



ISSN Print: 2664-7249
ISSN Online: 2664-7257
IJPEPE 2024; 6(1): 27-31
www.physicaleducationjournals.com
Received: 17-01-2024
Accepted: 21-02-2024

Nguyen Duc Tuan
M.A, Thai Nguyen University
of Education, Vietnam

Dao Ngoc Anh
M.A, Thai Nguyen University
of Education, Vietnam

Examination of students specializing in physical education at Thai Nguyen University under the capability development

Nguyen Duc Tuan and Dao Ngoc Anh

DOI: <https://doi.org/10.33545/26647249.2024.v6.i1a.90>

Abstract

Capacity development-oriented training for learners is a training method that is oriented towards the needs of the labor market and output-oriented for students. Attached to that is the method of teaching, testing and assessing learners' ability according to professional standards. On the basis of the study of physical education theory and practice of teaching, testing and assessment for students majoring in physical education, University of Education - Thai Nguyen University. Through the use of methods of analysis, document synthesis, interviews, pedagogical observations and mathematical statistics, the topic focuses on understanding the fundamental innovation issues of teaching, testing and Assessment according to the orientation of capacity development for students majoring in physical education at Pedagogical University - National University. On that basis, some methods of teaching, testing and assessment are proposed for students majoring in physical education of the school.

Keywords: Teaching methods, innovation, assessment, students, major in Physical Education, capacity

Introduction

In 2004, the author's research group at Zilina University in the Czech Republic, through a survey of teachers and students at pedagogical universities, showed that assessing teachers' competence can be through assessment capacity of the students ^[1, 2], therefore, the correct assessment of students' ability contributes to understanding the level and working attitude of lecturers in universities of pedagogy. Methods and models of student assessment in universities have also been studied, and Olga Berstneva's group has developed a technique to assess student competence at Tomsk University in Russia ^[3]. However, the development of criteria for testing and evaluating the attainment of the competencies of students majoring in physical education in universities of pedagogy has not received much attention. Therefore, we focus on studying the experience of testing and evaluating for students majoring in Physical Education with the desire to contribute thereby to improving the quality of teaching and learning at Pedagogical University - Thai Nguyen University.

Research objects, research methods

Research subjects

Methods of teaching, testing and assessment in the direction of capacity development for students majoring in physical education at Pedagogical University - University of Natural Sciences.

Research Methods

To solve the research tasks of the topic, we use research methods: pedagogical observation method, investigation - interview, analysis and synthesis of documents.

Research Results and Discussion

Some aspects of higher education oriented to capacity development

Competency-oriented higher education, also known as applied career development (Professional Oriented Higher Education), is a type of higher education that focuses on developing professional competencies and skills. Which is characterized by this type of

Corresponding Author:
Nguyen Duc Tuan
M.A, Thai Nguyen University
of Education, Vietnam

training is the close connection between the training institution, the lecturers participating in the teaching and the business community in that training field. The outstanding advantage of this training program is the high rate of students finding jobs right after graduation; The business community can immediately use this human resource without the need for additional training or retraining, thereby saving resources for the society [4, 5].

The basic tenet of the oriented education program is to focus on training learners in three aspects: (i) Providing knowledge; (ii) Developing professional competence and skills and (iii) Cultivating attitudes towards the profession they study. It can be seen that the traditional higher education programs of Vietnam today, most of them only meet the pillar of providing knowledge to learners, but cannot well develop the competencies and skills, especially attitudes towards the chosen profession due to the lack of appropriate teaching methods. The defect in this training program is the explanation for the existence of a large "gap" between training institutions and the labor market. With the above orientations, the applied career-oriented higher education program will be a type of training with great potential for development and suitable to the requirements of Vietnamese society in the coming time.

Competencies of students majoring in Physical Education

Professional standards of the labor market are one of the important bases for building higher education goals. Labor market expertise for occupational situations can be expressed in terms of job duties, but for purposes related to education and training it should be in terms of behaviour. Thus, competence here is understood as the ability to perform practical professional behavior. This behavior is based on an integration of knowledge, skills and attitudes, in addition to motivation and personality.

