

ACTUAL SITUATION OF THE BASKETBALL TEACHING METHODS FOR STUDENTS OF HAI PHONG UNIVERSITY

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Abstract:

Using regular scientific research methods, we have learned the actual situation of the basketball teaching methods. Thereby we have identified the effective theoretical methods and practical methods in teaching Basketball for students of Hai Phong University, contributing to improving the quality of the school's training..

Keywords: Actual situation, methods, teaching, Basketball, physical education.

INTRODUCTION

For many years, lecturers of the Center of Sports and Physical Education (PE) of Hai Phong University have always been interested in teaching methods (to further improve the quality of teaching sports. But the practice shows that most teachers teach based on experience. On the other hand, the use of teaching methods in that teaching process has not been verified and evaluated the advantages of each teaching methods, as well as the combination of teaching methods to solve tasks in each lesson or each volume of content ... so the effectiveness, the quality of teaching sports in general and basketball subject in particular is low. Therefore, determining the actual situation of the basketball teaching methods for school students is extremely necessary to contribute to innovating teaching methods, improving the quality of teaching basketball at Hai Phong University.

RESEARCH METHODS

We use the following methods: Methods of document analysis and synthesis; method of interviewing seminars; pedagogical observation method; Statistical mathematics method.

RESULTS AND DISCUSSION

1. Actual situation of the use of teaching methods in Basketball

By analyzing the theoretical teaching materials about physical education and sports methods, curriculum of Basketball subject ... and interviewing experts who are directly teaching basketball at Hai Phong University, we

identify the actual situation of the Basketball teaching methods (see table 1).

About theoretical teaching methods: Methods used regularly by the lecturers of the Center of Sports and Physical Education are method of presentation (lecture) and visual method (accounting for 100%), method of question and answer accounted for 75%. Method of using IT support accounted for 75%, method of group discussion accounted for 62,5%; Method of self-study and method of field trips are 50%, used by the lecturers but not regularly. The remaining teaching methods are used or not used in teaching basketball.

About practical teaching methods: There are 5 frequently used teaching methods accounting for 100% of the agreed opinions, including: Method of presentation (teach, direct, command, talk, exchange, explain, instruct); visual method (direct, indirect); method of split training; method of whole training; method of stable training and method of competition accounted for 62,5%. The remaining methods used but not regularly are method of varied training, method of using modern technology in training accounted for 62,5% and method of games accounted for 50%.

2. Actual situation of the basketball teaching methods application at current Hai Phong University

We interviewed about the ability to apply the teaching method of lecturers at the Center of Sports and Physical Education in Basketball subject, presented in Table 2.

About theoretical teaching methods:

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(2) PhD, Bac Ninh Sports University

Table 1. Actual situation of the use of teaching methods in Basketball at Hai Phong University (n = 8)

Part	Teaching methods	Use frequency					
		Regularly		Rarely		Do not use	
		m _i	%	m _i	%	m _i	%
Theory	Method of presentation	8	100	0	0.00	0	0.00
	Method of situation study	0	0.00	1	12.50	7	87.50
	Method of group discussion	3	37.50	5	62.50	0	0.00
	Method of visualization	8	100	0	0.00	0	0.00
	Method of problem-based	0	0.00	2	25.00	6	75.00
	Method of self- study	3	37.50	4	50.00	1	12.5
	Method of field trips	2	25.00	4	50.00	2	25.00
	Method of role-play	0	0.00	0	0.00	0	0.00
	Method of question and answer	6	75.00	2	25.00	0	0.00
	Method of seminar	0	0.00	3	37.50	5	62.50
	Method of using IT support	0	0.00	6	75.00	2	25.00
	Other methods	0	0.00	0	0.00	0	0.00
Practice	Method of presentation (teach, direct, command, talk, exchange, explain, instruct)	8	100	0	0.00	0	0.00
	Visual method (demonstration)	8	100	0	0.00	0	0.00
	Method of split training	8	100	0	0.00	0	0.00
	Method of whole training	3	37.50	5	62.50	0	0.00
	Method of stable repeated training	8	100	0	0.00	0	0.00
	Method of varied training	3	37.50	5	62.50	0	0.00
	Method of games	2	25.00	4	50.00	2	25.00
	Method of competition	6	62.50	2	25.00	0	0.00
	Method of synthesize training	2	25.00	3	37.50	3	37.50
	Method of using technology support in training	2	25.00	5	62.50	1	12.50
	Other PP	0	0.00	0	0.00	0	0.00

Method of presentation is the most dominant when lecturers of the Center of Sports and Physical Education think that this method is the easiest to use, accounting for 75% of the agreed opinions, the method of question and answer accounted for 62.5% and the visual method accounted for 50%. Method of group discussion, method of self-study accounted for 62.5%, 50% of the lecturers of the Center of Sports and Physical Education said that the method of using technology and the method of field trips could be applied. The remaining methods are difficult to apply and may not be able to apply because of their abilities to acquire and to meet practical conditions are not satisfactory in the teaching process.

