



**MEASURES TO DEVELOP THE SPECIALIST
LEARNING CONDITION OF SELF-STUDY AND
EXTRA-CURRICULAR HOURS OF VOLLEYBALL STUDENTS
AT DA NANG SPORTS UNIVERSITY, VIETNAM**

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Abstract:

Self-learning and self-extra-curricular are issues of analytical and functional understanding of the training activity in specialist schools today. They are also identified as one of the necessary solutions to physical development, contributing to improving the training quality of pupils. In order to have a reasonable basis for proposing and implementing a solution to organize self-study and self-extra-curricular hours to promote the personal and improve the training quality of students, the analysis process has conducted surveys and assessments. The reality of the motivation of self-studying and extra-curricular participation of volleyball students at the Da Nang University of Sports and Physical Education.

Keywords: methods, quality of education, self-study at home, students of Da Nang Sports University

1. Introduction

Today, the demand in the school has opened up new directions for students who are studying at the school. In which, the trend of gradually transforming the training process into self-training of students in order to promote their active and active role in learning has been applied. Those are the self-study sessions, but especially the self-study and extracurricular lessons are valued. So in practice today, how are students' self-study and extracurricular activities used? What is the content of self-study, extra-curricular activities, learning quality and its influence on learning outcomes of Volleyball at school? Those are the issues we need to pay attention to.

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2. Research Methods

The analysis process uses the following methods:

- 1) Methods of considering and synthesizing documents;
- 2) Interview method;
- 3) Pedagogical observation method;
- 4) Method of pedagogical research;
- 5) Experimental method of pedagogy;
- 6) Statistical mathematical techniques.

3. Results and Discussion

3.1. Measures to improve the professional learning quality of self-study and extracurricular hours for volleyball students at Da Nang Sports University

3.1.1. The requirements when selecting measures

Selection and application must adhere to the following guidelines:

- Workable measure: It is the ability to apply the measures into practice is very high and active.
- Effective measures: Measures stem from functional requirements and go or solve problems that promote development.
- Measures must be dependable on the theoretical and experimental basis.
- Measures must be extensive: They must reflect the strengths and elements of the measure.
- Measures must be reasonable: That is, we must base the depth and breadth of the implementation of measures on the degree of absorbing measures of the objects that need impact.
- Measures must be distinct: When dealing with a problem, it is not simple to calculate only one thing or one way but to consider and recognize the causes affecting it so that it can be solved based on that.

3.1.2. Results of the selection of measures

In order to create favorable conditions for the project, it is necessary to choose the form, method, or method that is suitable to the physical conditions of the University of Sports and Physical Education and meets the training needs of the students. in schools. In order to do this, we conducted a summary of the interviews to select measures for organizing self-study and self-curricular activities, thereby selecting the best method for applied research.

The number of votes given to teachers is 30 votes and for students is 120 votes, the total number of votes collected is 150 votes. The results of the interview are presented in Table 3.1, 3.2.

Table 3.1: Results of examining officials and teachers on measures to improve the students’ self-learned and extra-curricular development (n = 30)

| No | Content | n | Percentage (%) |
|----|--|----|----------------|
| 1 | Supporting the awareness, interest, and regularity of specialist and self-extracurricular study of volleyball students at Da Nang Sports University. | 30 | 100 |
| 2 | Organize activities for graduates on vacations in the year. | 20 | 66,7 |
| 3 | Diversifying club forms | 17 | 56,7 |
| 4 | Renovating, supplying new training devices, developing and building equipment and technological organizations. | 27 | 90 |
| 5 | Improving teaching techniques, to develop the attractiveness of the course, raise student information for the subject | 24 | 80 |
| 6 | Organize promotion of self-study hours, extra-curricular projects, building a volleyball club | 23 | 76,7 |
| 7 | Encourage students to follow self-learning and self-extracurricular hours | 18 | 60 |
| 8 | Strengthen student management, cut 25% of ticket prices for ethnic minority students when following the volleyball club. | 27 | 90 |

