المؤتمر الدولي العلمي الثاني
الرياضة من أجل الصحة والتنمية المستدامة
P-ISSN: 1992-0091
E-ISSN: 2708-3454
Modern Sport
Published 30/04/2024
Open Access
DOI: https://doi.org/10.54702/mrsc9k17

The effect of the wave detection method in learning motivation and performance of some futsal skills

Raghad Jumaa Sayed
General Directorate of Education, Baghdad, Al-Rusafa III / Ministry of Education

Received: 28/12/2023, Accepted: 24/01/2024, Published: 30/04/2024

Abstract

Paying attention to the educational process and improving it and its methods has become the main concern of educational institutions and many researchers in order to facilitate the process of providing information to the learner, which helps improve the level of the learner's skill performance. The research aimed to reveal the effect of using the wave discovery method in stimulating learning motivation and performing some futsal skills by students learning in the sixth grade of primary school. The researcher used the experimental method to suit the nature of the research problem. The research community included sixth grade primary school students from Al-Warka Girls School. Rusafa Third Education, Baghdad, for the academic year 2022/2023. There are (38) female students distributed into two divisions (A-B), with (19) female students for each division. (8) female students were excluded, of whom (6) female students were used to represent the sample of exploratory experiments, and (2) A female student for the purposes of homogeneity and parity. Therefore, the total number became (30) female students and this was done randomly using a lottery method. The research sample was distributed into two experimental groups, which took the teaching method (wave discovery method). The control group used the regular curriculum, while the experimental group used the curriculum prepared by the researcher. Conducting equivalence operations and pre-tests, the prepared curriculum was applied, post-tests were conducted, and appropriate statistical methods were used in order to reach the results through which the research objectives were achieved. The results were then presented, analyzed and discussed, and the researcher reached a set of conclusions, the most important of which was the superiority of the group that used the guided discovery method in learning motivation in the skill outcome of the skills of handling, rolling, and putting down the futsal ball. The researcher recommended the necessity of using the guided discovery method in the process of learning motor skills because it has a significant impact on the students' learning level.

Keywords | **wave detection, motivation, futsal skills**

Introduction:

Scientific research has become one of the most important necessities in our modern society. To reach the highest levels in all aspects of life by recognizing the various abilities and energies that God Almighty has given to man in an attempt to achieve the greatest possible benefit from scientific theories and their application to serve and develop society. Many sporting events may require a large amount of time to reach a high level of performance, and in order to save effort and time, teaching and learning methods must be used and have an effective impact on the performance of their sporting skills. This game also requires high concentration and accuracy when using any skill during the match, due to the small playing field and the proximity of the competitor to the player, which requires mastering the basic skills well. Recently, this game has entered the curriculum of the General Directorates of Education in Iraq, and tournaments have been organized for it between Schools and education directorates in the governorates, and it has become necessary to choose teaching methods that suit how to teach the various skills for any game. The educational unit is

