



MEASURES TO IMPROVE THE LEARNING QUALITY OF BASKETBALL SUBJECT FOR NON-SPECIALIZED STUDENTS AT THAI NGUYEN UNIVERSITY OF SCIENCES UNDER THE CREDIT-BASED TRAINING SYSTEM

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Abstract:

Using conventional scientific research methods in the field of physical training and sports, we selected and developed the content of 04 measures to improve the quality of teaching the Basketball subject for non-specialized students of Thai Nguyen University of Sciences under the credit-based training system, and at the same time tested the theory on the feasibility of the measures by the expert method. The results showed that the selected and developed measures were feasible and could be applied in practice to improve the quality of teaching the Basketball subject for non-specialized students at Thai Nguyen University of Sciences under the credit-based training system.

Keywords: measures, Basketball subject, non-specialized students, Thai Nguyen University of Sciences, Thai Nguyen University of Sciences

1. Introduction

Training under the credit-based training system is a form of training aimed at the dynamism and interests of students, applied in the Basketball subject starting from the 2016-2017 academic year. Therefore, over the past time, despite many efforts, the subject has still faced many entanglements and confusion, especially in finding measures to improve teaching effectiveness. In response to this problem, it is necessary to choose and develop content and measures to improve the quality of teaching the Basketball subject for non-specialized students at Thai Nguyen University of Sciences.

2. Research Methods

The research process uses the following methods:

- Analysis and synthesis of documents;

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- Interview;
- Pedagogical observation; and
- Mathematical statistics.

3. Research Results and Discussion

3.1 Selection of measures to improve the quality of teaching the Basketball subject for non-specialized students at Thai Nguyen University of Sciences under the credit-based training system

The selection of measures to improve the quality of teaching the Basketball subject for non-specialized students at Thai Nguyen University of Sciences is based on the results of assessing the actual situation of teaching the Basketball subject for non-specialized students and ensures the following principles: Synchronicity, feasibility, practicality and scientificity.

Through observations, audits of theoretical and practical teaching hours of subject teachers with 15 lesson plans and reference to 25 relevant documents on teaching, we selected 04 measures including:

- **Measure 1:** Change the perception of lecturers and students in response to the requirements of taking teaching - learning under the credit-based learning system as the core, boosting discussion and group learning;
- **Measure 2:** Manage lecturers' teaching activities of lecturers, improve teaching methods according to credit-based training.
- **Measure 3:** Build a team of qualified academic advisors, guide students to self-study effectively.
- **Measure 4:** Strengthen the management of the self-study form of non-specialized Basketball subject students.

3.2 Building the content of measures to improve the quality of teaching Basketball subject for non-specialized students at Thai Nguyen University of Sciences under the credit-based system

On the basis of the selected measures, we proceed to build the content of the measures, including:

Measure 1: Change the perception of lecturers and students in response to the requirements of teaching and learning according to the credit-based learning system as the core, boosting discussion and group learning

A. Purpose

To raise the right awareness, new way of thinking and new mindset about teaching and learning the Basketball subject, thereby creating motivation and taking measures to solve problems in a reasonable and creative way to achieve teaching effectiveness.

B. Content and way to proceed

- Manage and direct lecturers and students to be aware of the role and position of the Basketball subject in credit-based training to meet social needs. Awakening and arousing potential, self-consciousness of students is extremely important. Acting as managers, the faculty need to thoroughly grasp this content and regularly organize the implementation through specific and useful activities. In order to help students to have a sense of self-study, lecturers must always orient their perception and build the mentality for students in the process of implementing the lesson plan. Lecturers must coordinate and flexibly apply teaching methods and forms to stimulate self-discipline and positive perception of students.
- Strengthen traditional education and political ideology for lecturers and students, foster the will to self-study for students.

a. For students:

- During class hours, teachers need to propagate and educate students to understand the role of self-study in credit-based training, and consider self-study as a central issue. In order for students to form and develop self-study motivation, teachers must always orient students' perceptions, facilitate students to be fully aware of the learning requirements and missions, and be ready to perform the mission requirements in a good manner.

