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Current practices of applying methods to processes of teaching chess for students at danang university of physical education and sports

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Abstract

Chess is intelligence sport, teaching methods for chess have to obey general teaching methods, but it has to bear particular identify and colour, moreover all activity of teaching progress must impact on thought of learners. Topics conducts research to find out the situation the use of teaching methods for students with specialized king University Sports Danang, as a base to deploy some applications of the measures, management to improve the quality of teaching subjects.

Keywords: Reality, chess teaching methodology

1. Introduction

In the process of teaching at the university, teaching methods are influenced by the direction of the teaching purpose and tasks. It contributes to the completion of the teaching tasks, suitable with the training of scientific, technical and managerial staffs who have the qualities and abilities required at a high level.

Chess is intellectual sport, didactic methods in chess must comply the general teaching methods. But it has a unique color and particularities which it affect the way you think. Therefore, one of the bases for applying some organizational and managerial measures to improve the quality of teaching chess subjects is to determine the current state of the teaching methods commonly used in teaching. This issue is currently attracting the attention of many scientists in domestic and foreign for general subjects and chess subjects in particular. By reviewing the theoretical issues and the reality of higher education, the subject selects a number of measures to improve the quality of teaching chess subjects to students and concretizes the measures. Organization, management has chosen. The theme have used the following research methods, methods of analysis and synthesis of documents; Interview method; Statistical mathematical methods. Research subjects of the theme include experts, teachers, Chess coach at the University of sports and physical where there have chess teaching.

2. Results of research

In order to find out the current state of application of chess course teaching methods for students of Danang University of Physical Education and Sports, the theme has surveyed seven chess instructors and teachers at the school (include visiting teachers), and 645 students from Danang University of Physical Education and Sports (these students are currently studying in the school, and completed the chess program).

The content of our interviews focused on the use of teaching methods in teach chess of teachers and the feedback from students on the effectiveness of teaching methods. In addition, the theme also investigated the actual use of the means in teaching chess subjects for study subjects. The results are represented in the table below.

2.1 Results of the survey on the use of teaching methods of the subject's chess teacher (table 1 and table 2)

When research about the use of groups of teaching methods for chess lessons for students of the Da Nang University of Physical Education and Sport, the theoretical and practical contents,

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the majority of teachers use the traditional teaching methods focus on the following group methods:

+ Theoretical: Use the speech and write (100.00%), Visual (71.42%), Practical actions (85.71%).

+ Practical: Use the speech and write (28.57%), Visual (28.57%), Practical actions (42.85%).

The group of positive approaches following the new trend combining teaching methods with learners-centered approach was used by very few teachers (28.77%). In the fact that the number of teachers using this method is mainly those who are

invited by the school, these are Vietnamese chess experts who have high professional qualifications. Experience in teaching - coaching chess players.

When research about the application of group methods in teaching the contents of the chess study program also gave the same results. The majority of teachers use traditional teaching methods for the content of the subject curriculum (over 42.00%). For the content of teaching methods of chess and methods of organizing competitions and arbitration, only 1 to 2 teachers use active teaching methods (14.29% - 28.57%).

Table 1: The current situation the application of chess group didactic method to the research subjects of teachers (n = 7)

S. N	The group didactic method	Content			
		Theory		Practice	
		n	%	n	%
1	Use the speech and write	7	100.00	2	28.57
2	Visual	5	71.42	2	28.57
3	Practical actions	5	71.42	3	42.86
4	Active	2	28.57	2	28.57

Table 2: The current situation of the application of chess group didactic method according to the contents of the curriculum for study subjects of teachers (n = 7)

S. N	Didactic method	The content of subject curriculum							
		Basic knowledge		The steps game of chess		Didactic method		Method organize the match of referee	
		n	%	n	%	N	%	n	%
1	Use the speech and write	7	100.00	7	100.00	7	100.00	7	100.00
2	Visual	5	71.42	6	85.71	4	57.14	3	42.86
3	Practical actions	5	71.42	6	85.71	3	42.86	3	42.86
4	Active	2	28.57	2	28.57	1	14.29	2	28.57

From result achieved in table 1 and 2 show that:

2.2 Results of the survey on the use means of teaching chess subject for teachers

The theme has conducted survey on the use of chess teaching

facilities for students of Danang University of Physical Education and Sports. The results are presented in Table 3.