In education oriented to the development of learners' competencies, it is important to clearly define the competencies that are required and can be developed in the teaching of each subject; which includes "common competence" that can be developed in different subjects and "professional competence" that develops according to the characteristics of each subject.

Pursuant to the teacher's duties as prescribed in the Education Law; Based on the professional standards of high school teachers (Circular 20/2018/TT-BGDĐT dated August 22, 2018); Based on the results of the survey on teacher capacity in high schools; Based on the training goals and output standards of students majoring in physical education at UEB - TNU, we have synthesized the competencies that students majoring in physical education of Thai Nguyen University of Education need to achieve upon graduation.

The main competencies and component competencies are presented in detail as follows:

Ability to understand the object and the educational environment:

It is demonstrated in the skills of approaching students, skills in dealing with and solving educational situations, skills in mobilizing other educational components, skills in commenting and assessing students in all aspects as well as understanding of the educational environment.

Teaching Abilities

- Ability to prepare: Shown in the process of developing school year plans, monthly plans, weekly plans, lesson plans.
- Capability to carry out teaching activities in class: Including the following component competencies:

+ Ability to rationally use teaching methods: It will promote the active learning of students, build a cooperative and friendly learning environment; master the class; create confidence for students; develop students' self-study ability.

+ Ability to use teaching equipment and means: Using equipment and facilities for effective class time; know how to exploit the available conditions to serve teaching hours or have the application of teaching software and teaching aids of high practical value.

+ Ability to use language: Physical education teachers must have clear, clear speech, no lisp in teaching and communication.

+ Capability to build and manage records: Teachers need to build and manage records and effectively implement them, which is reflected in the arrangement of teaching records, records of students' learning process management, scientifically, in fact and with high use value.

Ability to assess student learning outcomes.

Educational Competence

Shown in the following component competencies:

- **Develop a feasible plan:** Including the homeroom plan, the plan to organize activities outside of class.
- **Ability to organize activities outside of class time:** Organize and conduct extra-curricular sessions or visit, study, and group activities appropriate to the Secretary of the Youth Union, the General in charge of the Team to carry out the activities. self-governance. Ability to mobilize resources to participate in activities.

Support, career guidance, employment for students.

- **The ability to assess students' learning outcomes:** This is reflected in the flexible use of methods of assessing learning outcomes and the use of software in assessment. Accurately judge by scores or by comments.
- **Scientific research capacity:** Capable of doing scientific research in the field of sport and physical education, knowing how to analyze and solve problems in the sport and sport industry, and know how to draw experiences to form creative thinking skills.
- **Capacity to participate in program development:** Physical education teachers must have the capacity to participate in the evaluation and development of specialized physical education programs in the direction of educational innovation; Ability to explore and apply knowledge to educational programs and content.

Social and political capacity

Includes the following component competencies:

- **Ability to coordinate educational activities of teachers and students:** Regularly exchange and contribute to students about the learning situation, participate in educational activities outside of class time and take measures to improve student learning quality after each semester.

- **Ability to coordinate educational activities with teachers:** Participating in class hours with colleagues, participating in training sessions at all levels and in professional group activities; give suggestions to build strong and united professional groups and blocks; summarizing experiences and initiatives in education; behave in a standard way with colleagues, keeping the teacher's style.
- **Ability to coordinate educational activities with students' parents:** Organize and conduct parent-teacher conferences in accordance with regulations, have invitations to parents, and have contact books notifying each student's learning results.

Professional development capabilities

Is a necessary capacity of physical education teachers to meet the requirements of education and society through self-assessment, self-study and training as well as detecting and solving real-world problems. see off.

Special abilities

Includes the following component competencies:

- + Ability to practice sports.
- + Capacity for injury prevention and first aid.
- + Ability to train sports.
- + Competence to organize competitions and sport referees.

