

DOI: <https://doi.org/10.54702/ms.v22i2.1128>

The strategy of cooperative learning and its impact on learning to serve from below and receiving the serve in volleyball at orphanages between the ages of 9-12 years in Baghdad

Hind Abid Ali ¹, Huda Abdul Samie ²,

E-mails: hind.abd2104m@copew.uobaghdad.edu.iq ¹, hudaa@copew.uobaghdad.edu.iq ²

1&2 Physical Education and Sport Sciences college for women, University of Baghdad

Received: 07/03/2023, Accepted: 04/04/2023



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Abstract

The importance of the study is justified in how to employ modern educational strategies that take into account the age group and maturity of this group and employ it in teaching some skills for games and others, especially the early age stages. On identifying the impact of educational units with the cooperative learning strategy in orphanages at the ages of 9-12 years in Baghdad for some volleyball skills, while the study assumed that there are statistically significant differences in the pre and post tests for some volleyball skills for the research sample, while the two researchers followed the experimental approach by designing one group with a pre and post-test, while the research was applied to a sample of female beneficiaries in the Al-Zuhour Orphanage House in Baghdad at the ages of (9-12), and they numbered 16 beneficiaries, while the skills of sending from below and passing from above were chosen as they are easy skills and fit with the sample. The two researchers prepared exercises aimed at learning the two skills under study. They were applied over the course of 8 educational units, each educational unit included 3 skills. While the cooperative learning strategy worked to increase the element of suspense during the learning process as well as equal competition between the sample members when applying the exercises. The study recommended the need to include the cooperative method in teaching sports skills in schools and for different age groups, the need to pay attention to the young age groups, as they constitute the basis for the correct building process for the individual

Keywords

cooperative learning strategy, basic skills, volleyball, orphans, 9-12 years old

Introduction:

The advancement of civilizations and the completion of the indicators of upgrading them is represented by recognizing the extent of interest in the various groups and segments of society, no matter how small it is, as it is necessary to pay attention to it, and this is clear through what countries draw from preparing and implementing programs for these groups and striving to achieve the goals set by them Perhaps one of these groups is the orphan segment, by paying attention to the various psychological, mental, social and scientific aspects and refining their talents by providing a suitable environment

as provided by any family, in order to ensure the achievement of comprehensive growth for them, so that each individual orphan plays his role in serving society, regardless of the size of his contribution, On the contrary, neglecting this segment contributes to increasing problems and doubling their needs. In addition, they contribute to making these individuals a threat to societies because of their lack of proper upbringing.

The first stages of a person's life are formed by several factors, including biological, environmental, and other stages that are directly related to the growth factor. Perhaps one of the

methods that keep pace with the young age stage, in addition to that, is the development of social and interactive relationships between individuals, since cooperative learning carries several psychological, social, educational and exciting aspects that contribute and bring closer the motives associated with the learning process creating an opportunity for better learning. (1)

As cooperative learning contributes greatly to improving various abilities and motor capabilities, which in turn contribute to learning different sports skills, so building an athlete or sports base begins in the early stages of individuals, and therefore cooperative learning, in turn, constitutes the basic basis for refining physical, mental and psychological capabilities, and then skill. Therefore, it must be taken into account in learning programs.

The skill aspect is one of the most important aspects of every activity or game, especially in the game of volleyball, through which mastering it contributes to achieving accuracy in performance and thus contributes to winning matches. Therefore, learning skills in the game of volleyball requires the use of effective methods to reach advanced stages of Early skill level to benefit from this skill and employ it in defensive or offensive tactical positions.

While the problem of the study was revealed through the experience of the two researchers and their knowledge of the reality of orphanages in Iraq and the lack of practicing sports activities and benefiting from this group in learning sports, in addition to that the lack of using educational strategies appropriate to the age stages in the process of learning sports skills, whether in these homes or in schools based on the foregoing, the two researchers resorted to using an educational method suitable for this age group, represented by educational exercises according to the cooperative learning strategy for volleyball skills. The importance of the study emerged in the researcher's endeavor to employ educational

