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BUILDING A CURRICULUM CONTENTS FOR THE BADMINTON LECTURES FOR STUDENTS OF THANH HOA UNIVERSITY OF CULTURE, SPORTS AND TOURISM

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ABSTRACT

Research and build badminton content for non-sport students Thanh Hoa University of Culture, Sports and Tourism, physical education subject, with appropriate subject content with students, facilities of the school, initially obtained good results.

KEYWORDS

Construction, physical education, Thanh Hoa University of Culture, Sports and Tourism.



1. INTRODUCTION

Thanh Hoa University of Culture, Sports and Tourism has already implemented the Physical Education program following Ministry of Education and Training regulation. The current physical education subject program promulgated according to Circular No. 25/2015/TT-BGDĐT dated October 14, 2015, for the Physical Education subject in university training programs. Physical education is an important and indispensable subject in term of education and training, contributing to the realization of the goal: "Increase level of understanding, train human resources, foster talents" for the country, so that each citizen, especially the young generation, has enough essential conditions for "Highly developed in intellect, physical, mental and morality". In order to meet the increasing needs of the country's socio-economic development, it is required to improving the qualities of human resources, and the most important factor is the health. Badminton is elective subject in physical education curriculum is taught for non-specialized students, the construction of badminton curriculum content has a great significance in enhancing health and developing physical strength for the students. This is also an international sport for contesting among countries; it's a bridge between nations to show the spirit of solidarity - cooperation and friendship. The frequent practice in students is an important factor for the development of high-performance. To receive effectiveness from badminton practice, contributing to improving the effectiveness of physical training in general and the learning efficiency of the subject of Physical Education in particular, it requires students to have a relatively complete understanding of the purposes and benefits of badminton. Up to now, Thanh Hoa University of Culture, Sports and Tourism has organized for students to study badminton. But in recent years, the application of training content still has many shortcomings such as Training content, methods and training facilities are still unreasonable, so the effectiveness when learning badminton is still limited.

Research methods: methods of analyzing and synthesizing documents; methods of seminars, interviews; professional solution; experimental method of pedagogy; statistical math method.

2. RESEARCH RESULTS AND DISCUSSION

2.1. Research and develop teaching content of badminton for students of Thanh Hoa University of Culture, Sports and Tourism

2.1.1. Research and develop detailed content of badminton.

From the results of theoretical research as well as through reading and analyzing references to the topic, the essay conducted direct interviews with teaching instructors and sports managers about the content of badminton teaching. The content of the direct interview was gathered through questions below, and the answers were also divided into three levels "very appropriate, appropriate, inappropriate" for the knowledge needed to be equipped for the subject. The results of the face-to-face interviews were presented in Table 2.1.

Table 2.1. Selection of badminton teaching content (n = 20)

No .	Knowledge to equip	Interview result							
		Very Appropriate (3 marks)		Appropriate (2 marks)		Inappropriate (1 mark)		Total	
		n	Mark	n	Mark	n	Mark	Mark	%
1	Theory								
2	Development history	15	45	5	10	0	00	55	91.7
3	Technical principles	18	54	2	4	0	00	58	96.7
4	Skills and tactics	18	54	2	4	0	00	58	96.7
5	Competition rules	17	51	3	6	0	00	57	95.0
6	Practice badminton technique								
7	Holding the racket and shuttlecock technique	16	48	4	8	0	00	56	93.3
8	Preparatory poses	18	54	2	4	0	00	58	96.7
9	Serving technique	17	51	3	6	0	00	57	95.0
10	Making an offensive/ defensive attack technique	19	57	1	2	0	00	59	98.3
11	Overhead clear shot technique	19	57	1	2	0	00	59	98.3
12	Badminton drive shot technique	15	45	5	10	0	00	55	91.7
13	Close to the net footwork method	19	57	1	2	0	00	59	98.3
14	Back step footwork method	17	51	3	6	0	00	57	95.0
15	Moving step on both sides method	15	45	5	10	0	00	55	91.7
16	Step motion method	18	54	2	4	0	00	58	96.7
17	Hit a high deep serve technique	19	57	1	2	0	00	59	98.3
18	Singles and doubles tactics	19	57	1	2	0	00	59	98.3

Table 2.1 shows that, in all the selected criteria to ask, there is a similarity between the criteria and the theoretical research which has been collected through research documents. The lowest interview result was 91.7%, the highest 98.3% of the respondents agreed, which means that the detailed content

of badminton that the topic selected for the interview were all highly evaluated by the teachers and experts. These detailed contents are considered as standard for the chosen subject.

