

SOLUTIONS TO IMPROVE QUALITY OF TEACHING TABLE TENNIS FOR GENERAL STUDENTS AT BAC NINH SPORT UNIVERSITY

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Abstract:

The article is about solutions and results of evaluating the effectiveness of such solutions to improve the quality of teaching Table Tennis for general students at Bac Ninh Sport University.

Key words: Solutions, quality, teaching, Table Tennis, students, Bac Ninh Sport University...

INTRODUCTION

Along with the general development trend of the society and the education branch, the Department of Table Tennis at Bac Ninh Sport University has gradually transformed itself to meet the requirements of training high quality human resources. That requires the Department of Table Tennis to comprehensively reform in terms of developing curriculum, upgrading facilities for teaching, improving of teaching methods, providing advanced training for teachers etc. Therefore, selecting solutions to improve the quality of teaching Table Tennis for students is very necessary.

RESEARCH METHODS

In the research, we have used methods of study and analysis of documents, interview, pedagogical observation, pedagogical examination and mathematical statistics.

RESULTS AND DISCUSSION

1. Selecting solutions to improve quality of teaching Table Tennis for general students at Bac Ninh Sport University

Basing on the developed principle of selecting solutions and interviewing by questionnaires with teachers, we have selected 6 solutions to improve the quality of teaching Table Tennis for general students at Bac Ninh Sport University as follows:

Solution 1: Improve the Table Tennis practical skills for students.

Purpose: This solution helps students improve their Table Tennis level in practice and competition.

Content: Conduct parallel study between curriculum and extra-curriculum

Solution 2: Improve pedagogical capacity for general Table Tennis students.

Purpose: This solution helps students master and use skillfully Table Tennis teaching methods, ensuring that general students can become instructors and teachers of Table Tennis at basic level.

Content: Improve the lesson planning skills; improve pedagogical skills and solve pedagogical situations.

Solution 3: Improve Table Tennis competitions organization and referee capacity.

Purpose: The purpose of this solution is to provide students with knowledge and skills in organizing competitions, to help students know how to organize the tournament, the rule and circumstance arising in competitions and the refereeing method of Table Tennis.

Contents: Strengthen the practice of organizing the competition, rules and referee at the end of each lesson and the final lesson plans of Table Tennis; visit and practice to organize and compete in tournaments; organize internal

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Table-tennis lesson at Bac Ninh Sports University

tournaments for students

Solution 4: Raise awareness of students about the meaning and effect of the subject.

Purpose: To help students understand the meaning, effect and importance of the subject in the learning process and after graduation, so students determine the proper motivation to study the subject, make orientation for themselves how to learn as well as invest time and knowledge.

Contents: Overview of the program, meaning and importance of Table Tennis in the learning process and practical application; strengthen in exchanging of information on the subject, stimulate students' activeness and self-awareness

Solution 5: Improve Table Tennis teaching methods

Purpose: Improve teaching methods to help students develop their activeness and self-control, improve their thinking ability, improve their speaking, debating and eloquence skills, expand their ability to absorb and criticize.

Content: Arrange, apply new teaching methods; update new issues in theoretical and practical university teaching, make good use of facilities.

Solution 6: Foster students' self-study method

Purpose: To foster students' self-study method; help students themselves think, deepen the research issue thereby understand more knowledge.

Content: Teachers make orientation and analyze for students about learning time and content, use of references; group students to self-study in accordance with the content of teaching; use various forms of guiding students to self-study.