the basic basis for understanding physical education. It helps the learner to acquire basic motor skills and then develop motor performance and provides him with educational experiences to practice sporting activities through different educational methods, which is one of the components that he needs for any physical education. It is the teacher's duty to be fully conversant in terms of choosing a method and getting used to practicing it. Accordingly, the teacher must think about the method he wants to use or introduce it into the method of guided discovery in learning motivation. Taking into account that the method he chooses must be compatible with the specific objectives as well as the characteristics of the learners on the basis that they are what determine the appropriate and effective teaching methods. It is known that there are many teaching methods from which the teacher can choose the best one that he deems appropriate for the students, provided that this choice is based on scientific foundations so that we can achieve the set goals, and one of these methods is the wave discovery method in learning motivation, as this method takes into account the needs and requirements of all learners when designing the educational unit, its materials, and its objectives. During this method, the teacher tries to avoid obstacles that prevent any learner from learning effectively while maintaining the high level of requirements. The method is based on the basic assumption that the learner contributes effectively and to a large extent to achieving the student's learning goal and is not a passive recipient of information. The learner employs his mental processes to achieve his goals. His activity is directed entirely towards the goal and the methods for achieving it. The student uses cognitive and metacognitive processes in order to organize his activities, and he can do this by He wasn't aware of it. On this basis, the importance of the research lies in contributing to giving importance to the physical education lesson through the use of guided discovery in learning motivation, which includes giving extracurricular duties to the student that he must perform, and using the principle of reward, as well as giving the student a role in the learning process and not keeping him as a passive recipient of information, especially when it comes to such as: This is an educational stage and in a game like futsal. Through the researcher's previous experience, after reviewing the sources and taking into account the opinions of experts and specialists in the field of teaching and futsal, the researcher found that the physical education lesson in most schools is not given sufficient attention, but sometimes there is no sports lesson, and some teachers also rely on certain methods. Completely without diversifying or changing the matter, which does not leave the student sufficient room to make the appropriate decision to improve his performance, through diversity in choosing the appropriate method that takes into account the individual differences between the students, and in statistics conducted by the researcher on a group of matches held between schools, he found that there is a weakness It is clear in some basic skills such as (passing) correctly or (rolling) and when they can be performed, as well as the problem of controlling the ball (Push down). In light of the above, the researchers found that preparing the method of discovery based on learning motivation gives the learner (student) the sufficient and necessary space so that he can benefit from the physical education lesson, as well as feel enjoyment, comfort, and effectiveness through the role assigned to him, because he can express what is inside him to achieve skill performance and the perfect technician.

Through practical and teaching experience in the field of futsal, the researcher noticed the lack of use of modern methods in the teaching process in general and in teaching futsal in particular. Therefore, the problem of the research lies in the researcher's attempt to apply the wave discovery method to learning motivation and the performance of some futsal skills.

The research aims to identify the effect of guided discovery on learning motivation and performance of some futsal skills.

As for the research hypotheses, there were statistically significant differences between the cardiac and posttests and the control and experimental groups in motivation to learn and perform some futsal skills. There are statistically significant differences between the control and experimental groups in the post-tests regarding learning motivation and performance of some futsal skills.

Sixth-grade students represent the human field from Al-Warka Primary School for Girls. As for the temporal domain, it was for the period from 20/11/2022 to 30/1/2023, and the spatial domain was in the outdoor courtyard of the playground at Al-Warka Primary School for Girls.

Research methodology and field procedures:

Research Methodology:

The researcher used the experimental method in the manner of two equal groups (control and experimental)

Community and sample research:

the research Community determined to be sixth-grade students at Al-Warka Primary School for Girls / Baghdad for the academic year 2022/2023, who are studying according to the curriculum components determined by the Ministry of Education, and they number (38) students. The choice was made. Through a random lottery in two groups, (8) female students were excluded, of whom (6) female students were used to represent the sample of the exploratory experiments. Accordingly, the total number became (30) female students. This was done randomly using a lottery method. The research sample was distributed into two experimental and control groups. The experimental group was used. (Wave discovery method) and the control group used the usual method. The researcher used the following tools and methods: a stopwatch - large posters to illustrate the method of technical and skillful performance of the skills used in the research - collars - legal indoor footballs (10) - learning motivation scale and appendix (1) measuring tape and whistle - Arab and foreign sources.

The futsal skills studied in the research were determined according to the vocabulary of the methodological subject prescribed by the Ministry of Education, and because the researcher conducted their research during the first semester of the year, he therefore chose the skills taught during this period according to the sequence of the curriculum to conduct the study on, and these are (passing, rolling, Push down). The researcher used the following standards and tests:

Learning motivation scale:

The researcher relied on the learning motivation scale prepared by the researcher (Wafa Suwaidan), it was applied to the preparatory stage, and the scale was presented to experts and specialists in the field of psychology, tests, measurement, and teaching methods. The experts agreed on the validity of the scale and its suitability for the sample. The scale consists of (14) statement, so the statements were distributed across the domains of the scale and the answer was based on a two-dimensional method (yes or no). Grades (7) were given respectively for the positive statements, and these scores are reflected for the negative statements (0), as shown in Appendix (1).

