and synthesizing documents; Pedagogical observation method; Pedagogical examination method and statistical mathematics method.

In the process of the study we chose the target audience of 120 students with similar initial qualifications. Among 120 students, we chose 60 students for the control group (CG); 60 students for the experimental group (EG). We conducted the experiment in the course of teaching Badminton for non-specialized students in the second year, first semester of the 2018-2019 school year at TVU.

RESULTS AND DISCUSSION

We conducted the experiment for 15 weeks, 2 periods per week (50 minutes / period) we conducted the experiment with conditions such as: courts and yards, equipment, main curriculum, reference textbooks, lecturers are all the same. However, 60 students of the control group are taught according to the traditional method, for 60 students of the experimental group we combine soft skills while teaching. After 15 weeks, we conducted the survey by questionnaires and the results obtained are in table 1; Practical test with the contents: The technique of low serve to the end of the court into the box, the size from the baseline of the court up is 1.2m; 10 shuttlecocks / 10 points, the results obtained are in Table 1 as follows:

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Table 1. Comparison of the results after the experiment of combining soft skills in teaching Badminton at Tra Vinh University

Skills	Results after experiment (n = 60)											
	Average				Fair				Good			
	CG	%	EG	%	CG	%	EG	%	CG	%	EG	%
Study and self-study	36	60.00	5	8.33	14	23.33	19	31.67	10	16.67	36	60.00
Communicate	26	43.33	7	11.67	25	41.67	31	51.67	9	15	22	36.67
Presentation	32	53.33	11	18.33	23	38.33	34	56.67	5	8.33	15	25.00
Group work	16	26.67	13	21.67	35	58.33	22	36.67	9	15	25	41.67
Exercise	12	20.00	9	15.00	27	45.00	19	31.67	21	35	32	53.33
Solve problems	21	35.00	13	21.67	23	38.33	25	41.67	16	26.67	22	36.67
Manage time and process work	19	31.67	13	21.67	27	45.00	31	51.67	14	23.33	16	26.67
Creative thinking	12	20.00	9	15.00	31	51.67	28	46.67	17	28.33	23	38.33
Observe, understand and memorize	7	11.67	4	6.67	16	26.67	13	21.67	37	61.67	43	71.67
Adapt	18	30.00	15	25.00	24	40.00	21	35.00	18	30	24	40.00

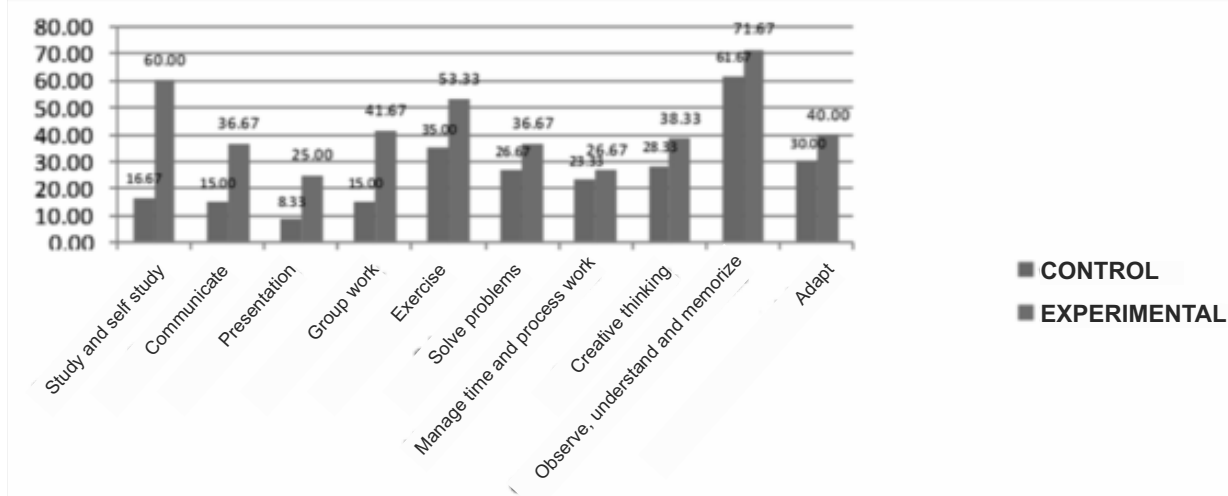


Chart 1. Comparison of the results after the experiment of combining soft skills in teaching Badminton at Tra Vinh University at "Good" level