About practical teaching methods: Visual method and method of split training are said by lecturers of the Center of Sports and Physical Education to be the easiest to apply in the initial teaching stage and in further teaching stage because of difficult techniques which need to be divided into stages, accounting for 100% of the agreed opinions. Method of whole training accounted for 87.5% of agreed opinions, method of presentation and method of games accounted for 75% of the agreed opinions, method of varied training accounted for 50%. The method of synthesize training also received 75% of agreed opinions that it can be applied, method of competition and method of using technology are interested in by lecturers of the

Table 2. Results of the evaluation of the ability to apply the current teaching methods in basketball at Hai Phong University (n = 8)

Part	Teaching methods	Level evaluation							
		Easy to apply		Can apply		Hard to apply		Very hard to apply	
		m _i	%	m _i	%	m _i	%	m _i	%
Theory	Method of presentation	6	75.00	2	25.00	0	0.00	0	0.00
	Method of situation study	0	0.00	0	0.00	7	87.50	1	12.50
	Method of group discussion	2	25.00	5	62.50	1	12.50	0	0.00
	Method of visualization	4	50.00	4	50.00	0	0.00	0	0.00
	Method of problem-based	0	0.00	2	25.00	5	62.50	1	12.50
	Method of self- study	3	37.50	5	62.50	0	0.00	0	0.00
	Method of field trips	2	25.00	4	50.00	2	25.00	0	0.00
	Method of role-play	0	0.00	2	25.00	4	50.00	2	25.00
	Method of question and answer	5	62.50	3	37.50	0	0.00	0	0.00
	Method of seminar	0	0.00	2	25.00	6	75.00	0	0.00
Method of using IT support	3	37.50	4	50.00	1	12.50	0	0.00	
Practice	Method of presentation (teach, direct, command, talk, exchange, explain, instruct)	6	75.00	2	25.00	0	0.00	0	0.00
	Visual method (demonstration)	8	100.00	0	0.00	0	0.00	0	0.00
	Method of split training	8	100.00	0	0.00	0	0.00	0	0.00
	Method of whole training	7	87.50	1	12.50	0	0.00	0	0.00
	Method of stable repeated training	5	62.50	3	0.00	0	0.00	0	0.00
	Method of varied training	4	50.00	4	0.00	0	0.00	0	0.00
	Method of games	6	75.00	2	25.00	0	0.00	0	0.00
	Method of competition	3	37.50	5	62.50	0	0.00	0	0.00
	Method of synthesize training	2	25.00	6	75.00	0	0.00	0	0.00
Method of using technology support	2	25.00	5	62.50	1	12.50	0	0.00	

Center of Sports and Physical Education and received 62.5% of agreed opinions that they can be applied.

3. The actual situation of the effectiveness of the current basketball teaching methods at Hai Phong University

To know which teaching methods are suitable and feasible in teaching basketball, we use the questionnaires to interview lectures who are teaching directly, which are shown in Table 3.

Theoretical teaching methods: The teaching method with the highest effectiveness chosen by the lecturers is the visual method accounting for 50% of the agreed opinions. The method of group discussion, method of question and answer accounted for 62,5%, method of

using technology and method of field trips accounted for 50%, the teachers agreed that they are very effective and have created excitement in teaching basketball. Some remaining methods have not brought the expected effectiveness in the teaching process.

Practical teaching methods: The visual method, method of split training and method of stable repeated training are evaluated as having the highest effectiveness in the techniques learning process, taking from 50% to 75% of agreed opinions of lecturers of the Center of Sports and Physical Education. The method of which effectiveness are interested in by the teachers is the method of games, accounting for 62,5% of the agreed opinions, the method of

Table 3. Results of the evaluation of the effectiveness of current teaching methods in basketball at Hai Phong University (n = 8)