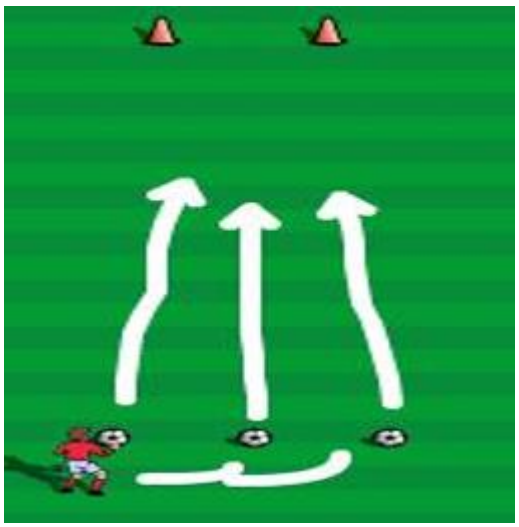
Skill tests:

Passing test in the direction of two cones, the distance between one person and another is 1m and at a distance of (10m) (Muhannad Youssef) (6).

- Purpose of the test: - To measure the technical performance of passing.
- Tools: - (3) futsal balls, a measuring tape, and two markers, 1 m apart.
- Description of performance: The tester stands with the ball at a distance of (10) from the goal, and upon hearing the signal, he handles the first ball, then the second, then the third while it is stationary in the direction of the two observers.
- Performance conditions:

- The test begins with ball No. (1) and ends with ball No. (3).
- You must take a step back before passing

Registration method:



- The laboratory is given (3) attempts
- The laboratory will be credited with two marks for a successful attempt.
- An attempt in which the ball touches the mark is credited to the laboratory (one mark).

- The laboratory will receive zero marks for the failed attempt.

Figure (1) shows the technical performance test for passing skill

"The student performs the performance by passing the first ball, then going back, then taking the second ball, then going back, then taking the third."

Rolling between (5) signs back and forth (1).

- Purpose of the test: Measuring the ability to roll speed by changing direction.
- Tools:
- A place for taking the test, with the starting line set at a distance of (2m) from the first sign and four consecutive signs at a distance between each sign and another (1.5m), so that the test distance is 8m and the number of signs is (5).
- Football (2).
- Electronic stopwatch.
- Test performance:
- A recorder calls the names of the players first and records the time of taking the test second.
- Timer/give the start signal with the timing and note the correctness of the test performance.
- Performance specifications: After the player hears the start signal, he quickly rolls the ball, passes the five signs, and returns by crossing the signs and reaching the start and finish line as quickly as possible.
- Test instructions:
- The player can start by passing the first post from the right or left.
- The player's movement must not stop during the test.
- If the ball goes out of the player's control, the attempt is not counted.
- The player is given two attempts, and the lowest time he records is counted for him.

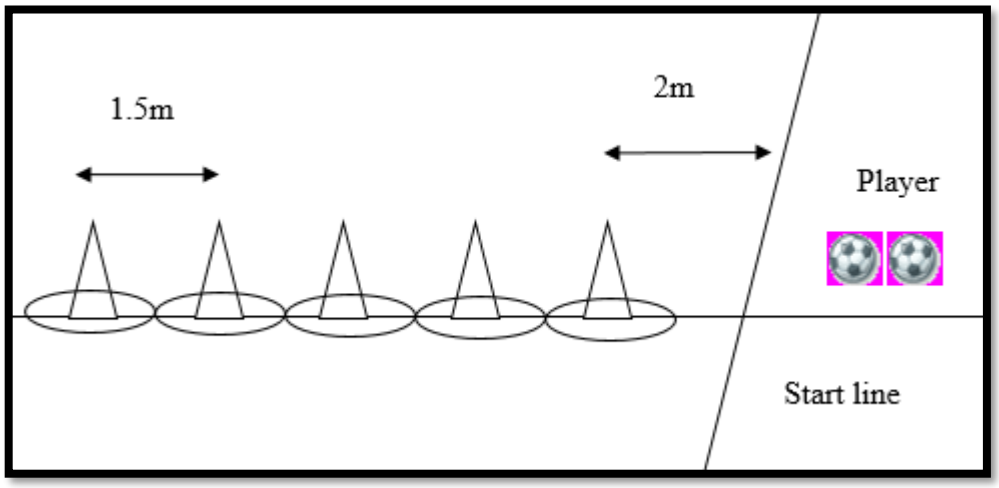


Figure (2) shows the rolling test between 5 bars back and forth

Stopping the movement of the ball (push down) (Qahtan Jalil) (2).