Table 3.2: Results of interviewing students on measures to support the self-study and extracurricular movement (n = 120)

| No | Content | Number of votes | Ratio selection (%) |
|----|---|-----------------|---------------------|
| 1 | Raising awareness, encouragement, and regularity of professional self-learning and self-extracurricular activities for students of Da Nang Sports University Volleyball | 100 | 80 |
| 2 | Organize student competitions on vacations during the year in which problems are popular with students. | 75 | 60 |
| 3 | Diversifying club forms | 73 | 58,4 |
| 4 | Renovating, supplying new training devices, developing and building equipment, and technical organizations. | 95 | 76 |
| 5 | Improving teaching methods, to raise the attractiveness of the subject, develop students’ understanding of the subject. | 110 | 88 |
| 6 | Organize promotion of self-study hours, extra-curricular activities, building a volleyball club. | 115 | 92 |
| 7 | Encourage students to follow self-study and extracurricular activities | 63 | 50,4 |
| 8 | Strengthen student administration, cut 25% of ticket prices for ethnic minority students when following the volleyball club. | 112 | 90 |

Based on the interview follows, summed up in Table 3.1, Table 3.2, the topic only takes the teacher and student selections with the rate of 100 or more votes, culminating in the coming’s selection 5 measures:

- Measure 1: Promote the awareness, motivation, and frequency of self-study, and self-extracurricular learning of students of the Volleyball University of Da Nang Sports University.
- Measure 2: Updating and setting up new training tools, developing and building material, and technical fundamentals.

- Measure 3: Improve teaching methods, to extend the attractiveness of the subject, get students’ awareness of the subject
- Measure 4: Support activities of self-study hours, extra-curricular tasks, and building a volleyball club.
- Measure 5: Strengthen student supervision, and reduce tickets by 50% for ethnic minority students when engaging in volleyball clubs.

3.2. Experimental organization

The project conducted experiments for a period of 2 months from March 2015 to April 2015 with 2 experimental groups (30 students) and management (30 students).

The experimental group will practice extracurricular with the exercises that the project has recommended, students will experience in the form of self-training corresponding to their own interests and goals to develop physical strength or necessary skills. We only play the role of the observer without a direct impact on the students’ self-training process.

For the control group, we observe and leave the children extra-curricular naturally.

3.3. Assess the impact of measures used by student learning outcomes

Through the process of students using the methods given by the topic during self-study and self-extracurricular hours, we find that different efforts have different results and to see the effectiveness of the measures. In France, we have conducted statistics of students’ learning results through semester 4 and semester 5 test results (the data processed through the formula for calculating the overall value of a set and a table of expenses details are listed in the appendix of the topic).

Table of 3.3: Achievements in the test content through extracurricular training standards (n = 30)

| Results | The level of extra-curricular training | | | | | |
|---|--|--------|--------|--------|----------|--------|
| | Very often | | Often | | Sometime | |
| | Term 4 | Term 5 | Term 4 | Term 5 | Term 4 | Term 5 |
| High pass pass technique (d) | 7,8 | 8,8 | 7,7 | 8,1 | 8,8 | 7,7 |
| Achievement turned notable with tables (cm) | 301,5 | 306,5 | 301,2 | 303,0 | 300,6 | 300,3 |
| Zigzag Achievement (s) | 23,43 | 22,54 | 23,34 | 22,94 | 23,42 | 23,40 |

Through the above data table, we can see the amount of extra-curricular study and the use of means that the topic has given to the students’ professional competence. Want to perform a procedure well or rather improve it into an experience, performing proficiency is a basic condition for intensive students. That can only happen when we, doing it, will reach the stage of experience and aesthetics. The above statistics also show that for a

group of students who practice often, the passing approach is getting better and clearer, the gradual development of the level, and the parameters prove the transport. Well, no students have bad engineering. However, this can be seen in the group of students practicing regularly and, in the group, sometimes. That explains one achievement and level of each student depends a lot on the time they spend on extracurricular sessions.