2. Applying and evaluating effectiveness of solutions to improve quality teaching of Table Tennis at Bac Ninh Sport University

The pedagogical experiment has conducted on 292 general students of university course 50 at Physical Education Faculty. Experimental time is

Table 1. Comparison of Table Tennis learning results of general students in Faculty of Physical Education

Subject	Classification									
	Excellent		Very good		Good		Average		Weak, poor	
	Number	%	Number	%	Number	%	Number	%	Number	%
UC 50n = 292	34	11.6	77	26.4	122	41.8	53	18.1	6	2.1
UC 49n = 263	16	6.1	42	16	92	34	95	36.1	18	6.8
UC 48n = 287	12	4.2	56	19.5	101	35.2	104	36.2	14	4.9
t	t _{49,50} = 2.15 t _{48,50} = 2.17		t _{49,50} = 2.27 t _{48,50} = 2.22		t _{49,50} = 2.36 t _{48,50} = 2.41		t _{49,50} = 2.30 t _{48,50} = 2.32		t _{49,50} = 2.25 t _{48,50} = 2.21	
P	<0.05		<0.05		<0.05		<0.05		<0.05	

Note: UC stands for university course

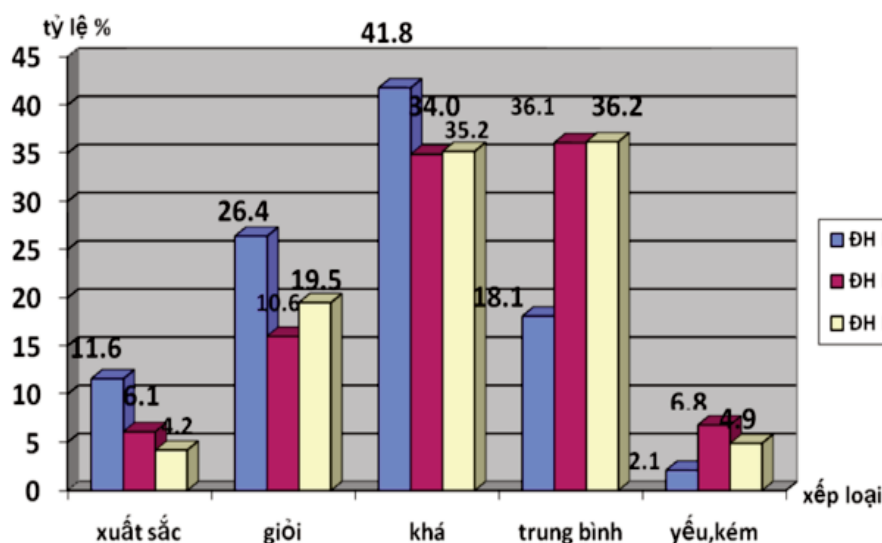


Chart 1. Rate of Table Tennis learning result classification between students of UC 50 general and UC 49, UC 48 in Physical Education Faculty

60 hours of the second semester of 2016-2017 (from January to May 2017). After the experiment, we have compared to the learning results between students of university course 50 and students of university course 48, 49 in Faculty of Physical Education. The results are in Table 1.

Table 1 show that the learning results of UC 50 general students are better than those of UC 49 and UC 48. This is evident in the number of excellent students at 11.6% (UC50) compared to 6.1% (UC 49) and 4.2% (UC 48); 26.4% of UC 50 students have achieved good level in comparison with 16.0% (UC 49) and 19.5% (UC 48). At the same time, the average point of UC 50 students is much lower than one of UC 49 and UC 48.

There is a difference in learning result classification between UC 50 and UC 48, UC 49 with the t obtained from 2.15 to 2.41 ($t_{\text{calculation}} > t_{\text{table}}$ at $p < 0.05$). The rates of learning result classification in terms of evaluation levels are in Chart 1.

Experimental results show that the quality of teaching and learning has made remarkable progress. This proves that the solutions have worked well to improve the quality of teaching Table Tennis for general students in the Department of Table Tennis.

CONCLUSION

The study has selected 06 solutions to improve the quality of teaching for general students of Table Tennis. Each solution clearly states the purpose and content of the implementation. Application of such solutions in practice has brought good effect in improving the quality of teaching Table Tennis for general students at Bac Ninh Sport University.

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(Received 27/10/2017, Reviewed 16/11/2017, Accepted 28/11/2017)