At the end of class time or after 1 credit, it is necessary to conduct a test to assess the perception level of students of learning content, especially perception of self-study activities; the form of praise – criticism needs to be applied in a timely manner to each individual, each class collective and widely publicized for students of the subject to learn and gain experience.

b. For lecturers:

Each lecturer in the subject always self-improves and self-innovates teaching methods in response to the requirement for credit-based training. The faculty actively participates in class hours and assesses the lecturers according to the plan; organizes seminars and talk shows to exchange experiences among lecturers in the subject in order to stimulate lecturers to apply the "student-centered" teaching method. Acting as advisors, directors, and controllers of the teaching process by lecturers will motivate learners to actively perceive and aspire to gain knowledge, master knowledge and master professional skills and techniques.

C. Testing - assessment

Through interview forms to lecturers and students after a period, measures are taken in the process of fostering the perception of lecturers and students in training in the form of credit:

- Criteria for assessing measures with teachers through interview results.

- Criteria for assessing students through academic results in the second semester of the 2018-2019 academic year.

Measure 2: Manage teaching activities of lecturers, improve teaching methods according to credit-based training

A. Purpose

To improve the management of detailed course outlines and lesson plan records, and to correctly and fully implement output standards to meet social requirements. Agree on improving methods and content of teaching the Basketball subject effectively among lecturers, and ensure the quality of teaching the Basketball subject.

B. Content and way to proceed

Managing teaching activities of lecturers is the management of detailed course outlines, content and teaching methods through professional standards, through directing the innovation of teaching methods, through testing and assessment of the realization of teaching objectives of lecturers for each subject, specifically:

Manage and direct the planning and implementation of the teaching program:

- The training program under the credit-based system must be restructured in the direction of modularization into the modules and schedule must be performed very accurately.

Well implement the building of lesson plans; on the one hand, facilitate each lecturer in conducting teaching proactively, on the other hand, facilitate the administration and management of teaching activities of the University, faculty and subject in a synchronized and effective manner. To be able to do this job well, every lecturer must master the following issues:

- Objectives, requirements, principles of content structure of the subject program,
- Sources of corresponding textbooks and documents,
- Current conditions of facilities and equipment of faculty and the University,
- Experience and methods of planning the subject, including assurance of time, funding conditions, along with the corresponding verification and feasibility test.

On the basis of the university's framework program, the faculty needs to build a detailed program suitable for each of its Majors.

C. Manage the preparation of lectures and lesson plans of lecturers

Managing the preparation of lectures and lesson plans plays a very important role in improving the quality of teaching. Department and faculty managers must plan, create good conditions and effectively administer this work based on the following factors:

- Determine that the objectives of the lesson plan must be consistent with the goals and general requirements of the subject program, aimed at learners. The more measurable, verifiable and achievable the lecturer requirements are, the better the realization is.

- The content of the lesson must be consistent with the course curriculum.
- The content of the lesson plan must show comprehensiveness, show the innovations in teaching methods in a positive way, by creating and raising situations for learners to think and solve on their own.

D. Management and direction of improvement of teaching methods

Effective teaching methods must be suitable for specific learners and specific teaching conditions. The successful transformation of training from fixed-curriculum to credit-based depends mainly on the role of lecturers. In order to improve and innovate teaching methods, first of all, it is necessary to make the teaching staff aware of the teaching relationship between teachers and learners that creates new factors in teaching methods, such as:

- **Collaborative teaching:** Lecturers provide problems, introduce solutions, and students solve problems on their own. Lecturers test and assess.
- **Problem-solving-based teaching:** Lecturers raise problems, students solve problems on their own and then lecturers check and assess.
- **Active teaching:** Brings into full play the initiative and active self-perception of learners, considering learners as subjects in the process of perceptive activities; also means "learners-centered"
- **Individualized, group-based teaching:** is an active teaching style in a particular form.
- **Technicalization of teaching:** Use modern technical means and equipment (audio-visual equipment, informatics technology, computers...) to support teachers and students according to the programmed and modeling method.

For credit-based training, the time to go to class is reduced, but the role of teachers is not so overshadowed; on the contrary, the teacher's role has become more important, increasingly enhanced, especially in the role of controlling, guidance and provision of advice.