Students who practice on a very regular basis have a much better jump performance than the other two groups, in the group that sometimes just goes to the extracurricular, there are students who reduce performance. This affects the quality of professional learning because the resilience in volleyball is the foundation for building strength in offensive conditions. Extracurricular academic results also affect the students' ability to express through zigzag appearance. To have a more accurate view of the impact of the extra-curricular hours on the quality of learning, we analyze the data through the following table:

Table 3.4: We achieve academic results at different levels of extra-curricular learning (n = 30)

| Score | Extracurricular Practice Level | | | Total |
|---|--|-------------|------------|-------|
| | Very often | Often | Sometime | |
| Good | 8 (5) | 6 (7) | 1 (3) | 15 |
| Pretty | 2 (4,3) | 8 (6,06) | 3 (2,6) | 13 |
| Medium | 0 (0,66) | 0 (0,93) | 2 (0,4) | 2 |
| Weak | 0 (0) | 0 (0) | 0 (0) | 0 |
| Total | 10 | 14 | 6 | 30 |
| X ² computes= 13,08 X ² table = 12,59 | Vây: X ² computes > X ² table Inferred: the change at different extracurricular levels is important at the probability threshold P = 5% | | | |

Through the chart above, we know the number of male students specialized in volleyball at the University of Sports and Physical Training University who practice extracurricular activities is 10, accounting for 33.3%. To describe the impact of extracurricular learning on the quality of professional learning we can base on their semester test records. Up to 8 out of 10 pupils who attend extracurricular courses get good grades, accounting for 80%; only 2 students got good marks, accounting for 20%. This proves specifically that: Their academic results cannot be achieved by themselves, but in order to achieve this result, students must strive and be active in learning and practicing not only during the regular classes. which must be in extra-curricular practice, which has a direct effect on the outcome of each student.

Through the table above, we can also see that the number of students who participate in extracurricular activities on a regular basis accounts for the largest proportion, and also see a clear difference in semester results compared to students. very

often go to school. The number of students achieving good grades has increased to 8, accounting for 57.2%; the number of students with good grades is 6, accounting for 42.8%. No students scored average or weak. The learning results of students in addition to self-discipline and active participation in training also depend a lot on their ability, that is, the level of learning and making movements. This is different for each individual; it also means the time to improve it is also different. So, there are still many students who get good grades, the ability to do gestures as well as the level of perfecting skill skills even though the number of extra-curricular sessions they have is less.

However, the above statistics also clearly show the fact that the number of students getting good scores has increased significantly compared to students who go to practice very often. For students who only go to the extra-curricular class sometimes, only 1 student gets a good score, accounting for 16.6%, 3 students get a good grade, 50%, and 2 students get an average, 33%, 4%, no students scored weak points.

4. Conclusion

The project has selected 5 measures for students to practice by themselves and extracurricular:

- Measure 1: Improve the awareness, motivation, and frequency of self-study, and self-extracurricular learning of students of Volleyball University of Da Nang Sports University.
- Measure 2: Renovating and equipping new training tools, expanding, and building material and technical bases.
- Measure 3: Improve teaching approaches, to develop the attractiveness of the subject, provide students' understanding of the subject
- Measure 4: Support activities of self-study hours, extra-curricular tasks, and building a volleyball club.
- Measure 5: Strengthen student control, and cut 25% of ticket prices for ethnic group students when taking part in volleyball clubs.

In a group of students who just moved to the extra-curricular course, only one student got excellent grades, accounting for 16.6%, 3 students got excellent grades, 50%, and 2 students got an average, 33.4%, no students scored weak points.

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Conflict of Interest Statement

The author declares no conflicts of interests.

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