Schnug and Converse pointed out eight essential competencies for teachers (linked to [5]): 1) Working collaboratively with school members; 2) Good communication by various means; 3) Have an understanding of human resource development, cultural diversity, socio-cultural influences, differences in learning; 4) Ability to conduct research on learning and teaching methods; 5) Use

a variety of assessment techniques to promote learning; 6) Deep understanding of the subjects covered; 7) Using educational technology in teaching; 8) Responsible for academic, professional and personal development. Nelms and Thomas proposed 6 output standards of teacher training programs, including (linked to [9]): 1) Forecasting learning needs; 2) Make a study plan for students; 3) Facilitating student learning; 4) Have appropriate professional knowledge; 5) Motivate students to do well in their studies; 6) Take on the role of an educator well. Generalized from the above studies, the capacity of pedagogical students consists of 6 components, which are: Subject teaching capacity; Educational capacity; Motivational capacity; Communication capacity; Personal capacity and scientific research capacity

Testing and assessment methods oriented to capacity development for students majoring in physical education Pedagogical University - Thai Nguyen University

On innovation of testing and evaluation methods

Evaluation is a system for collecting, reviewing and using information about educational and training programs for the purpose of developing and improving students' capacity. Assessment helps administrators and teachers determine the current state of knowledge, skills and values that students achieve. The objective of the assessment is to provide qualitative and quantitative evidence of the types of student competencies, thereby helping to improve student learning. Each type of training major has its own specific criteria that each pedagogical student needs to achieve after completing the training course. Universities have their own criteria, in addition to ensuring knowledge, they also need to ensure pedagogical capacity. Competence is the basis for building evaluation criteria and the basis for making appropriate assessment methods.

Table 1: Methods of testing and assessing the competence of students majoring in physical education Pedagogical University - Thai Nguyen University

| Method | Teaching ability | Educational capacity | Communication ability | Personal capacity | Scientific Abilities |
|-----------------------|------------------|----------------------|-----------------------|-------------------|----------------------|
| Essay | x | | | | |
| Objective test | x | | | | |
| Questions and Answers | x | | | | |
| Practice, practice | x | x | x | | |
| Group project | | | | x | |
| job profiles | x | x | x | x | x |

The above assessment methods mainly assess the knowledge, skills and part of the quality of learners; Assessing the quality and behavior of students can also be done through survey questionnaires, interviews, group discussions related to study and career. The proposed real assessment methods apply to pedagogical training programs: Group project: Each project is assigned to a group of about 10 students to work together. In the group can be divided into smaller groups and assigned to perform a part of the project work. Each group has a leader. Small groups report their work to the larger group. In the process of working, students have to describe and present their ideas, argue with each other to agree on ideas and solutions. Therefore, through the working process, communication skills will develop more, besides, it is indispensable to apply the knowledge learned in practice. The teacher acts as a person who makes requirements for students, instructing students

on how to work and stating the evaluation criteria. The evaluation process takes place in the following order:

- Students present personal goals as well as subject goals.
- Students collect evidence and documents for the project. Each student in the group writes a report about their work.
- Each student in the group writes feedback and suggests a score for each person in the group. Thus, each student in the group will receive the feedback of each individual in the group and a score is the average of the scores given by each member of the group.
- The teacher will lead a group discussion to discuss each student's reports. The students will absorb the discussions on their narratives and then discuss with the rest of the members the quality and quantity of their contributions to the work.

Students write a review of their experience through the course and point out their personal and course goals.

After completing the work, students can gain skills such as: working effectively in a project environment; have oral and written communication skills; problem analysis from a system; use problem-solving methods and tools; come up with practical ideas of their own; evaluate the quality of their own work and that of others. Academic record [5]: In the academic record, students will present evidence to demonstrate the knowledge, skills and maturity they have achieved throughout the training program of the course, self-assess their abilities against personal and academic goals, suggest their future plans, and assess the extent to which the program prepares them for future challenges future.