Part	Teaching methods	Level evaluation							
		Extremely effective		Very effective		Effective		Ineffective	
		m _i	%	m _i	%	m _i	%	m _i	%
Theory	Method of presentation	2	25.00	3	37.50	3	37.50	0	0.00
	Method of situation study	0	0.00	0	0.00	2	25.00	6	75.00
	Method of group discussion	0	0.00	5	62.50	2	25.00	1	12.50
	Method of visualization	4	50.00	3	37.50	1	12.50	0	0.00
	Method of problem-based	0	0.00	1	12.50	1	12.50	6	75.00
	Method of self- study	3	37.50	3	37.50	2	25.00	0	0.00
	Method of field trips	3	37.50	3	37.50	2	25.00	0	0.00
	Method of role-play	0	0.00	0	0.00	2	25.00	6	75.00
	Method of question and answer	2	25.00	5	62.50	1	12.50	0	0.00
	Method of seminar	0	0.00	0	0.00	3	37.50	5	62.50
Method of using IT support	3	37.50	4	50.00	1	12.50	0	0.00	
Practice	Method of presentation	2	25.00	2	25.00	4	50.00	0	0.00
	Visual method (demonstration)	6	75.00	2	25.00	0	0.00	0	0.00
	Method of split training	5	62.50	3	37.50	0	0.00	0	0.00
	Method of whole training	3	37.50	4	50.00	1	12.50	0	0.00
	Method of stable repeated training	4	50.00	4	50.00	0	0.00	0	0.00
	Method of varied training	2	25.00	3	37.50	3	37.50	0	0.00
	Method of games	3	37.50	5	62.50	0	0.00	0	0.00
	Method of competition	3	37.50	4	50.00	1	12.50	0	0.00
	Method of synthesize training	2	25.00	3	37.50	2	25.00	0	0.00
Method of using technology support	3	37.50	3	37.50	2	25.00	0	0.00	

whole training and method of competition accounted for 50%. The remaining methods have not shown their effectiveness during the teaching process and have not created excitement while training for students.

4. Basketball teaching methods used by teachers to create excitement for students while studying

We use the questionnaire to get feedback from students about the teaching methods currently used by the lecturers. The results are presented in Table 4.

Theoretical teaching methods: There are 2 methods that create the most excitement while studying for students are the visual method and the method of using IT support in teaching (accounting for 34,78%), method of field trips is chosen by specialized students as the method that create the most excitement, enthusiasm in learning (43,47% agreed). The remaining

methods have not create high excitement because students find that lecturers are not interested in and rarely use them during the teaching process.

Practical teaching methods: The practical teaching methods have not brought expected results. The most effective method is the visual method accounting for 50% of the students' agreed opinions. The method of split training accounted for 39,13% of agreed opinions. The methods of using technology, whole training, competition and games were chosen by the students but only stop at the exciting level.

CONCLUSION

From the results of the actual situation of basketball teaching methods for students at Hai Phong University, it is concluded as follows:

The theoretical teaching methods used frequently by lecturers are the method of presentation, method of question and answer.

Table 4. Interview results on the evaluation of the excitement creating level of the basketball teaching methods (n = 46)

Part	Teaching methods	Level evaluation							
		Very exciting		Exciting		Normal		Unexciting	
		m _i	%	m _i	%	m _i	%	m _i	%
Theory	Method of presentation	0	0.00	18	39.13	20	43.47	8	17.39
	Method of situation study	0	0.00	9	19.56	23	50.00	14	30.43
	Method of group discussion	10	21.73	12	26.08	18	39.13	6	13.04
	Method of visualization	16	34.78	18	39.13	6	13.04	6	13.04
	Method of problem-based	0	0.00	8	17.39	21	45.65	17	36.95
	Method of self- study	8	17.39	19	41.30	14	30.43	5	10.86
	Method of field trips	13	28.26	20	43.47	9	19.56	4	8.69
	Method of role-play	0	0.00	11	23.91	25	54.34	10	21.73
	Method of question and answer	10	21.73	20	43.47	12	26.08	4	8.69
	Method of seminar	0	0.00	11	23.91	20	43.47	15	32.60
Method of using IT support	16	34.78	23	50.00	5	10.86	2	4.34	
Prac- tice	Method of presentation	12	26.08	19	41.30	9	19.56	6	13.04
	Visual method (demonstration)	23	50.00	13	28.26	8	17.39	4	8.69
	Method of split training	18	39.13	20	43.47	5	10.86	3	6.52
	Method of whole training	15	32.60	23	50.00	4	8.69	4	8.69
	Method of stable repeated training	13	28.26	24	52.17	6	13.04	3	6.52
	Method of varied training	11	23.91	25	54.34	10	21.73	0	0.00
	Method of games	13	28.26	22	47.82	11	23.91	0	0.00
	Method of competition	14	30.43	26	56.52	0	0.00	6	13.04
	Method of synthesize training	10	21.73	14	30.43	19	41.30	3	6.52
Method of using technology support	16	34.78	21	45.65	9	19.56	0	0.00	

Practical teaching methods including: method of presentation (teach, direct, command, talk, exchange, explain, instruct); visual method (indirect visual, demonstration); method of split training; method of whole training and method of competition are used the most in practical teaching.

Teaching methods in basketball evaluated as applicable and highly effective by teachers are: method of presentation, visual method, method of self-study, method of group discussion, method of using technology, method of field trips, method of split training, method of whole training, method of stable repeated training, method of games.

Teaching methods create excitement for students but are not used frequently by lecturers such as method of using technology, method of

group discussion, method of field trips, method of varied training and method of competition.

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