methods that take into account the age groups and the skill level of games and others, especially the early age stages, as the care and interest in practicing sports activities for children contribute to achieving a better life and contribute to improving his upbringing and improving the organs of the body and for all age stages (2) Since the cooperative strategy is one of the effective strategies in developing many mental, social, psychological and motor skills and concepts (3), as in turn it is a method that has a direct impact on the learning process for children aged 9-12 years, represented in the formation of participatory skill exercises with their peers in volleyball and on a category that needs a correct upbringing, especially in raising them in terms of sports to benefit from their talents in the future, while the study aimed to prepare educational units using the cooperative learning strategy in the role of ages 9-12 years in Baghdad, and to identify the impact of educational units using the cooperative learning strategy among Orphanages between the ages of 9-12 years in Baghdad for some volleyball skills, and the two researchers assumed that there are statistically significant differences in the pre and post-tests of some volleyball skills for the research sample.

method and procedures.

The two researchers followed the experimental approach in the one-group style due to its suitability to the nature and objectives of the research, as the research sample included (16) children in the Al-Zuhur Al-Alawiya Orphanage at the ages of (9-12), and they represent the research community by 100%, and the two researchers found the statistical description of the research sample according to the variables income (Length, age, and mass), and all values were within (± 3), which confirms the homogeneity of the research sample, as shown in Table (1).

Table (1)
Shows the statistical parameters of the research sample for the input variables

.Seq	Variables	arithmetical mean	standard deviation	Coefficient of torsion
1	Length	112.684	7.532	0.679
2	Wight	31.844	3.357	0.822
3	Age	10.466	2.006	0.784

The two researchers, after reviewing and according to their experience and reviewing many related studies, identified the variables, which were the skill of transmitting from below, the skill of passing from below.

While the two researchers identified the tests for the research variables, which are as follows:

First: Testing the skill of transmitting from below from specific areas: (4)

Second: Testing the skill of receiving the serve from thrown balls: (5)

The two researchers conducted exploratory experiments, as the first was exploratory in order to reveal some of the obstacles that the researchers might face during the application of the tests, as well as the possibility of implementing them correctly according to the tools used and the conditions and instructions for each test. On a sample consisting of 3 children from the sample and the possibility of applying it to the sample members in proportion to the age group and the skills studied., While the two researchers conducted an introductory educational unit that includes how to perform the skills under study and take the initial picture of the skill and how to perform it, given that the sample members are raw and never to learn the skill or to be acquainted with it, in addition to that, to identify the cooperative learning strategy and how to perform it on the sample members in the educational units.

The two researchers conducted pre-tests for the two skills under study by the assistant work team, after making sure that the sample members had learned to perform the skill in its raw form

through the skills definition unit and the cooperative learning strategy, taking into account all the special conditions and instructions in the implementation of each test.

The educational units were applied according to the cooperative learning strategy after reviewing a group of research and studies that dealt with cooperative learning and the age groups under study, taking into account the age group, the studied skills, and the cognitive and mathematical level for them. The two researchers adopted 12 exercises according to the cooperative learning strategy targeting volleyball and the studied skills In addition, the two researchers took into account the principle of gradualism in the learning process in accordance with the goal of the game with the studied skill and the element of competition and suspense among the sample when applied, as the cooperative learning strategy was applied over the course of 8 educational units, the time of the educational unit ranged from 55-60 minutes divided into 3 aspects a preparatory side, a main side, and a closing side. Each educational unit included 3 games and each skill included 4 for the skill of receiving the transmission, 4 games for the skill of transmitting, and 4 small games that included both skills.

The two researchers also implemented the educational units over the course of a whole month, which included two units per week, as decided by the department's management, which allocates free time for sports, arts, and talents every Friday and Monday.

After completing the educational units, the two researchers conducted the post-tests for the skills under study, taking into account the temporal

and spatial conditions and applying all the conditions that were adopted in the pre-tests.

