

APPLICATION AND CONFIRMATION OF THE METHODS GROUP TO IMPROVE THE EFFICIENCY OF TEACHING VOLLEYBALL TECHNIQUES FOR VOLLEYBALL STUDENTS IN PHYSICAL EDUCATION AND SPORTS MAJOR AT BAC NINH SPORT UNIVERSITY

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Abstract:

From the results of the systemization of theoretical knowledge about new methods, means, as well as general issues of training basic techniques in sport in general and volleyball in particular, we selected, applied and confirmed a group of methods to improve the efficiency in teaching basic techniques for volleyball students at Bac Ninh Sport University.

Key words: Application; teaching methods; basic techniques; Volleyball; students.

INTRODUCTION

To improve the effectiveness of the techniques, tactics in practicing and competing in volleyball, the players must master basic techniques such as: setting, passing, serving, spiking and blocking... Through the preliminary survey of the teaching process, we realized: the number of students in a class is very crowded; The number of facilities and equipment is limited, affecting the students in learning techniques, tactics; Especially the change in the recruitment and change in the school's curriculum has given the task to study and select appropriate teaching methods in order to improve the teaching efficiency of the Bac Ninh Sport University.

RESEARCH METHODS

Interviews and discussion; pedagogical observation; pedagogical experiments; Pedagogical examination; mathematical statistics.

RESULTS AND DISCUSSION

1. Select and develop the methods group experimental plan to improve the efficiency of teaching basic techniques for volleyball students in Physical Education and Sports major at Bac Ninh Sport University

Through analyzing and synthesizing relevant documents, we have identified 15 methods used in the process of teaching basic volleyball techniques for students in volleyball major.

In order to improve reliability, objectivity in the selection, we conducted interviews with 25 experts, coaches, teachers of volleyball through the form of indirect interviews by questionnaires.

Based on the above results, we have selected 8 methods used to improve the quality of teaching basic volleyball techniques for volleyball students in Physical Education and Sports major has the ratio of 84% to 100%, that is: presentation method, visual method, division method, completion method, correction method, order method, competition method, iteration method.

After having selected 8 methods, in order to be able to apply scientifically and reasonably for each teaching content, we have proceeded to develop a detailed plan for using each method selected for students specialized in Volleyball, Physical Education and Sports major at Bac Ninh Sport University. The procedure is divided into 3 steps:

- Step 1: Identify pedagogical requirements in the use of teaching methods in volleyball.

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Improving the effectiveness of technical teaching is an issue of University's interest in teaching volleyball at Bac Ninh Sport University

- Step 2: Identify and develop a plan to apply each teaching method for students specialized in volleyball, Physical Education and Sports major at Bac Ninh Sport University, in accordance with each teaching content of the study units in the specialized subject curriculum that has been approved.

- Step 3: Interview experts about the application of teaching methods for students specialized in volleyball, Physical Education and Sports major at Bac Ninh Sport University

2. The effectiveness of applying basic techniques teaching methods in study unit 1 for students specialized in volleyball,

Physical Education and Sports major at Bac Ninh Sport University.

In the experiment process, we observed and synthesized the effectiveness of the methods group that we selected and applied. The content observed is the methods used in each lesson plan, the number of times the methods was used in the process of teaching basic techniques for the experimental group.

- About the methods used: In the process of teaching basic techniques for students specialized in volleyball many methods were used in a lesson plan, especially presentation method, visual method, the correction method for mistakes that are often made in teaching new techniques is very important, helping students forming the correct movements and training along with the teacher's instructions, the technical performances will be faster with less basic errors. In the theory lesson we used the latest basic techniques videos.

- About the form of exercises: We used the combination of two forms: practice altogether, divide into groups and rotation. After practicing

Table 1. The interview results on selecting the volleyball teaching methods for volleyball students in Physical Education and Sports major at Bac Ninh Sport University (n = 25)

TT	Methods	Frequently		Barely use		Don't use	
		n	%	n	%	n	%
1	Presentation method	25	100	0	0	0	0
2	Visual method	25	100	0	0	0	0
3	Division method	21	84	4	16	0	0
4	Completion method	21	84	2	16	0	0
5	Correction method	25	100	0	0	0	0
6	Order method	23	92	2	8	0	0
7	Continuation method	19	76	6	24	0	0
8	Competition method	21	84	4	16	0	0
9	Self-study method	6	24	9	36	10	40
10	Iteration method	21	84	4	16	0	0
11	Practice with strict norms method	3	12	2	8	20	80
12	Circle practice method	19	76	6	24	0	0
13	Game method	7	28	12	48	6	24
14	Changing method	4	16	2	8	19	76
15	Inconsecutiveness method	3	12	1	4	21	84

Table 2. The study results of volleyball in study unit 1 of the experimental group and the control group

Subjects \ Result	Excellent Good		Fair		Average		Weak Poor		χ^2	P
	m_i	%	m_i	%	m_i	%	m_i	%		
Experimental Group	8	66.6	4	33.3	0	0	0	0	5.379	≤0.05
Control group	2	18.2	8	72.7	1	0.9	0	0		

altogether, divide into groups let the groups compete with each other. This combination has created a less stressful study atmosphere, a lively learning session, an increase in concentration, a faster learning ability, and a more effective teaching result.

- Number of using times: The rational use of teaching methods and forms of exercise has increased the students' ability to perform (increase moving density) in exercises such as: setting ball 48 - 50 times in 10 minutes; passing ball is only 33 - 36 times in 10 minutes; striking ball 20 – 22 times in 10 minutes; Striking ball at number 4 and number 2 is 14-16 times. With such duration, the number of times previously performed is lower. The number of perform times is very important, the more students do, the faster the formation of the movements is, and the more mistakes will be corrected by themselves.

The efficiency of the methods group selected by us and the development of the experimental plan, are evaluated through the study results. The results are presented in Table 2.

Table 2 shows that after 4 months of experimenting with 15 lesson plans, the effectiveness of applying the methods for improving the efficiency of teaching basic volleyball techniques for the two experimental and control groups was significantly different. By comparing the two rates, the $\chi^2_{\text{calculated}} = 5.379 > \chi^2_{\text{control}} = 3.841$, has meaning at the probability threshold $P \leq 0.05$. Specifically:

- The excellent and good rates of the experimental group was higher than the control group: the experimental group was 8, accounting for 66.6% and the control group was 3, accounting for 18.2%.

- The fair rate of the experimental group is 5, accounting for 33.3% and the control group is 7, accounting for 72.7%.

- Especially in the average rate, only one student from the control group accounted for 0.9%.

CONCLUSION

We have identified the group of basic volleyball techniques teaching methods for volleyball students in Physical Education and Sports major at Bac Ninh Sport University, including 8 methods: - Visual method; - Division method; - Completion method; - Correction method; - Competition method; - Iteration method; - Order method; - Presentation method.

The subject has developed a plan for the application of methods for each lesson plan, corresponding to each study unit in the approved specialized subject curriculum.

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