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# EVALUATING EFFECTIVENESS OF MALE STUDENT'S PHYSICAL DEVELOPMENT AT HUE UNIVERSITY AFTER ONE YEAR OF STUDYING THE CLUB-BASED PHYSICAL EDUCATION PROGRAM MODEL AND THE BASIC PHYSICAL EDUCATION PROGRAM MODEL

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## Tóm tắt:

Cùng với chương trình Giáo dục thể chất (GDTC) cơ bản hiện hành, chương trình dạy học GDTC theo câu lạc bộ đã được Đại học Huế phê chuẩn và thực hiện từ năm học 2019-2020. Để đánh giá những ưu điểm của chương trình GDTC theo câu lạc bộ mang lại, trong khuôn khổ nghiên cứu, chúng tôi tiến hành theo dõi kết quả biến đổi thể lực qua quá trình học tập của Nam sinh viên Đại học Huế qua 2 chương trình GDTC được áp dụng song song.

**Từ khóa:** Dạy học giáo dục thể chất theo CLB, giáo dục thể chất Đại học Huế.

**Evaluating effectiveness of male student's physical development at Hue University after one year of studying the club-based physical education program model and the basic physical education program model**

## Summary:

Along with the current basic physical education program, the club-based physical education curriculum has been approved by Hue University and implemented from the 2019-2020 school year. In order to evaluate the advantages of the club-based physical education program, within the framework of the research, we tracked the male students' physical fitness changes through the learning process at Hue University through 2 physical education teaching models which are applied parallelly.

**Keywords:** Club-based physical education program, physical education at Hue University.

## QUESTION

Hue University has more than 45,000 full-time students; and the school is on the way to become a national university and expand international training. As a result, improving the quality of physical education in Hue University is required. urgent demand. The task is a difficulty and challenge for the university in the process of training human resources for the country in the context of globalization and international integration with fierce competition.

In the 2018 - 2019 academic year, in order to improve the efficiency and quality of physical education in the university, the club-based physical education program was approved by the university and implemented parallelly with

the basic physical education program.

Evaluating the education program through practical learners' learning effectiveness is a fundamental significance in order to contribute to the University human resources development. It is necessary for us to evaluate the summarized parameter of mental and physical health; in which, the student's physical parameters are an important basis for evaluating the current physical education programs. Also, they are a basis for adjusting the program, as well as, adjusting the content of the modules in order to satisfy student's demand and requirements of social development.

Stemming from the importance of that problem, we conduct a study: Evaluating

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effectiveness of male student’s physical development at Hue University after one year of studying the club-based physical education program model and the basic physical education program model.

**RESEARCH METHODS**

To solve the research problem, the topic uses analytical methods, synthesis of references, pedagogical test methods, pedagogical experimental methods and mathematical and statistical methods.

The study was conducted from September 2019 to September 2020 with 300 first-year male students undergoing a pedagogical examination to help assess the physical development progress of Hue University students after one year studying two physical education programs. The basic criteria used in

evaluation are: 5-minute free running (m), 30m running (s), crunching (times/30 seconds), standing long-jump (cm) and dominant hand forcing (kg).

Pedagogical examination is conducted in the form of self-comparison and observational comparison. Research results will be collected in the club-based physical education program model and the basic physical education program model

- Basic physical education learning group: Students are organized to study following the basic physical education program (referred to as basic group), according to Decision No. 10 September 2015 of the President of the University and 1096/QĐ-ĐHH. The program is distributed as below:

Order	Course name	course code	total credits	theory	practice	mandatory/ optional
<b>I</b>	<b>Required courses (01 Credit)</b>					
1	Practical teaching: short-distance running (50m), medium distance (1000m Men, 500m Women)	Athlete.1011	1	0	1	<b>mandatory</b>
<b>II</b>	<b>Free-choice courses (Choose a minimum of 03/08 Credits)</b>					
1	Practical teaching: Basketball	basketball.2011	1	0	1	<b>optional</b>
2	Practical teaching: Volleyball	Volleyball.2011	1	0	1	<b>optional</b>
3	Practical teaching: Football	Football.2011	1	0	1	<b>optional</b>
4	Practical teaching: Handball	Handball.2011	1	0	1	<b>optional</b>
5	Practical teaching: Chess	Chess.2011	1	0	1	<b>optional</b>
6	Practical teaching: High-jump, long-jump	long-jump.2011	1	0	1	<b>optional</b>
7	Practical teaching: Aerobic	Aerobic 1.2011	1	0	1	<b>optional</b>
8	Practical teaching: gymnastics	Aerobic 2.2011	1	0	1	<b>optional</b>

- Club-based physical education learning group: Students can choose and participate in learning one of six favorite sports according to the new program issued at the University from the academic year 2019-2020. The big group is divided into 2 small groups: club group I and club group II

- **Club group I:** Group of students studying table tennis and basketball.