Academic records have shifted the responsibility of demonstrating meeting the learning goals from the teacher to the student. Students are responsible for clearly describing their achievements and demonstrating their knowledge, skills, and attitudes. Academic records allow assessment of students' knowledge, skills and attitudes.

Students are guided by an academic advisor to document their studies throughout the course through prompting questions.

In the final semester, students submit their academic records to a panel of teachers and experts and present a summary of the content to the panel. The Council evaluates academic records according to 3 levels: fail, pass, good. It is proposed that academic records are required for pedagogical students before graduation and this is considered as an examination and assessment for licensing as applied at some US universities.

Thus, the assessment of the capacity of pedagogical students should be considered in terms of progressive new educational trends, such as problem-solving and problem-solving methods, student-centered teaching and learning an increasingly popular method adopted recently. This is

considered as the main approach of the current assessment of learning outcomes. Assessments are combined with the teaching process on the basis of information about student learning obtained in a variety of ways and tools to orient students to meet competency standards.

Test and evaluate in the direction of developing learners' capacity

To demonstrate that students are competent to some extent, opportunities must be provided for students to solve problems in real-world situations. At that time, students have to both apply the knowledge and skills learned at school, and use their own experiences gained from experiences outside of school. Thus, through the completion of a task in a real context, one can simultaneously assess both cognitive skills, performance skills and values and feelings of learners. On the other hand, capacity assessment is not completely based on the subject education program such as knowledge and skills assessment, because capacity is a synthesis and crystallization of knowledge, skills, attitudes, emotions, and values values, ethical standards, etc. are formed from many fields of study and from the natural social development of a person.

Innovating the method of testing and assessment according to the orientation of capacity development for students majoring in physical education at UEB – VNU In order to effectively teach, form and develop capacity for students majoring in physical education, UEB has determined: Evaluation is to develop learning capacity, assessment is for the progress of learners. It is testing and evaluation throughout the teaching process, helping students compare and detect their own progress. When it comes to assessment for the improvement of students, assessment must be done so that they are not afraid, not hurt to promote their learning efforts. Thereby, the process of examination and evaluation of students majoring in physical education of the school has been renewed in the direction of capacity development. That change is shown in detail in the following table:

Table 2: Comparison of testing and assessment methods oriented to capacity development and methods of testing and assessing knowledge and skills for students majoring in physical education at physical education Pedagogical University - Thai Nguyen University

| Methods of testing and assessing knowledge and skills | Methods of testing and evaluation in the direction of capacity development |
|---|--|
| Through checking class size, checking at the beginning of every class | Through observing, taking attendance, monitoring students' progress in building lessons at class hours, preparing lessons at home. Weight is 5% |
| Through the test at the beginning of the lesson (Testing old knowledge for theoretical subjects). | Through studying the work product or the student's class work. Lecturers regularly give exercises to assess students' progress in professional competencies, methodological competencies, social competencies and personal competencies. Weight is 5% |
| Observe and evaluate group activities through the process of testing, testing and practicing pedagogical skills. | Evaluation through joint product research, through observation of group activities and product demonstrations. Shown through the solidarity and coordination of knowledge, skills and techniques, tactics of each team member. The form of group work is often used in the classroom teaching process of teachers. Weight is 5% |
| Assessment through the process of taking tests, essay writing or practice exams of students. | Essay: Evaluate through writing from 7 to 15 pages, evaluate how to argue problems, solve problems. Practice: Evaluation through observation and study of the implementation process and results of students' performance of motor skills and techniques. Through observing the capacity of teaching, training, capacity of organizing sports arbitration competitions. Weight is 15% |
| Assessment through the form is mainly essay exam (Accounting for 80% of the lecturers use) and practice exam. Weight is 30% | Through the form of self-test, multiple-choice, question and answer (Theoretical content) and practical action (Practical content) to assess the progress of the competencies that students of general education need to achieve. Weight is 20% |
| Assessment is mainly through essays and practical exams. Assess the level of achievement of knowledge, skills, ability to reproduce knowledge of students. 70% weight | Through the form of self-test, multiple-choice, question and answer (Theoretical content) and practical action (Practical content) to assess the progress of the competencies that students of general education need to achieve. Weight is 50% |
| + Process score: 30% + Test score: 70% | + Process score: 50% + Test score: 50% |