E. Management of examination and assessment of learning outcomes of students

Examination and assessment in credit-based training have many differences compared to fixed-curriculum training. Credit attaches importance to self-training and self-study of learners. Credit-based training emphasizes the responsibility of teachers. Teachers are responsible for teaching, organizing discussions, doing group exercises, individual exercises, setting questions and marking exams to complete the subject. Teachers are those who grasp the most information to assess the learning quality of learners. Module assessment in credit-based training is the assessment of the training process not only by tests and final exams, but also by different assessment methods:

- Classroom activities (number of present class hours, attitude towards lectures, discussions),
- Home self-study (through the content of class discussions, time and quality of completing homework assigned by lecturers),

- Final exam.

The examination and assessment have educational and teaching significance. Good management of this work is one of the management measures to improve the quality of education and training. Through testing and assessment, students know their own level of grasping documents and lessons to self-regulate their learning activities, stimulate the promotion of advantages and overcome weaknesses. Also, thanks to the assessment, lecturers can assess their teaching activities to adjust and supplement; lecturers can see the characteristics of each student, and that is the basis for improving teaching methods.

F. Testing – assessment

Assessing this measure through class observation, comments of lecturers on class time management, as well as the application of new teaching methods in teaching the Basketball subject for non-specialized students.

Measure 3: Build a team of qualified academic advisors, guide students to self-study effectively

A. Purpose

Through academic mentoring activities for classes, build a team of academic advisors who are capable and enthusiastic and they may grasp the thoughts, aspirations, emotions, personal capabilities and family circumstances of each student in order to promptly give suggestions to the faculty and the University on measures to support students as well as perform student management well.

B. Content and way to proceed

In order to have a team of academic advisors in the right sense, it is necessary to do the following:

a. On the faculty/department's side

- It is necessary to prepare specific regulations for the team of academic advisors, according to the functions and tasks of the University, specifically:
 - The team of academic advisors must have a firm grasp of the subject training objectives, contents, programs, training methods, statutes and regulations on learning, training and student work of the University to advise and support students throughout the academic year.
 - Thoroughly grasp the functions and duties of relevant units in student work to guide students to find out job contact information in the right channel, right job, right audience.
 - Advise students to develop study plans for the entire course, and guide students to register for courses in each semester to complete the study plan.

- Grasp the personal information of students. Monitor the learning situation and results of students in each semester; thereby knowing the learning capacity and circumstances of each student to advise and guide students to register and adjust the study plan accordingly.
- Conduct student performance assessment work.
- Guide, encourage and facilitate students to participate in academic, scientific research activities and healthy and useful literary, physical and aesthetic activities.
- Propose rewarding and discipline students in the class in charge.
- Facilitate academic advisors to come to visit and learn from schools that have implemented credit-based training for many years, so that they can gain more experience.
- Create conditions in terms of facilities; especially, the University should have a separate workplace for the team of academic advisors so that they have conditions to advise students. The University needs to connect the computer network for the team of academic advisors with all students in the University to facilitate communication in two ways between students and the team of academic advisors.

b. On the side of the team of academic advisors

Self-learn and research training documents, statutes and regulations; clearly understand and thoroughly grasp those regulations to be able to advise students.

- Be really dedicated to helping students with the teacher's heart.

In order to do their job well, the team of academic advisors needs to do the following:

- Periodically organize class meetings about twice/semester.
- Elect class managers and assign specific tasks to the class managers, and clarify the working relationship between the team of academic advisors and the class managers.
- Disseminate and guide statutes and regulations related to students.
- Instruct students on learning methods,
- For students with special circumstances, having difficulties in learning and in life, the team of academic advisors needs to give priority to regularly contacting, helping and encouraging students to overcome difficulties to complete the set plan.
- The team of academic advisors must regularly contact the class to grasp the situation, which can be in many forms such as face-to-face meetings, phone calls or email...

C. Testing - assessment

- Assess the results of fully participating in the sessions of flag salutation, political studying of the University, professional activities of the subject, faculty and collective activities of the class,

- Assess through academic results for the 2024-2025 academic year.