Through table 1 and chart 1 it shows that: In teaching the experimental group with the combination of soft skills, almost all skills of the students are more developed than the control group, in which we see the skill "Observe, understand and memorize" is at the highest level, up to 71.67%; The second is the "study and self-study" skill, accounting for 60.00%; The third is "exercising" skills, accounting for 53.33%, the lowest skill is "manage time and process work" accounting for 26.67%.

Through table 2 and chart 2 it shows that: The practical test results of poor, weak and average performance of the experimental groups are lower than those of control group. However, the fair and good types of the experimental group is higher than that of the control group: The fair result of the control group is 16.67%, the experimental group is 23.33%. So the experimental group is 6.66% higher than the control group; The good result of the control group is 21.67%, the experimental group is

Table 2. Comparison of the results after the experiment of combining soft skills in teaching Badminton at Tra Vinh University

Group $m_i = 60$	Poor (0 - 3.9)		Weak (4.0 - 5.0)		Average (5.5 - 6.9)		Fair (7.0 - 8.4)		Good (8.5 - 10)	
	m_i	%	m_i	%	m_i	%	m_i	%	m_i	%
Control	7	11.67	16	26.67	14	23.33	10	16.67	13	21.67
Experimental	3	5	9	15	12	20	14	23.33	22	36.67

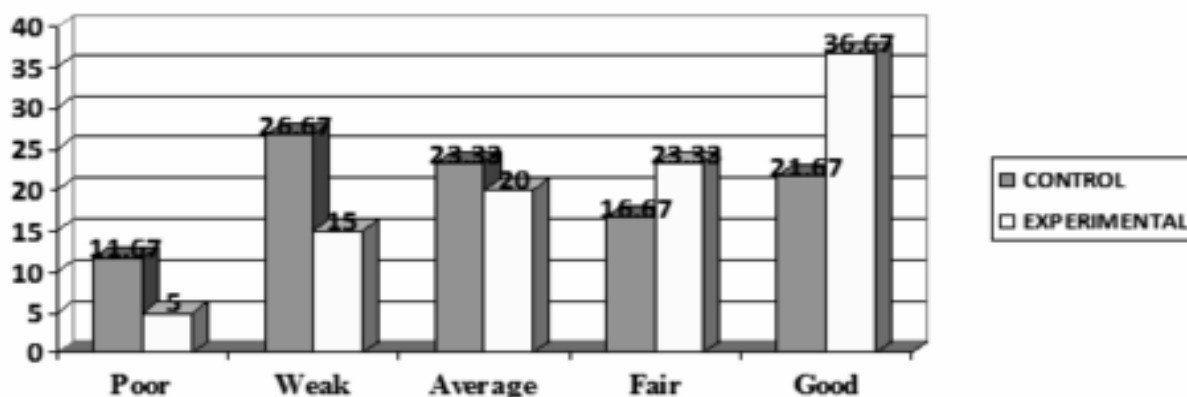


Chart 2. Comparison of the results after the experiment of combining soft skills in teaching Badminton at Tra Vinh University

36.67%. So the experimental group is 14.93% higher than the control group. Thereby, it shows that by applying the method of combining soft skills in teaching Badminton, the students achieve better results than that of the traditional teaching method.

In summary, the application of the method of combining soft skills in teaching Badminton not only brings good learning results but also develops skills in students' lives. This shows that the combination of soft skills in teaching badminton is very effective.

CONCLUSION

The research results show that the use of the method of combining soft skills in teaching Badminton for non-specialized students at Tra Vinh University has brought very good results, it is not only good in practice but also in developing skills for students. Since then, it helps students become more confident, passionate about learning and self-training, develop their physical qualities, integrate into the game, keep up with the 4.0 industry. This is also the basis for applying the method of combining soft skills into teaching Physical

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