Table 3: Actual use of chess teaching materials for research subjects (n = 7)

S. N	Teaching material	The content of curriculum							
		Basic knowledge		The steps game of chess		Didactic method		Method organize the match of referee	
		n	%	n	%	N	%	n	%
1	Textbook	7	100.00	7	100.00	7	100.00	7	100.00
2	Reference material	5	71.42	6	85.71	4	57.14	3	42.86
3	Computer	1	14.29	1	14.29	1	14.29	1	14.29
4	computer software	1	14.29	1	14.29	1	14.29	1	14.29
5	Projector	1	14.29	1	14.29	1	14.29	1	14.29
6	Chessboard hanging	7	100.00	7	100.00	7	100.00	7	100.00
7	Table, chessman	7	100.00	7	100.00	7	100.00	7	100.00
8	Watch	3	42.86	3	42.86	3	42.86	3	42.86
9	Put a question	2	28.57	2	28.57	2	28.57	2	28.57
10	Sumarize	2	28.57	2	28.57	2	28.57	2	28.57

From result achieved in table 3 show that:

- For the minimum medium of instruction at chess (chessboard, chess pieces, hanging boards, textbooks ...), most of teachers use in the school time (7/7 teacher 100.00% ratio). However, for the medium of instruction, the watch is only 3/7 teachers, accounting for 42.86%.

When considering the current state the use of modern teaching means such as computers, projector lights, chess software on the computer ... only 01/07 teachers use the ratio of 14.29%.

2.3 Teacher feedback on the use of traditional and active teaching methods in chess teaching (results as presented in Table 4)

The results from Table 4 show that:

- The majority of teachers said that the use of traditional teaching methods is easy to teach (07/07 comments accounted for 100.00%), this situation suitable with the practical training. At the University in our country today. The remaining 02/07 comments that the use of positive methods is easy to preach the rate of 28.57%, this is the opinion of teachers who used to use this method in teaching chess.

Table 4: Teacher feedback on the use of traditional and positive methods in teaching chess (n = 7)

S. N	Feedback	Traditional teaching methods		Positive methods	
		n	%	n	%
1	Easy to teach	7	100.00	2	28.57
2	Difficult to teach	0	0.00	5	71.42
3	A little time to prepare the lecture	0	0.00	7	100.00
4	Time-consuming to prepare the lecture	7	100.00	0	0.00
5	The students learn passively, less effectively	6	85.71	2	28.57
6	The students learn actively, high effectively	1	14.29	5	71.42

The majority of teachers commented that using positive methods would take less time to prepare teachers' lectures (07/07 comments 100.00%), This method will improve the proactive, positive learning and high efficiency in the study of students (05/07 comments accounted for 71.43%).

2.4 The feedback of student about traditional and active teaching methods in chess teaching

The survey results of students' feedback on active teaching methods are presented in Table 5.

Table 5: Results of the survey on the status of feedback from students on the use of organizational forms, positive methods in teaching chess (n = 645)

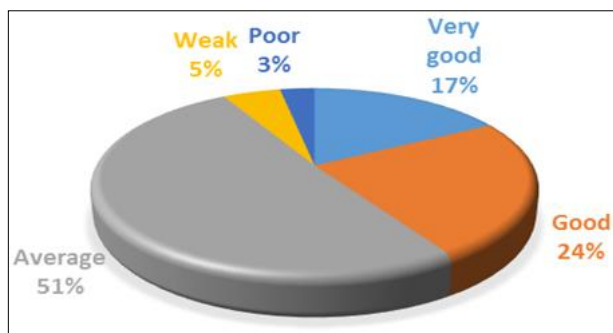
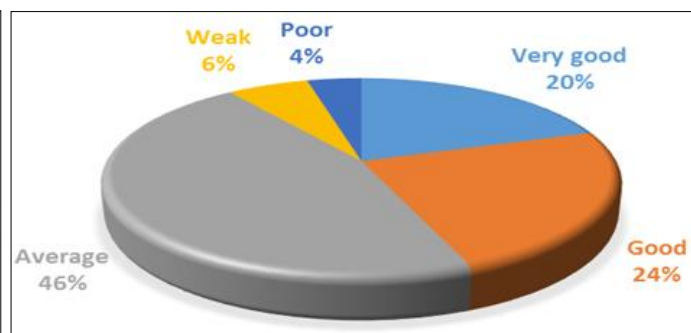
S. N	Form of Organization, Didactic methods	Feedback			
		Like		Don't Like	
		n	%	n	%
1	Presentation	156	24.18	489	75.81
2	Presentation, Put up the question	525	81.39	120	18.60
3	Learning combined with self-study, self-research.	496	72.71	176	27.28