2.1.2. Experiment and evaluate the effectiveness of the selected badminton content

The experimental group was randomly selected 25 students (12 males and 13 females), courses K8 and K9 of Thanh Hoa University of Culture, Sports and Tourism.

Evaluation of experimental results in terms of general fitness, learning results, self-discipline of students, and so on. In the process of evaluating results, we use self-comparison method.

The results were evaluated before and after the experiment through 6 tests according to the standards for assessing students' fitness (according to the decision No. 53/2008/QĐ – BGĐT dated September 18, 2008 of the Minister of Education and Training). Academic results bases on the end-of-term score.

The experimental group of test content includes: knowledge (general knowledge, specialized knowledge), practical skills. There are theoretical and practical test results; the results of the pedagogical experiment which are presented in detail in Tables 2.2, 2.3, and Figure 2.1.

Table 2.2. Results of testing the physical fitness indicators of the badminton class before and after the experiment (n = 25) in the 2019-2020 school year

	Test/ Subject	Before experiment		After experiment		Difference		
		\bar{x}_d	$\pm\delta_d$	\bar{x}_d	$\pm\delta_d$	t	P	W%
Male		(n = 12)		(n = 12)				
1	Preferred hand grip force (kg)	42.30	2.96	45.35	3.05	2.486	< 0.05	6.96
2	Sits-up (times/30s)	15.92	3.42	19.42	3.50	2.478	< 0.05	19.81
3	Jumping (cm)	216.42	8.68	226.10	9.67	2.581	< 0.05	4.37
4	Run 30m XPC (s)	5.95	0.82	4.91	0.95	2.862	< 0.05	19.10
5	Shuttle Run 4 x 10m(s)	12.45	0.67	11.93	0.53	2.132	< 0.05	4.31
6	Run within 5 minutes (m)	934.30	80.52	1016.03	81.73	2.468	< 0.05	8.38
Nữ		(n = 13)		(n = 13)				
1	Preferred hand grip force (kg)	25.85	2.12	27.99	2.14	2.561	< 0.05	7.95
2	Sits-up (times/30s)	14.92	3.96	18.92	4.01	2.559	< 0.05	23.64

3	Jumping (cm)	160.33	8.92	169.58	9.25	2.595	< 0.05	5.61
4	Run 30m XPC (s)	6.08	0.56	5.64	0.45	2.228	< 0.05	7.58
5	Shuttle Run 4 x 10m(s)	13.03	0.98	12.05	0.76	2.849	< 0.05	7.81
6	Run within 5 minutes (m)	855.08	27.02	882.10	29.68	2.427	< 0.05	3.11

Table 2.3. Learning outcomes of students after badminton experiment

	Students	Theory									
		Excellent (10)		Very good (8-9)		Good (7)		Average (5-6)		Below Average (1-4)	
		amount	%	amount	%	amount	%	amount	%	amount	%
1	25	2	8.00	3	12.00	12	48.00	8	32.00	0	%
		Practice									
2	25	3	12.00	4	16.00	13	52.00	5	20.00	0	0%