- Test objective: Measuring accuracy push down and regaining control of it with the inside foot.
- Tools: (5) Five legal footballs.
- Test procedures:
- The test area is planned as shown in Figure (2).
- The player stands behind the testing area.
- The coach stands with the ball on line (A), and after giving the start signal, a (ground ball) is hit to the player who advances from the starting line into the testing area, trying to stop the ball next to the inside foot and then returning to the starting line and starting again, and so the player repeats the attempt. Ten times in a row.
- The ball must be stopped behind the line and within the area designated for the test, with one of his feet being inside the test area.
- If the coach makes a mistake in hitting the ball, the attempt will be repeated and it will not be counted.
- The attempt is valid in the following cases:

- If the player does not succeed in stopping the ball.
- If it crosses any line of the test area.
- If he stops the ball illegally in football.

- Registration method:

- The player makes (10) attempts to put down the ball.
- The number of successful attempts is calculated from a total of (10) attempts

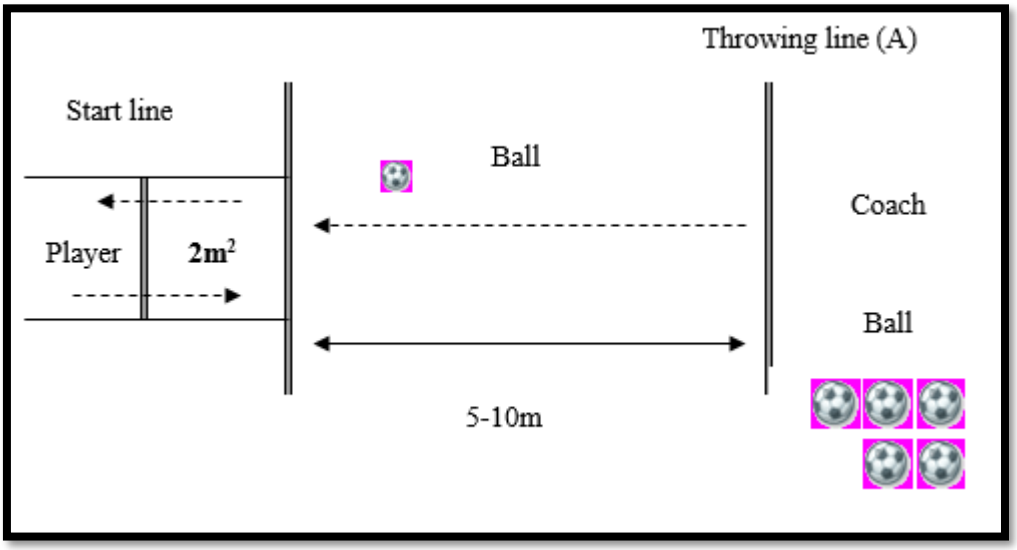


Figure (3) shows the ball stopping (quenching) test.

Exploratory experiment:

The researcher conducted a reconnaissance experiment on (6) students from outside the research sample on Monday, 11/15/2022, in the outdoor courtyard of the Warka School for Girls, testing the skills of passing, rolling, and putting down. The exploratory experiment aimed to do the following.

- Learn about the difficulties and problems facing the researcher while conducting tests.
- Know the time taken for each user test.
- Ensure that the assistant work team understands the test codes and their competence in applying them.
- Finding scientific conditions and factors for tests (validity, stability, objectivity)
- The suitability of the tools and devices used in the test.