Results

Table (2)

Shows the arithmetic means and standard deviations of the pre and post tests for the skills under study

.Seq	Variables	Measurment unit	Pre-test		post-test		Calculate d t value	Statistical significance
			-A	STD±	-A	STD±		
1	transmitter from below	Score	3.96	0.28	6.68	0.864	6.312	Sign
2	Receive the transmitter from below		9.48	0.66	13.63	1.033	8.406	Sign

Discussion

Through the above table, which shows that there are significant differences in favor of the values of the post-tests at the expense of the pre-tests, which the researchers attribute to the effectiveness of performing the exercises prepared according to learning methods that suit the sample members, such as the cooperative learning strategy, which in turn contributed to creating a distinctive educational atmosphere that contributes to the education of the sample members, which It included exciting learning exercises in which a group of individuals of the same age group and skill level participated, which in turn contributed to the development of learning motives and motivation towards it, which generated their self-confidence and thus contributed to improving their skill level. Individuals of the same group and the overlapping of information, which contributes to improving many different skills and characteristics (self-confidence, leadership and decision-making), (6), in addition to developing participation and interaction among them during the learning process and making appropriate decisions according to their abilities and levels, and this is confirmed by the study (Najah, jian: 2017) that the good employment of cooperative learning with educational skill exercises in the applied section in a manner appropriate to the age and gender of the target sample contributes to improving the cognitive and applied aspects,

stimulating the motivation of learners, and bringing them to an advanced level of learning.

(7)

At the same time, the cooperative learning strategy that was prepared by the two researchers, by its nature, contributed to determining the correct path for the target skill path, and thus through repetition, correction, and performance by gradient from easy to more difficult, and feedback after each repetition are all factors that contributed to improving the skill level that the tests showed in a sample. search. This is what was stated in (Verses of Necessity and Huda Abd Al-Sami': 2022) Learning by the cooperative learning method is an effective educational method, as it provides a learning-learning environment outlined according to scientific foundations that contribute to improving learners in a noticeable way" (8), while mentioning (Anam Muhammad and Sahira Kazem (2022:)) (9) Learning through participatory educational methods, repetition and gradation from easy to difficult, as well as the feedback included in the repetitions of the exercises, is a key factor in facilitating the learning process. The feedback also contributed to improving the level of the sample in teaching the skills under study. "Improving motor and skill performance within the educational process plays an important role, especially through guidance, counseling, and error correction, as well as answering some questions for learners,

which contributes to correcting errors and developing motor performance of skills." (10)

Conclusions

According to the results that were extracted, the two researchers concluded:

The cooperative learning strategy improved the skills under study among the study sample.

The feedback after the repetitions contributed to a significant improvement in the performance of the sample during the educational units.

Recommendations

While the two researchers recommended

The need to include the cooperative method in teaching sports skills in schools and for different age groups.

The need to pay attention to the young age groups, as they constitute the basis for the correct building process for the individual.

The need to seek modern methods for young age groups to learn various sports skills.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (March /2023)

Author's contributions:

All contributions of this study were done by the researchers (H.A. and H.A.) who give the main idea and make all procedures and conclusions with number of experts, Saif Mohammed in Statistics, Huda Shamil in revision, Inaam Ghalib in translating, Ahmed Rajab in proofreading

Facilitate of Task: this study was supported by Al-Zuhour orphanage / Al-Ilwia – Baghdad – Iraq

References

1. Nawras Mahmoud & Eman Sabeih. (2019). The effect of using collaborative learning method in learning the performance of the technical stages of the effectiveness of the javelin. Modern Sport, 18(3) <https://www.iasj.net/iasj/download/58e4c3cef6d4966e>
2. Labeeb Zouyan Mosiseek & others. (2019). The effect of mental recreational exercises to improve physical and skill performance in obese children aged 7-9 years. Modern Sport, 18(2) <https://www.iasj.net/iasj/download/0b4d6c17d666109f>
3. Saddam Fakhri Brto & others. (2019). The impact of small games on the development of intelligence for Riyadh children aged (4-5) years. Modern Sport, 18(2) <https://www.iasj.net/iasj/download/f2412f9b71f5c597>
4. Mohamed Sobhi Hassanein and Hamdi Abdel Moneim Ahmed. (1988). Scientific Foundations of Volleyball and Measurement Methods. (1st Edition). Cairo, Dar Al-Fikr Al-Arabi. P:201
5. Suhad Salman Gesture. (2016). The Impact of Competitive Educational Games on the Performance of Some Basic Volleyball Skills for First Intermediate Students. Master's Thesis, University of Baghdad, College of Physical Education and Sports Sciences, 2016. P:65
6. Manal Aboud, Zahra Mohammed Sultan. (2020). The effect of using cooperative learning method of spear performance still. Modern Sport, Vol. 19. no.1 <https://doi.org/10.54702/msj.2020.19.1.0109>
7. Najah Ridha & Jian Jamal. (2017). Effect of educational guidance curriculum on cooperative learning in reducing aggressive behavior and learning some basic skills of handball in fourth grade students. Modern Sport, Vol. 16. no.3