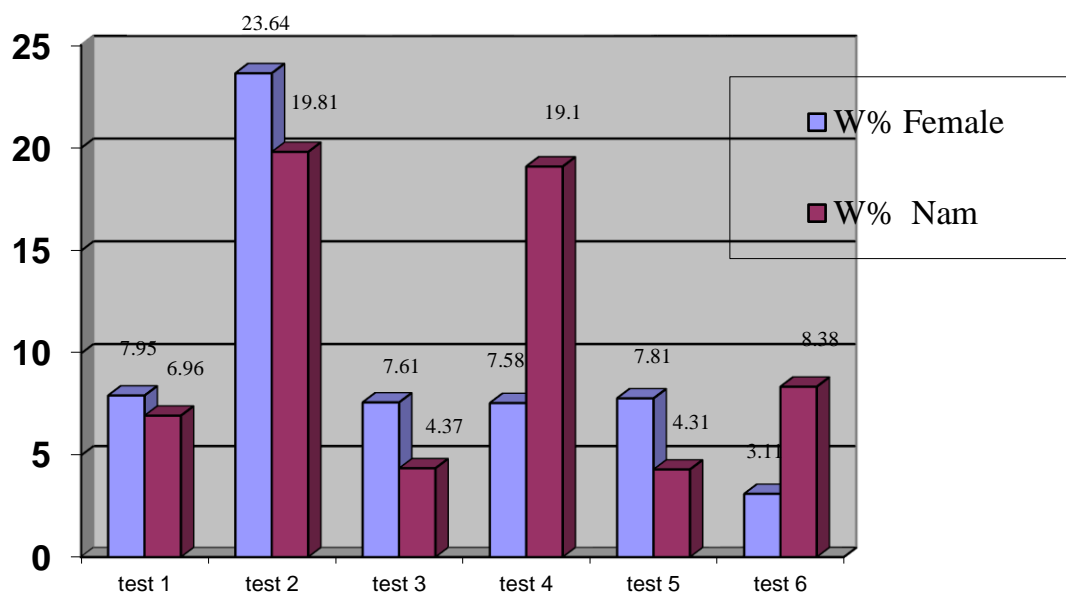


Chart 2.1. Student growth rate after badminton experiment

2.1.3. Assessment of the student's physical qualities:

The development of physical fitness through assessment tests of male and female students in badminton class, before and after the experiment through self-comparison in Tables 2.2 and Table 2.1:

After the end of the experimental process in both male and female students, the results of testing the fitness level of the two groups of men and women of badminton class after the experiment were significantly different, which is necessary to analyze statistics with t results, and $P < 0.05$? That means the fitness level after the experiment was much better than before the experiment. It proves that the selected learning content of badminton promotes practical effectiveness in improving the physical fitness of the research subjects.

Comparing the growth rate development, the results of physical fitness assessment tests between the two groups of study subjects showed that: the growth rate in all post-experiment tests of male and female students increased, specifically the lowest development in male is 4.31%, the highest is 19.81%. The lowest development in female is 3.11%, the highest is 23.64%. Thus, after 1 semester of experimentation, the selected content of badminton has brought a certain effect in improving the physical quality of the research subjects.

2.1.4. Assessment of student learning outcomes

Table 2.3 shows the results of the experimental badminton of 25 students, 12 boys and 13 girls (theoretical and practical content) as follows:

Excellent score in theory is 8%, practical is 12%; very good score in theory part 12%, practical score 16%; good score in theory part 48%, practical score 52%; the average score of the theory part is 32%, the practical point is 20%; the score below average is 0%.

Analyzing the statistical results of students' learning results in the theoretical part, the percentage of students have a lower percentage of marks than the practical part in the categories of excellent, very good, and good result, but only the average percentage of practice points lower than the theoretical score; besides, the score below the average in both theory and practice is absent. Thereby, we also see that students studying badminton have the theory performance worse than the practical part. However, it is obvious that the ability to absorb the experimentally selected badminton content is very considerable. It helps attract both teachers and learners, and students have a high interest in learning new curriculum contents. Specifically, academic performances are better and none of them are below average.

3. CONCLUSION

Through the study of badminton content for students of Thanh Hoa University of Culture, Sports and Tourism, it was found that:

It was based on a lot of processes such as selection research and evaluation before and after the experiment as well as opinion evaluation through managers and instructors and experiment results, thank to that the contents of badminton have been selected and decided.

The subject contents ensure the scientific, practical, effective and feasible to meet the orientation of innovation, training trends to meet social needs. The amount of knowledge is consistent with the training orientation; ensuring students have time to acquire knowledge and practice skills, complying with the legality of the duration specified in the framework program of the Ministry of Education and Training.

After the end of the experimental process in both male and female students, the results of testing the fitness level of the two groups of men and women of badminton class after the experiment were significantly different, this is necessary to analyze statistics with t results, and $P < 0.05$, the growth in academic performance. Thus, the content of badminton has been selected, bringing high efficiency to the subject of Physical Education in training students at Thanh Hoa University of Culture, Sports and Tourism.

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