The scientific foundations of the tests were extracted, as what is meant by "validity is the degree to which the test measures the thing it is intended to measure" (Marwan Abdel) (3). Validity is one of the basic parameters of a good test, and it is very necessary for the test to accurately measure the thing for which it was developed, as it The researcher used virtual honesty, as the tests were distributed to a group of experts and specialists to express their observations and opinions on it and to determine its suitability in achieving the purpose for which it was developed. The tests obtained a high agreement rate, as shown in Table (1).

Table .1 shows the validity coefficient of the tests used in the research

No.	Skills	Agree	Disagree	Percentage	Type sig
1	Passing the ball with the sole of the foot	11	Zero	%100	Sig
2	Ball rolling skill	10	1	%90.909	Sig
3	Push down skill	11	Zero	%100	Sig

The reliability coefficient was calculated using the test and retest method by finding the correlation between the results of the first and second tests after retesting the exploratory sample three days

after the first test was conducted, and after calculating the correlation coefficient between the results of the first and second tests, as shown in Table (2).

Table .2 shows the reliability coefficient

No.	Skills	Reliability coefficient	Level sig	Type sig
1	Passing the ball with the sole of the foot	0.930	0.022	Sig
2	Ball rolling skill	0.908	0.033	Sig
3	Push down skill	0.963	0.009	Sig

Significance level (0.05)

It turns out that the value of the reliability coefficient was limited to between 0.908 (- 0.963) and a significance level of less than (0.05), which confirms the reliability of all tests. The objectivity coefficient was calculated by finding the correlation between the results of two judgments. The value of the correlation coefficient between the results of the two judgments confirms that the test has high objectivity. It is clear to us from Table (2) that the value of the objectivity coefficient was limited to between (0.918-0.917) and the level Significance less than (0.05), which confirms the objectivity of all tests, as in Table (3)

Table .3 shows the objectivity coefficient

No.	Skills	Objectivity coefficient	Level Sig	Type sig
1	Passing the ball with the sole of the foot	0.930	0.02	Sig
2	Ball rolling skill	0.918	0.003	Sig
3	Push down skill	0.971	0.009	Sig

Sample size (19) and significance level (0.05)

The discovery method is one of the methods that provides the student with opportunities to explore movement, experimentation, and develop the qualities of initiative and creativity. Its essence is the special relationship that arises between the teacher and the student, as the role of the teacher is to guide, encourage, and create incentives and motivation for the students by diversifying the movements and activities and allowing them to determine what they do. themselves within the framework of general rules set by the teacher. “That is why the discovery was known as “Learning that occurs as a result of the student’s processing, synthesis, and transformation of information until he reaches new information that enables him to guess, formulate opportunities, or find the truth by using induction or deduction processes, using observation, or any other method.” (Mahmoud Al-Rubaie) (7). Then the opinions of experts and specialists expressed their approval of the validity and made some minor amendments. The curriculum included (10 exercises) performing the basic skills of futsal, and its application began on Sunday, 20/11/2022 AD, and the application was completed on Monday, 30/1/2023. It lasted for (7) weeks, with two educational units per week, and consists of (14) educational units. The duration of the educational unit was (40) minutes, and the components of the educational unit were divided into three main sections (the preparatory section), which was (10) minutes long and included the introduction and warm-up, while the (main section) was (25) minutes long and included the educational activity and the applied activity. The closing section is 5 minutes long and includes performing exercises and playing two teams, as in Appendix No. (2).

Table .4 shows the total time of the educational curriculum and the times of each section of the educational unit

Sections of the educational unit	Content of the educational unit activities	Activity time during the educational unit in minutes	Total activity time in minutes	Percentage%
Preparatory section	General warm-up	5minutes	75minutes	%6.66
	Special warm-up	5minutes	75minutes	%6.66
Main section	Educational activity	7minutes	105minutes	%6.66
	Applied activity	18minutes	270minutes	%6.66
Concluding section	General calm	5minutes	75minutes	%6.66
	Scram			
	Total	40minutes	600minutes	%100

The sample was conducted post-tests on February 2, 2020. The researcher used statistical data for social sciences (SPSS).

Table .5 shows the arithmetic means, standard deviations, and t-value calculated for the experimental group for passing, rolling, and push down skills.