From the results in table 5, more than half of the students (489 out of 645 interviewers make up 75.81%) do not like lecturing, 525/645 comments accounted for 81.39% of the respondents saying that they prefer to learn the method of presentation combined with asking questions. At the same time, there were 496/645 comments, accounting for 72.71% of the respondents saying that they prefer to study in the classroom with self-study and self-study.

2.5 The current situation of chess study results at Danang University of Physical Education and Sports

In order to evaluate the current situation of chess study, we carried out a comprehensive review of chess study results in recent years, including 2909 students (Male 1982 - Female 927). The result of chess study is the final exam mark in the study program carried out by the teachers, this result keep at the training bureau.

The results are shown in figures 1 and 2

**Fig 1:** Students Male**Fig 1:** Students Female

From the results presented in figures 3.1 and 3.2, the average number of students (male and female students) in chess subjects is high (1008/1982 students -51% males and 427/927 females, 46.06% females), and for good and poor students (less than 25%). In summary the results of studying chess students of Danang University of Physical Education and Sports is relatively low.

2.6 Based on the experts' opinion on the verification of positive methods in teaching chess subjects for the study subjects

In order to test the appropriateness and effectiveness of the

method of positivism in teaching chess subjects, we carried out interviews with 30 experts, teachers, trainers, training chess at the University of physical education and sports, center sports in nationwide the form of interview cards.

After selecting the groups of teaching methods and concretizing each content and method of teaching in chess course, through the form of direct interviews, we carried out by organize seminars with experts, leaders, administrators, experienced teachers at Tu Son, Danang, Ho Chi Minh City University of Physical Education and Sports and go to unification, and specific content to implement and apply the method chosen. The results are shown in Table 6.

Table 6: Results of interviews on method content developed for each subject curriculum content (n = 30)

S. N	Methods	Very good		Good		Not good	
		n	%	n	%	n	%
1	The content basis in chess						
	Relevance of method	23	76.67	4	13.33	3	10.00
	The mission of teacher	22	73.33	5	16.67	3	10.00
	The mission of student	25	83.33	3	10.00	2	6.67
	Didactic medium	20	66.67	6	20.00	4	13.33
2	The content steps of game						
	Relevance of method	25	83.33	3	10.00	2	6.67
	The mission of teacher	24	80.00	5	16.67	1	3.33
	The mission of student	23	76.67	6	20.00	1	3.33
	Didactic medium	24	80.00	5	16.67	1	3.33
3	The content of teach- training chess						
	Relevance of method	22	73.33	5	16.67	3	10.00
	The mission of teacher	25	83.33	3	10.00	2	6.67
	The mission of student	22	73.33	5	16.67	3	10.00
	Didactic medium	25	83.33	3	10.00	2	6.67
4	The content of teach- Organization of the competition and Chess referee						
	Relevance of method	25	83.33	3	10.00	2	6.67
	The mission of teacher	24	80.00	5	16.67	1	3.33
	The mission of student	25	83.33	3	10.00	2	6.67
	Didactic medium	23	76.67	6	20.00	1	3.33

From the results obtained in Table 6, all positive methods of teaching the contents of the chess program that the research of the topic developed and tested by the majority. The selection responses with over 70.00% of comments are very appropriate in terms of: teaching methods, the duties of teachers, students and teaching medium.

Based on the above research results, the subject has applied the active method in teaching chess course for students of Danang University Physical Education And Sports.

2.7 The result of the test before the experimental

Before practicing pedagogy, the majority of the subjects of both groups have not learned chess, however, to ensure objectively during the experiment we carried out a preliminary examination on test subjects with the test content are defined as follows: Test remembering the flag with 3 pieces on each side (points), Test memorize the chess with 5 pieces on each side (points), Test results are presented in table 7.

