

ACTUAL USE OF TEACHING METHOD OF PEOPLE'S PUBLIC SECURITY MARTIAL ARTS AT PEOPLE'S PUBLIC SECURITY ACADEMY IN CURRENT PHASE

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Abstract:

Using the common scientific research methods, the article has focused on analyzing the real situation of teaching People's Public Security martial arts at the People's Security Academy, thereby, contributing to improve the performance of People's Public Security martial arts teaching for students of the People's Security Academy.

Key words: Real situation, methods, teaching, martial arts, People's Public Security

INTRODUCTION

The People's Security Academy is the first educational and training institution of the Viet Nam People's Public Security force. Today, People's Security Academy is responsible for improving and training Public Security officers to meet the requirements and tasks of revolution and work in the new situation. This poses major challenges for the Academy to address in order to improve the quality of education. In which, People's Public Security martial arts is a discipline of fundamental knowledge group in the Higher Education Framework Program. Therefore, it is very necessary to research and evaluate the actual situation of People's Public Security martial arts teaching at the People's Security Academy.

RESEARCH METHODS

During the research, we have used the methods of analysis and synthesis of documents, interview, pedagogical observation and mathematical statistics

RESULTS AND DISCUSSION

1. Results of investigating the use teaching methods of People's Public Security martial arts

We have used questionnaires to interview 12 teachers who directly train People's Public Security martial arts on 3 levels of teaching method use: Regular, infrequent and never. The results are in Table 1.

Table 1. Results of interview on using teaching methods of People's Public Security martial arts (n = 12)

Content	NO.	Teaching methods	Regular (%)	Irregular (%)	Never (%)
Theory	1	Presentation (explanation)	100	0	0
	2	Combination of presentation and visual	100	0	0
	3	Use of visual aids	20	80	0
Practice	1	Verbal explanation	100	0	0
	2	Visual	100	0	0
	3	Practice (exercise)	100	0	0
	4	Repetition	100	0	0
	5	Break	50	50	0
	6	Circle	10	20	70
	7	Speed variation	15	30	55
	8	Games	80	20	0
	9	Competition	100	0	0
	10	Use of tools	5	10	85

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Table 2. Results of students' interview on People's Public Security martial arts teaching (n = 90)

Content	Question	Percentage %		
		Agree	Hesitate	Not agree
Purpose requirement of subject	1. Determination of the subject's purpose and requirements in the program is clear	96.77	3.23	0
	2. The requirements of theory, practice and capacity are appropriate	95.16	4.84	0
	3. The objectives of subject are fully achieved	100	0	0
Relevance of subject contents	4. The hours spent on the contents are suitable	91.93	8.07	0
	5. The content is too heavy	0	95.16	4.84
	6. The number of problems mentioned in content is large.	0	95.16	4.84
Teaching methods	7. Teachers have communicated clearly and easily	87.09	12.91	0
	8. Teachers have made it interesting for students on the class	67.74	32.26	0
	9. The method of the teachers has helped student contact theory with practice	80.64	19.36	0
Relationship between teacher and student in learning	10. Teachers have always paid attention to the learning process of students	100	0	0
	11. Teachers have always encouraged students to study well in class	91.93	8.07	0
	12. Teachers have completely promoted students' capacity in study	59.67	40.33	0
	13. Students feel stressful with the subject because of the teacher's teaching style	8.06	24.19	67.75
Teachers' assessment of learning outcomes	14. Teachers have objectively evaluated students' learning outcomes	95.16	4.84	0
	15. Teachers have made good assessments on the progress of students	91.93	8.07	0
	16. The methods of evaluating learning outcomes are not comprehensive and objective	0	11.3	88.7
Teaching methods interested in by students	17. Theory teaching methods:			
	Presentation (explanation)	100	0	0
	Combination of presentation and visual	100	0	0
	Use of visual aids	100	0	0
	18. Practice teaching methods:			
	Verbal explanation	96.77	3.23	0
	Visual	95.16	4.84	0
	Practice (exercise)	96.77	3.23	0
	Repetition	96.77	3.23	0
	Games	100	0	0
	Competition	100	0	0

The results in Table 1 show that: In theory teaching, 100% of teachers regularly use the methods of presentation and combination of presentation and visual, 20% of teachers regularly use the visual aids. Thus, the use of visual aids such as projectors and computers is limited. In practice teaching: 100% of teachers regularly use the methods of verbal explanation, visual, practice, repetition and competition; 80%

of teachers regularly use game methods; 50% of teachers regularly use the break method. Thus, the use of the teaching methods by the teachers is undiversified and strictly limited.

2. Survey of People's Public Security martial arts teaching through pedagogical observation

We have carried out the pedagogical observation through attending class in the

technical module and tactical module by teachers of the People's Public Security martial arts. The results show that the methods and levels of use are similar to the results obtained through interview. In theory teaching, the methods used at high rates are the methods of presentation and combination of presentation and visual. In practice teaching, the methods used at large rates are verbal explanation, visual, practice, repetition and competition and games. The use of teaching methods in practice has various differences between teachers. This situation Compared with the requirement, the teaching People's Public Security martial arts by the teacher is not effective.

3. Survey of People's Public Security martial arts teaching by evaluating opinions of students

In order to collect students' opinions about People's Public Security martial arts teaching for students of the People's Security Academy, we have interviewed 90 students of courses 46 and 47. The results are in Table 2.

The results in Table 2 show, students have evaluated that the learning purpose and requirements is clear, reasonable and practical (from 95.16% - 100%). The number of hours and content of the study are appropriate (91.93%). Teachers' explanations are easy and clear (87.09%), create interest for students (67.74%), and help students to connect theory and practice (80.64%). 100% of students think that teachers have paid attention to their learning process and 91,93% of students think that teachers have encouraged students to study well in class. However, the number of students think that teachers have really promoted the maximum capacity of students is low, accounting for only 59.67%. There is a high number of students think that the teacher's assessment of the learning outcomes is objective and fair (95.16%).

100% of students are interested in the teaching methods of teachers in theoretical content. In the method of teaching practice, 95.16% - 100 % of students are favorable with the methods of verbal explanation, visual, practice, repetition, games and competition.

CONCLUSION

The teaching of martial arts to people's security academies for students of the Academy of People's Security has achieved certain results. However, the results of studying the reality of teaching and learning martial arts of the People's Security Academy show that there are still many shortcomings. The teaching of martial arts in the people's security academy is not maximized by the students. The use of teaching methods is not comprehensive, lack of practical teaching methods to improve the effectiveness of teaching martial arts to people's security academy for students Academy Institute of People's Security

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(Received 23/10/2017, Reviewed 5/11/2017, Accepted 28/11/2017)