- **Club group II:** Group of students studying volleyball.

The club-based program is issued according to Decision No. 1062/QĐ-DHH dated August 12, 2019 and is distributed as below:



**Many sports are organized in extra-curricular activities at universities**

Part 1: Compulsory part

Section 1 (Required): Athletics - physical education theory

(Applied along with the current detailed outline for physical education program of Hue University)

Part 2: Free-choice part

- Section 2 (Basic)

+ Football 1

+ Volleyball 1

+ Basketball 1

+ Chess 1

+ Table tennis 1

- Section 3 (Advanced)

+ Football 2

+ Volleyball 2

+ Basketball 2

+ Chess 2

+ Table tennis 2

- Section 4 (Intensive)

+ Football 3

+ Volleyball 3

+ Basketball 3

+ Chess 3

+ Table tennis 3

### **RESEARCH RESULTS AND DISCUSSION**

#### **1. Compare the male student's physical difference among basic group, club group I and club group II after 1 year of experimental study**

Before the experiment, we compared the physical fitness level of male students in the basic group, club group I and club group II through 5 identified tests (Table 1). The results showed that, before the experiment, there was no statistically significant difference in the physical fitness level of the students in the groups, which was shown in the table at the threshold of  $P > 0.05$  in all tests. It meant that the student grouping was completely objective.

After 1 year of experimental study, we assessed the fitness level of male students in the basic group, club group I and club group II after 1 experiential learning semester through 5 identified fitness tests. The results are presented in Table 1.

**Table 1. Changes in male student's physical fitness in the basic group club group 1 and club group 2 after 1 year of experimental study**

Order	Criteria	basic group (n=180)				club group 1 (n=60)				club group 2 (n=60)				comparison (*equivalent P<0.05)		
		A	±δ <sub>A</sub>	Cv (%)	±S <sub>A</sub>	B	±δ <sub>B</sub>	Cv (%)	±S <sub>B</sub>	X <sub>c</sub>	±δ <sub>C</sub>	Cv (%)	S <sub>c</sub>	t <sub>a,b</sub>	t <sub>a,c</sub>	t <sub>b,c</sub>
<b>Before experiment</b>																
1	standing long-jump (cm)	203.11	14.35	6.29	2.62	203.1	11.63	4.1	2.1	203.09	10.53	5.1	2.12	0.05	0.15	0.028
2	30m running (s)	5.77	0.38	2.7	0.07	5.69	0.56	3.22	0.09	5.7	0.56	3.94	0.1	0.384	0.124	0.814
3	5-minute free running (m)	935.13	51.23	5.48	9.35	936	55.02	4.34	8.05	937	45.02	5.88	9.05	0.463	0.106	0.057
4	dominant hand forcing (KG)	40.2	2.63	6.53	0.48	40.23	2.3	4.71	0.44	40.22	2,280	5.71	0.42	0.336	0.026	0.026
5	crunching (times/30s)	15.17	4.18	3.08	0.76	15.89	4.18	2.08	0.76	15.5	4.18	2.98	0.76	0.911	0.821	0.311
<b>After 1 year of experimental study:</b>																
1	standing long-jump (cm)	224.29	17.56	7.69	3.21	229.01	17.23	7.39	3.15	230.86	14.84	6.37	2.71	2,051	2,062	1.036
2	30m running (s)	4.7	0.4	2.86	0.07	4.65	0.32	2.31	0.06	4.6	0.33	2.41	0.06	2,060	2,080	0.451
3	5-minute free running (m)	960	50.57	5.26	9.23	1070.3	53.62	5.09	9.65	1074	51.65	4.95	9.46	6,859	6,956	0.749
4	dominant hand forcing (KG)	40.51	3.43	8.47	0.63	44.8	2.65	6.53	0.51	46.58	2.22	5.22	0.41	3,677	3,616	1.962
5	crunching (times/30s)	16.9	1.94	18.63	0.35	20.61	1.75	20.3	0.32	22.21	1.55	19.05	0.28	3,752	5,002	1.971

able 1 shows that:

After one year of study, the club group I had an advantage in 5/5 criteria over the basic group ( $P < 0.05$ ). In the basic group following the basic physical education program, the fitness parameters had a very encouraging development. However, in club group I, basketball and table tennis learning were organized reasonably, which created interest in learning. As a result, almost all the assessment parameters are dominated compared to the basic group.