Table 7: The result of the test before the experimental of two study groups

S. N	The content test	The result of the test		t	P
		Experimental group (n = 50)	Control group (n = 50)		
1	Test memorize chess with 3 pieces on each side (points).	4.79±0.43	4.62±0.42	0.825	>0.05
2	Test memorize chess with 5 pieces on each side (points).	4.11±0.37	4.08±0.37	0.167	>0.05

From the results achieved in Table 7, it was found that the contents of the test (s) of the two experimental and control groups (shown in the selected test items) were not significantly different. ($t = 0.825, 0.167 < t = 1.960$ at probability threshold $P > 0.05$). In other words, before the

experimental, the level of the two groups was equal.

2.8 The result of the test after the experimental. The result is presented in Table 8.

Table 8: The test result evaluation chess learning courses after experimental research subjects

S. N	Test	The result of test ($\bar{x} \pm \delta$)		t	P
		Experimental (n = 50)	Control (n = 50)		
1	The theory of chess subject teaching methods or the method of organizing chess and refereeing (mark).	2.55±0.21	2.14±0.27	3.303	<0.05
2	Analyze, evaluate the game or carry out move (mark)	2.63±0.23	2.11±0.29	3.868	<0.05
3	Exercise chess, white moves first and checkmate in three moves (mark)	2.47±0.22	2.02±0.24	3.788	<0.05
4	The final exam scores (mark)	7.76±0.71	6.49±0.56	3.808	<0.05

From the results obtained in Table 8, it was found that: There was a significant difference in the content of the chess test scores for the two experimental and control groups ($t_{\text{inh}} > t_{\text{bang}} = 1.960$ at the probability threshold $P < 0.05$). Put another way, the application of the means and methods of active teaching of chess which has proven effective in enhancing teaching effectiveness - learning chess subjects. For non-professional students Danang University of Physical Education and Sports.

After finishing the examination and checking the chess course, we evaluated the learning outcomes of the control and experimental groups (Scale of one to ten, compare the results between the two groups to determine the effectiveness of the built-in methodology.

The results are presented in Tables 8 and 9 and Figure 3 shows that the proportion of students with good and excellent grading in chess is higher than in the control group (54.00 %

was good and very good in the experimental group, 18.00% was good and very good in the control group). On the other hand, the number of unsatisfactory (weak and poor) students

in the chess group of the experimental group was less than that of the control group (5.00% of the experimental group compared to 14.00% of the control group).

Table 9: Comparison of the differences between the chess subjects teaching methods of the control and experimental groups

The result	The research group		Total
	Experimental group (n = 50)	Control group (n = 50)	
Very good	10	2	12
	6.000	6.000	
Good	17	7	24
	12.000	12.000	
Average	18	27	45
	22.500	22.500	
Weak	4	8	12
	6.000	6.000	
Poor	1	6	7
	3.500	3.500	
Total	50	50	100

From the results obtained in Table 9, we have $X^2 = 11,300 > X^2$ tables at probability threshold $P < 0.05 = 9.488$. It shows that there is a significant difference in the way chess teaching is applied in the control and experimental groups, put in another way, the positive approach in teaching chess for students at Da Nang University Physical Education and Sports which has brought about a remarkable effect compared to the traditional teaching methods applied to the control and experimental groups.

3. The conclusion

The current main teaching method for teachers in chess is traditional methods combined with asking questions for students to brainstorm and discuss in the lecture hall. At the same time, most teachers use teaching materials, but these are just traditional (compulsory) media such as textbooks, student handouts, chess pieces..., so, to improve efficiency, it is necessary to apply modern teaching means such as: Computer, projector, electronic lesson plan, software support.

- According to the survey, over 60% of the trainers believe that traditional teaching methods will make students learn passively, while using positive methods in teaching will increase the positive, take the initiative of students.
- In order to improve the quality of the teaching of general school subjects and chess in particular for research subjects, it is necessary to use a variety of teaching methods in which the positive approach is one the method of playing the leading role, which determines the positive thinking of students, and to improve the effectiveness of this method, it is necessary to use modern teaching medium in teaching practice, especially for chess subjects.

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