Skills	Pre-test		Post-test		T value calculated	Type Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Passing	4.26	1.38	5.29	1.14	9.72	Sig
Rolling	3.11	1.26	5.64	1.34	6.21	Sig
Push down	3.46	1.42	4.66	1.41	6.38	Sig

The tabular (t) value at a degree of freedom (14) and a significance level (0.05) is = 2.045

Table .6 shows the arithmetic means, standard deviations, and (t) value calculated for the control group for passing, rolling, and Push down skills.

Skills	Pre-test		Post-test		T value calculated	Type Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Passing	3.35	1.45	2.85	1.46	4.59	Sig
Rolling	1.70	1.44	2.23	1.89	2.15	Sig
Push down	1.51	1.41	2.57	1.44	2.60	Sig

The tabular (t) value has a degree of freedom (14) and a significance level (0.05 = 2.021)

Table .7 shows the arithmetic means, standard deviations, calculated T-value, and the significance of the differences between the control and experimental groups in the skills under investigation for the post-tests.

Skills	Control		Experimental		T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Passing	5.833	1.029	6.916	0.792	2.887	0.009	Sig
Rolling	6.000	1.128	6.916	0.668	2.421	0.024	Sig
Push down	7.500	1.566	8.916	1.443	2.304	0.031	Sig

Table .8 shows the results show the significance of the differences between the pre- and post-tests on motivation to learn among the experimental group

Variables	Pre-test		Post-test		Difference between arithmetic mean	Difference between standard deviations	T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
Motivation to learn	2,9000	1,8324	3,7000	1,7000	1,8000	2,8315	2,835	0.000	Sig

Table .9 between the pre- and post-tests regarding the learning motivation variable for the control group

Variables	Pre-test		Post-test		Difference between arithmetic mean	Difference between standard deviations	T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
Motivation to learn	2.7000	1.838	4.5000	1.933	1.8000	3.2541	2.474	0.023	Sig

Table .10 shows the differences between the control and experimental groups in learning motivation

Variables	Experimental		Control		Difference between arithmetic mean	Difference between standard deviations	T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
Motivation to learn	2,9000	1,8324	3,8000	1,7000	1,8000	2,8315	2,835	0.000	Sig

Discussion:

According to the results reached by the researchers in Table (5) and in light of the differences between the results of the pre- and post-tests of the research sample in the skill tests for some skills in futsal, the extent of the influence of the method of discovery, the learning motivation wave prepared by the researchers and applied by the students in the research sample, appears, and this is what is confirmed. (Wajih Mahjoub) in his research (It is important that individuals be motivated to learn motor skills for the purpose of obtaining maximum learning. If the learner views the task as not meaningful or not preferable, learning the skill will be limited, and if motivation is very low, learning may not occur at all) (4). The researcher believes that this method changes the relationship between the student and the teacher and highlights a new fact, which is that the student must make a large number of decisions to modify his performance, which increases the amount of his personal responsibilities imposed on him. These decisions contribute to determining the time necessary for the process of correcting his performance and how to move from one activity to another. From one repetition to another, he must communicate individually with the teacher to find out the extent of his skill and accuracy when performing the task. This will motivate the student to perform the work through his explorations of his potential and abilities, so that different attempts select and repeat the appropriate ones and combine each other with the aim of reaching the correct achievement. The role of the teacher is limited to motivating the student, arousing them, and providing guidance. So that a student can use their minds to think, explore, and test their abilities, they must research and scrutinize any details related to the skill, in addition to the student using feedback with the help of colleagues, and this is confirmed by (Latif Al-Gharawi) (5). To develop the level of technical performance of the players by providing the opportunity to increase the number of repetitions in addition to giving feedback to address errors during performance. In addition to that, the style of performing the exercises included in the learning is similar and diverse, and the similarity of a large part of them to the playing situations and situations, which led to breadth in learning the selected skills. Then perform the skills with high accuracy and with the fewest possible number of errors. The number of educational units also played a major role in

teaching the correct technical performance of the skills under discussion and providing internal and external feedback to the student, as well as focusing on all students and how they perform and repeating the performance of the skills through the assignment they were assigned to each. This contributed, in one way or another, to achieving the main goal of using the effect of the discovery method, the wave of learning motivation, which was appropriate to the requirements of the game and met the students' needs and desires.