<https://jcopew.uobaghdad.edu.iq/index.php/sport/article/view/45>

8. Ayat Lazim Wahib, Huda Abdul-Samea. (2022). The effect of cooperative education in improving the offensive tactical formations according to the circular formation in the halls of football for girls. Modern Sport, Vol. 21. no.1

<https://doi.org/10.54702/msj.2022.21.1.0083>

9. Inaam Mohammed Jawad & Sahira Razzaq Kadhum. (2022). The effect of a recreational program with small games on the adaptive behavior of children with mental disabilities in

Baghdad. Modern Sport, 21(2)
<https://doi.org/10.54702/msj.2022.21.2.0109>

10. Sundus Muhammed Saeed & Tahreer Suri Muhammed AL-Amiri. (2018). The effect of concepts schemes in cognitive achievement and performance of the skill of sending from the upper volleyball to junior high school students. Modern Sport, 17(2)

<https://www.iasj.net/iasj/download/a4d8efa089157626>

استراتيجية التعلم التعاوني وأثرها في تعلم الارسال من الأسفل واستقبال الارسال بالكرة الطائرة لدى دور الايتام بأعمار

9- 12 سنوات في بغداد

هند عبد علي¹، هدى عبد السميع²

جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات

مستخلص البحث

تبرر أهمية الدراسة في كيفية توظيف استراتيجيات تعليمية حديثة تراعي الفئة العمرية والنضج لهذه الفئة وتوظيفه في تعليم بعض المهارات للألعاب وغيرها ولاسيما المراحل العمرية الأولى، لذا فقد هدفت الدراسة الى اعداد وحدات تعليمية بأسلوب استراتيجية التعلم التعاوني لدى دور بأعمار 9- 12 سنوات في بغداد، فضلاً عن التعرف على تأثير الوحدات التعليمية باستراتيجية التعلم التعاوني لدى دور الايتام بأعمار 9- 12 سنوات في بغداد لبعض مهارات الكرة الطائرة، فيما افترضت الدراسة الى هناك فروق ذات دلالة إحصائية في الاختبارات القبليّة والبعدية لبعض مهارات الكرة الطائرة لعينة البحث، فيما اتبعت الباحثتان المنهج التجريبي بتصميم المجموعة الواحدة ذات الاختبار القبلي والبعدية، فيما طبق البحث على عينة من المستفيدات في دار الزهور للإيتام في بغداد بأعمار (9- 12)، والبالغ عددهن 16 مستفيدة، فيما تم اختيار مهارتي الارسال من الأسفل والتمرير من الأعلى كونهما مهارتان سهلة وتلائم مع العينة، وقد قامت الباحثتان بأعداد تمارين التي تستهدف تعلم المهارتين قيد الدراسة، طبقت على مدار 8 وحدات تعليمية شملت كل وحدة تعليمية 3 مهارات، وبعد الانتهاء من تطبيق الوحدات التعليمية والاختبارات القبليّة والبعدية خرجت الباحثتان باستنتاجات عدة أهمها ان التعلم التعاوني الى تحسين المهارات قيد الدراسة لدى عينة الدراسة، فيما عملت استراتيجيات التعلم التعاوني الى زيادة عنصر التشويق اثناء عملية التعلم فضلاً عن التنافس المتكافئ بين افراد العينة عند تطبيق التمرينات فيما اوصت الدراسة الى ضرورة ادراج أسلوب التعاوني في تعليم المهارات الرياضية في المدارس ولمختلف الفئات العمرية، ضرورة الاهتمام بالفئات العمرية الصغيرة كونها تشكل القاعدة الأساس في عملية البناء الصحيح للفرد

استراتيجية التعلم التعاوني، المهارات الأساسية، الكرة الطائرة، الايتام، 9- 12 سنة

الكلمات المفتاحية