The physical parameters of both groups changed at the end of 2nd semester; The criteria like 5-minute free running, dominant hand forcing and crunching in club group II have ultimate change compared to the basic group, which reached statistical significance with  $P < 0.001$ . The criteria like standing long-jump and 30m running only reached statistical significance with  $P < 0.05$

At the end of 2nd semester, in club group II, the learning result is significantly different from the basic group. Learning volleyball following club-based model, the practitioner has had a reasonable and scientific impact from the learning content system. The high-interest participation and conditional facilities make the physical parameters of the club group II have a significant difference from the basic group.

Regarding the parameter changes at the end of term 2 between club group I and II, the study noticed that the parameters in standing long-jump, 30m running, 5-minute running did not have any significant difference and did not reach statistical significance with  $P > 0.05$ . The two parameters of dominant hand forcing and crunching in the club group II were superior to the club group I and reached statistical significance with  $P < 0.05$ .

Thus, it can be concluded that: With the new club-based physical education program, which allows learners to choose their favorite sports, learners have had the impact of scientific physical exercise systems. The physical parameters of the club group I and club group II were developed favorably and both had a different development compared to the basic group.

**2. Evaluating physical growth of male students among groups after 1 year of experimental study**

The topic has compared the difference in student's physical strength among groups before and after the experiment, and calculated the student's physical growth among groups after 1 year of experimental study. The results are presented in Table 2.

**Table 2. Student's physical growth rate in different groups before and after 1 year of experimental study**

Order	Criteria	basic group			club group 1			club group 2		
		t	P	W%	t	P	W%	t	P	W%
1	standing long-jump (cm)	3,598	<0.001	9.91	3,851	<0.001	11.98	3,702	<0.001	12.79
2	30m running (s)	3,725	<0.001	20.43	4,725	<0.001	20.11	4,972	<0.001	21.35
3	5-minute free running (m)	1,952	>0.05	2.62	3,808	<0.001	13.34	3,758	<0.001	13.62
4	dominant hand forcing (kG)	1,021	>0.05	0.76	3,702	<0.001	10.74	3,851	<0.001	14.65
5	crunching (times/30s)	2,872	<0.001	10.78	5,177	<0.001	25.86	6,096	<0.001	35.58

Table 2 shows that assessed parameters in the basic group have developed. 3/5 criteria have statistical significance with  $P < 0.001$ ; the parameters in 5-minute free running and dominant hand forcing criteria have not reached statistical significance with  $P > 0.05$ . The growth rate in the lowest parameters was at 0.76% (dominant hand forcing) and the highest was at 20.43% (30m running). The average growth rate among parameters reached 8.9%.

In the club group I, there was a difference in development with 5/5 tested indicators having statistical reliability at  $P < 0.001$ . The growth rate in the lowest parameter was at 10.74% (dominant hand forcing) and the highest was at 25.86% (crunching). The average growth among parameters reached 16.41%.

In the club group II, all of the assessed parameters showed a remarkable growth in all 5 tested criteria with statistical reliability at  $P < 0.001$ . The growth rate in the lowest parameter was at 13.62% (standing long-jump) and the highest was at 35.58% (crunching). The average growth rate among parameters reached 19.59%.

Thus, it can be affirmed: Hue University's club-based physical education program, which was promulgated and implemented in parallel with the basic physical education program, has brought efficiency and quality assurance to the inter-curricular physical education work. A new learning model and scientific designed learning content will be the foundation for comprehensive development in all physical aspects and sports talent development. And it helps learners sense their learning progress, and at the same time, creates an increasing level of learning interest. Whatever sports are chosen, it will bring a superior physical development effect to the practitioner compared to studying under the current basic physical education program.

### **CONCLUSION**

1. The current basic physical education program still ensures effective physical development for male students at Hue University after one year of study. There are 3/5 criteria achieved statistical significance with  $P < 0.001$  including standing long-jump, 30m running and crunching. The parameters in 5-

minute free running and dominant hand forcing have developed, but the growth has not reached statistical significance with  $P > 0.05$ ; The average growth in the basic group was 8.9%,

2. In the club-based physical education program, the results of male students' physical development after one year of study in both groups of clubs I and club II were recorded with all 5/5 indicators having statistical significance with  $P < 0.001$ . The average growth rate of parameters in the club group I was 16.41% and club group II was 19.59%. Whatever sports are chosen, a club-based physical education program will optimally develop male students' physical fitness compared to the basic physical education program.

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**Tạp chí KHOA HỌC**

# **ĐÀO TẠO VÀ HUẤN LUYỆN THỂ THAO**

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