what is confirmed. (Iqbal Abdul Hussein) in his research As for the most important conclusions reached by the two researchers, it is the presence of an effect of small games in developing some concepts of traffic safety for the fifth-grade students.(8). what is confirmed. (Zaid, Iqbal) in his research The researchers reached the most important conclusions: Students of the College of Physical Education and Sports Science have a varying level of environmental awareness. And there are real differences among students of the Faculty of Physical Education and Sports Sciences in environmental awareness and in favor of the fourth stage.(9).

Conclusions:

According to the results produced by the current research, the researcher records the following conclusions:

- Using the wave discovery method achieved better learning than the regular approach in learning motivation and performing passing, rolling, and putting down skills in futsal.
- Using the wave discovery method had a positive role in learning motivation
- The guided discovery method had a role in performing some futsal skills

Recommendations:

Among the most important recommendations made by the researchers are the following:

- Using the discovery method in learning motivation for a proposal to teach some futsal skills to students because of its importance in developing basic skills and cognitive output.
- It is necessary to take into account individual differences among students and give them the full opportunity to express what they think.
- Conduct other studies on the use of the wave discovery method in learning motivation in learning skills for other games.
- Conducting research on the effect of teaching using the wave discovery method on learning motivation on learning other skills in futsal.

References:

1- Wafa Suwaidan Ali Al-Issawi. (2015). The effect of teaching with central thinking skills and rational inquiry on the achievement of biology and positive thinking among third-year middle school female students. Doctoral thesis, University of Baghdad, College of Education, Ibn al-Haytham.
2- Qahtan Jalil Khalil Al-Azzawi. (1999). Determine standard levels for some basic skills of a football player. Master's thesis, University of Baghdad/College of Physical Education, p. 77.
3- Marwan Abdel Majeed Ibrahim. (1999). Scientific foundations and statistical methods for tests and measurement in physical education. Amman, Jordan, Arab Thought Publishing House, p. 13.
4- Wajih Mahjoub. (2002). Learning and Motor Programs, 1st edition, Dar Al-Fikr for Printing and Publishing, Amman.
5- Latif Hussein Ajel Al-Gharawi. (2005). The effect of the combined and distributed exercise method on learning some basic skills in gymnastics, Master's thesis, College of Physical Education, University of Baghdad.
6- Muhannad Youssef Kazem. (2013). The effect of a proposed educational program in developing some cognitive abilities (sense-motor) and the most important basic skills in futsal for young players. Master's thesis, unpublished, University of Basra, College of Physical Education.
7- Al-Rubaie, Mahmoud Dawoud. (2006). Contemporary teaching methods, Jadar International Book and Dar Al-Kutub Al-Hadith, Jordan.
8- Rashid, S. F., & Neamah, I. A. H. (2022). The Effect of Using Games in Developing Some Concepts of Traffic Safety for Fifth Grade Primary Students. Revista iberoamericana de psicología del ejercicio y el deporte, 17(4), 233-235.

https://www.scopus.com/record/display.uri?eid=2-s2.0-85138165148&origin=resultslist

9- Zaid, A. M. A., & Neamah, I. A. H. (2021). Comparing environmental awareness under the Corona pandemic between students of the Faculty of Physical Education and Sports Sciences at the University of Kufa. Review of International Geographical Education Online, 11(8). https://www.scopus.com/record/display.uri?eid=2-s2.0-85117240935&origin=resultslist

Appendix (1)

Learning motivation scale

A questionnaire showing a measure of learning motivation

Dear student....

Put a mark (✓) in front of the appropriate alternative in each item of the scale, noting that the scale has two alternatives.