Measure 4: Strengthen the management of self-study for non-specialized Basketball subject students

A. Purpose

Synchronous coordination between functional departments towards self-study of students is a key measure to ensure a smooth management process, and the service is conducted in a sequence as determined, based on the norms, to ensure the consistency of goals, best serve the self-study activities of students, and at the same time ensure the implementation of the management rules and standards.

B. Content and way to proceed

In order to successfully complete the management of students' self-study activities, it is necessary to assign specific tasks to subject managers:

a. For head of subject:

- Build a plan to manage the teaching quality of the faculty in each semester and the whole school year. The goal of the plan must follow the training goals of the major and the feedback from lecturers and students.
- Assign specific responsibilities to the subject.
- Proactively inspect and supervise the implementation of teaching and learning in the subject.
- Organize the teaching registration of lecturers and assign teaching.
- Manage the teaching.
- Organize the examination scoring.
- Monitor and organize professional training for lecturers at the faculty.

a. For lecturers of Basketball subject:

Guide non-specialized students on the way to self-study as follows:

- Guide students on the way to prepare study plans and exercise plans.
- Guide students on the way to do exercises, practice in class and self-study and practice at home.
- Guide students on finding documents on the internet...
- Guide students on selecting appropriate learning methods.

c. Testing - assessment

- Assess through students' learning results after an experimental semester in the second semester of the 2024-2025 academic year.

4. Theoretical testing of measures to improve the quality of teaching Basketball subject for non-specialized students at Thai Nguyen University of Sciences under the credit-based system

In order to test the selected measures in practice for their objectivity and feasibility, we conduct a theoretical test of the selected measures. Theoretical testing was conducted on the basis of interviews with 15 people (05 lecturers teaching the Basketball subject, 10 managers of specialized faculties).

The topic uses a Likert scale with five levels to assess the opinions of experts about the importance of measures to improve the quality of teaching Basketball subject for non-specialized students at Thai Nguyen University of Sciences according to credit-based training system: *Very suitable* (5 points); *Suitable* (4 points); *Normal* (3 points); *Unsuitable* (2 points); *Very unsuitable* (1 point).

The results of the interviews are presented in Table 1

Table 1: Results of theoretical testing of measures to improve the quality of teaching the Basketball subject for non-specialized students at Thai Nguyen University of Sciences under the credit-based training system (n=15)

No.	Contents of measures	Result of assessment											Rating
		Very unsuitable		Unsuitable		Normal		Suitable		Very suitable		Point	
		n	%	n	%	n	%	n	%	n	%	$\bar{X}$	
1.	Change the perception of lecturers and students in response to the requirements of taking teaching - learning under the credit-based learning system as the core, boosting discussion and group learning	00	0.00	00	0.00	00	0.00	03	20.0	12	80.0	4.8	Very good
2.	Strengthen the management of self-study for non-specialized Basketball subject students	00	0.00	00	0.00	00	0.00	04	26.6	11	73.3	4.73	Very good
3.	Manage teaching activities of lecturers; improve teaching methods according to credit-based training	00	0.00	00	0.00	00	0.00	05	33.3	10	66.6	4.66	Very good
4.	Build a team of qualified academic advisors; guide students to self-study effectively.	00	0.00	12	80.0	3	20.0	02	13.3	13	86.6	4.86	Very good

The results in Table 1 showed that: Of 04 measures selected for the topic, all of them were assessed by experts at a very suitable level, with assessment scores from 4.66 to 4.8. They were rated at Good – Very Good or higher. Thus, it could be affirmed that the result of the theoretical testing of measures to improve the quality of teaching Basketball subject for non-specialized students at Thai Nguyen University of Sciences under the credit-based training system could continue to be applied in practice.

5. Conclusion

Select and develop detailed contents of 04 measures to improve the quality of teaching the Basketball subject for non-specialized students, including:

- 1) Change the perception of lecturers and students in response to the requirements of taking teaching - learning under the credit-based learning system as the core, boosting discussion and group learning;
- 2) Strengthen the management of self-study for non-specialized Basketball subject students;
- 3) Manage teaching activities of lecturers, improve teaching methods according to credit-based training;
- 4) Build a team of qualified academic advisors, guide students to self-study effectively.

Theoretical testing showed that the measures were assessed by experts at a suitable level, ensuring effective application in practice.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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