Research results show that

Methods of teaching, testing, and assessing based on knowledge and skills: The characteristics of this method are heavy on professional theory and lack of suggestiveness, failing to promote students' experiences with reality, have not created opportunities or somewhat limited the creativity of learners. Methods of testing and assessment are still poor, lacking practicality and creativity, mainly focusing on evaluating the results of practice exercises, or periodically evaluating, not paying attention to regular assessment for individuals learner.

Methods of teaching, testing and assessment in the direction of capacity development: Focusing on directing learners to discover and solve problems in learning, sticking to reality. Students are subjects in the learning process with a sense of initiative, positivity and creativity. Examination and assessment aimed at the development of individual capacity of each student. Focus on the ability to apply knowledge and experience to different situations in learning and practice. The rating scale is based on the level of ability and level of development of each student (Not based on specific knowledge content), divided by levels: Level 1 (Remember, know); level 2 (Understand, apply); level 3 (Analyze, synthesize, evaluate).

Some solutions to further strengthen the innovation of teaching, testing and assessment methods in the direction of capacity development for students majoring in physical education.

Based on the theoretical and practical basis as presented in sections 3.1 and 3.2, the thesis makes reference to research works on innovation of teaching methods, testing and assessment towards capacity development. for students. Initially, the thesis proposes some solutions as follows:

Firstly, it is necessary to determine the position of the faculty's capacity, each lecturer must improve their self-study capacity, arouse the inherent potential of each person, know how to promote their own internal strength.

Second, the lecturers must be able to participate in thematic refresher courses, scientific seminars, and participate in projects aimed at improving the necessary pedagogical capacity for teachers.

Third, have a plan to foster professional skills for lecturers such as organizing professional activities, attending lessons, drawing experiences, and going on field trips to some friends' schools.

Fourth, train teachers on the content and form of tests and assessments such as making questions and answers and methods of assessing learners.

Thus, the assessment of the capacity of pedagogical students should be considered in terms of progressive new educational trends, such as problem-solving and problem-solving methods, student-centered teaching and learning. an increasingly popular method adopted recently. This is considered as the main approach of the current assessment of learning outcomes. Assessments are combined with the teaching process on the basis of information about student learning obtained in a variety of ways and tools to orient students to meet competency standards.

Conclusion

Assessing the capacity of students majoring in physical education based on key competencies, goals and learning

content in order to determine the extent to which these competencies are formed in learners through a certain process. The results of the assessment of specific types of competencies can be the basis for evaluating the results of the training process of pedagogical students, adjusting the program, and organizing the training to improve the quality of teachers in this period. Currently.

References

1. Blasková M, Blaško R, Kucharcíková A. Competences and Competence Model of University Teachers. *Procedia - Social and Behavioral Sciences*. 2014;159:457-467.
2. Berestneva O, Marukhina O, Benson G, Zharkova O. Students' competence assessment methods. *Procedia - Social and Behavioral Sciences*. 2015;166:296-302.
3. Kucharcíková A. The Quality Improvement of University Education. In: *Proceedings of the 4th International Conference of New Horizons in Education*. *Procedia - Social and Behavioral Sciences*. 2013;106:2993-3001.
4. Subetto AI. Assessment methods and technologies of certification of quality of specialists' training at higher education institutions: methodology, technique, practice. *Research Centre for Quality Problems of Specialists' Training*; c2004. p. 167-233.
5. tran Thi T. Actual Situation of Pedagogical Training Activities of Students of Faculty of Physical Education and Sports, Thai Nguyen University of Education and Influencing Factors. *Journal of Sports and Physical Education Studies*. 2023 Jul 11;3(2):07-16.