No.	Skills	valid	invalid
1	I approach studying with passion and satisfaction		
2	I reject any advice my teacher gives me		
3	I do my homework only to please my teacher		
4	My teacher is the type who attracts me to the lesson		
5	My teacher takes care of my interests and seeks to develop them		
6	I have a specific goal that I seek to achieve		
7	When I feel a little tired, I stop studying for another day		
8	I feel stressed when I cannot memorize lessons		
9	I feel good when I complete my schoolwork		
10	I study on my own without pressure from my parents		
11	I love the subject because I love the professor		
12	I can challenge all obstacles in achieving my goal		
13	I study for fear of failure, not to achieve success		
14	The presence of obstacles increases my desire to achieve my goal		

Appendix (2)

Shows the educational unit using the wave discovery method

Sections	Time	Events	Repetitions	Formations	Nots
Preparatory section	10minutes	Lining up and taking attendance, the lesson began with a shout. Explaining the duties of the educational unit -jogging around the playground - warm-up exercises			
Main section	25minutes				

		Educational department It contains a full explanation of the performance		****** & ******	
		The class is divided into groups with four female students in each group, giving feedback to each group and exchanging roles using the wave discovery method exercise 1 passing with a colleague exercise 2 communion in front of the wall exercise 3 passing between signs	)number of repetitions 5( )number of repetitions 5( )number of repetitions 5(	* ___ * * ___ * * ___ * &	Ensure correct performance when giving communion
Concluding section	5minutes	Jog lightly around the playground, give a small toy, and then leave		****** &	Leave quietly

تاثير اسلوب الاكتشاف الموجة في دافعية التعلم واداء بعض مهارات كرة قدم الصالات

رغد جمعة سيد

وزارة التربية/ مديرية تربية بغداد – الرصافة الثالثة

مستخلص البحث

أصبح الاهتمام بالعملية التعليمية والارتقاء بها وبأساليبها الشغل الشاغل للمؤسسات التربوية والتعليمية والعديد من الباحثين من اجل تسهيل عملية تقديم المعلومة للمتعلم الامر الذي يساعد على تحسين مستوى الاداء المهاري للمتعلم. هدف البحث الى الكشف عن تاثير استخدام طريقة اسلوب الاكتشاف الموجة في اثارة دافعية التعلم اداء بعض مهارات كرة قدم الصالات عن الطلبة للتعلم في الصف السادس الابتدائية وقد استخدمت الباحثة المنهج التجريبي لملائمته طبيعة مشكلة البحث .اشتمل مجتمع البحث على طالبات الصف السادس الابتدائي من مدرسة الوركاء للبنات التربية الرصافة الثالثة بغداد للعام الدراسي 2023/2022 والبالغ(38) طالبة موزعات على شعبتان (أ –ب) بواقع(19) طالبة لكل شعبة قد تم استبعاد (8) طالبات استخدم منهم (6) طالبات ليمثلن عينة التجارب الاستطلاعية , وتم استخدام (2) طالبة لاغراض التجانس والتكافؤ وعلية اصبح العد الكلي (30) طالبة ويتم بطريقة عشوائية باسلوب القرعة تم توزيع عينة البحث على مجوعتين تجريبيتين والتي يتاخذ بطريقة التدريس (اسلوب الاكتشاف الموجة) وذ استخدمت المجموعة الضابطة المنهج الاعتيادي فيما استخدمت التجريبية المنهج المعد من الباحثة , وبعد إجراء عمليات التكافؤ والاختبارات القبلية تم تطبيق المنهج المعد وإجراء الاختبارات البعدية واستعمال الوسائل الإحصائية الملائمة من اجل الوصول إلى النتائج التي من خلالها تم تحقيق أهداف البحث . وبعدها تم عرض وتحليل ومناقشة النتائج , وقد توصلت الباحثة إلى مجموعة من الاستنتاجات اهمها تفوق المجموعة التي استعملت بالأسلوب الاكتشاف الموجه في دافعية التعلم في الناتج المهاري لمهارات المناولة والدحرجة واخماد بكرة قدم الصالات , وقد اوصت الباحثة بضرورة استعمال أسلوب الاكتشاف الموجه في عملية تعلم المهارات الحركية لما له من تأثير كبير على مستوى تعلم التلاميذ .

الكلمات المفتاحية | **الاكتشاف الموجه ، دافعية ، مهارات كرة قدم الصالات**