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/bmzdfj12

The effect of the KUD strategy on extended thinking and learning the serving skill among students of the College of Physical Education and Sports Sciences / University of Wasit

Haneen Maisam Al-Saady[1], Mustafa Waleed Al-Fahdawy[2], Ahmed Jamal Al-Fahdawy[3]

1 Physical Education and Sport Sciences / Wasit University

2 & 3 Physical Education and Sport Sciences / Al-Anbar University

Received: 05/01/2024, Accepted: 16/02/2024, Published: 30/04/2024

Abstract

The KUD strategy is considered one of the strategies that has a major role in thinking between students in one group and between other groups, and thinking between students is different. The importance of the research emerged by relying on the KUD strategy of extended thinking and learning the skill of serving with volleyball in order to achieve correct performance and achieve the basic goal of the research. As for the problem of the study, there is a weakness in performing the skill of serving in volleyball. The researchers attribute the weakness of the skill of serving to this due to the difficulty of performing it because they are new students and studying for the first time with them, and they need to employ all means, methods and methods through which they facilitate the learning process and make the teaching process a fruitful and successful process. The research aims to build a measure of extended thinking for students in the second stage of the College of Physical Education and Sports Sciences, and to prepare educational units based on the KUD strategy to learn the skill of serving with volleyball for students in the second stage, and to identify the impact of the KUD strategy on extended thinking and learning the skill of serving with volleyball for students in the second stage. The appropriate approach was chosen for the nature of the problem and its objectives to be solved, and the experimental approach was taken in the style of the control and experimental groups (pre- and post-tests). The research sample represented students in the second stage of the Faculty of Physical Education and Sports Sciences at University of Wasit for the academic year (2023-2024), with a rate of (185 students), and based on the research requirements, the sample for constructing the extended thinking scale reached (100) students. The sample of the exploratory experiment was (10) students. The experimental sample amounted to (20) students. The control sample was (20). Then, the researchers prepared (5) educational units, one educational unit per week, and the duration of the educational unit was 90 minutes. The research results were then verified using a statistical package. The researchers concluded that the KUD strategy for the experimental group encouraged students to ask questions, develop their ideas, encourage them to solve the problem, and helped develop the skill of serving with volleyball. The development in the level of students, their commitment and continuity with the units, their cooperation within the group, and active participation helped to learn the skill. Explaining, presenting, and applying the skill in an educational activity helped them accurately perform the exercises according to the strategy, and their role is effective in developing extended thinking. The researchers recommended the necessity of using the KUD strategy in conducting scientific research on individual and team games and diversity because it is more interesting. To emphasize the use of the Kud strategy because of its importance in increasing students' desire and cooperation and motivating and continuing students' performance. Adopting the constructed scale to measure students' extended thinking about volleyball because it contributed to developing students' extended thinking. The goal of development is to ensure that a student does not fall behind in learning and linking ideas to perform the skill and reach extended thinking.

Keywords | **KUD strategy, extended thinking.**

Introduction:

Our current world is witnessing a rapid movement in various fields, and this progress has been accompanied by an explosion of knowledge that is developing rapidly and unnaturally. The learner now needs to develop to adapt to it, and to coexist with life in a positive way and is able to obtain a huge amount of information. It has become his duty to work in an organized manner and think hard. To choose solutions and alternatives that push it forward and develop, and education is a means to keep pace with progress because it faces major practical and technological developments. It is necessary to create an educational environment rich with means and capabilities that improve the skills of learners. Using new methods and strategies facilitates understanding of the material, makes it popular with students, keeps them away from boredom, and makes learning interesting, enjoyable, and appropriate to their abilities, needs, inclinations, and desires. Among these strategies is the KUD strategy, which is one of the learning strategies based on the constructivist theory in that it emphasizes the connection between what the learner learns and his ideas, previous experiences, and skills. The mentality is to realize the connection between them, and the basic point is the teacher's expectations towards the learners towards the learners in terms of their attitudes, abilities and potentials and striving for the performance to be correct, effective, and meaningful. The KUD strategy provides an appropriate educational environment because it takes into account the individual differences among all learners. The method followed by the teacher is considered a vessel for transferring information and content to the learners, and the teacher uses it to reach the objectives of the lesson through cooperation between the teacher and the learner, displaying the skill, and providing activities for the skill that are commensurate with the learner's level and capabilities. It consists of three steps, which are what the learner wants to know in terms of concept, information and capabilities. Knowledge is the transformation of the learner from passive to active and to understanding and processing information. The second step is what the learner wants to understand in terms of principles, instructions, rules, and facts. Without understanding, the learner cannot exercise his mental abilities of application, analysis, and synthesis to reach extended thinking. As for the third step, what does the learner want to understand from the lesson in terms of thinking, planning, arriving at, and producing, that is, the learner can use the information, knowledge, and understanding of the situation he has learned. The KUD strategy enhances the learner's confidence in himself and his abilities and the work and activities required, accustoms the learner to cooperative work, provides assistance to his colleagues when needed, makes an effort to reach the goal, accepts the idea of different tasks and activities that the teacher gives to each learner in order to achieve the maximum degree of success, and accustoms the learner to the large number of evaluation processes and methods, and the evaluation is in a manner Continuously to identify the learners' abilities and reach the correct performance and provide data and information that help the teacher understand the students' tendencies and understand what is going on within the educational unit and reach the correct performance. The learner provides solutions and alternatives to solve the problems facing him and addresses them through extended thinking. It requires analysis, synthesis, contemplation and evaluation and is done over a period. Extended work, and the work period is not considered a distinguishing factor because the work requires repetition and application of cognitive requirements, and the learner is required to link ideas, choose alternatives, and solve problems through the role of the teacher, asking questions, expanding the circle of thinking and facilitating cooperation among the learners. Extended thinking describes the level of cognitive tasks that require expanded use of the most advanced higher-order thinking processes and require solving processes that are characterized by a degree of complexity, where the serving skill for students is complex and requires accuracy during performance. One of the basic skills in the game of volleyball is the serving skill, which requires special methods and strategies to learn to perform through cooperation between students. It is considered a natural part of learning it and takes different forms within the classroom, and the types of cooperation are between the student, the

teacher, and the students among themselves, from through exchanging knowledge and experiences and developing goals. Hence, the importance of research emerged, relying on the KUD strategy in extended thinking and learning the skill of serving with volleyball in order to achieve correct performance and achieve the basic goal of the research. The research problem came from reviewing sources, references, and previous studies, and the researchers' observation of the volleyball lesson, as they were teachers in universities. They found that there was a weakness in the performance of the volleyball service skill. The researchers attribute the weakness of the serving skill to the difficulty of performing it as they are new students and studying for the first time and need to employ all means, methods and methods through which the learning process is facilitated and the education process is made fruitful and successful. Hence, the researchers came to practice and experiment with a new strategy, which is the KUD strategy, to try finding a strategy that facilitates the learning process and makes it meaningful, in addition to trying to identify the effect of a strategy on extended thinking. The current research aims to build an extended thinking scale for second-year students in the College of Physical Education and Sports Sciences. Preparing educational units using the KUD strategy to learn the skill of serving in volleyball for second stage students. In addition, identifying the effect of the KUD strategy on extended thinking and learning the skill of serving in volleyball for second-stage students. The research hypothesis is that there are no statistically significant differences between the pre- and post-results of the extended thinking scale and the sending skill for the control and experimental research groups. There are no statistically significant differences between the post-test results of the extended thinking scale and the sending skill for the control and experimental research groups. The fields of research are the human field: represented by students of the second stage / College of Physical Education and Sports Sciences - University of Wasit. The time field: 18/9/2023 until 6/11/2023. The spatial field: Stadium of the College of Physical Education and Sports Sciences, University of Wasit/ study hall.

Method and procedures:

Choosing the appropriate method for the nature of the problem and its objectives to be solved is considered one of the important requirements in scientific research. Therefore, the researchers used the experimental method in the style of the control and experimental groups (with pre- and post-tests) appropriate to the problem. Defining the experimental method (Haneen, Al-Saadi) is "the method through which we control it." With an independent variable (or variables), and we observe the effect of this control on a dependent variable or variables" (9).

The research community, represented by the students of the second stage of the Faculty of Physical Education and Sports Sciences, University of Wasit, were determined for the academic year (2023-2024) by (185 students) distributed among (4) sections (G.D.H.W), and based on the research requirements, the sample for constructing the thinking scale was It extends to (100) students, and its percentage is (45.05%). The sample of the exploratory experiment was (10) students, representing (5.40%). The experimental sample consisted of (20) students, representing (10.81%). The control sample was (20) and its percentage was (10.81%). That is, the sample number for the main experiment was (40), representing (21.62%), and it was selected through random sampling from Division (D).

After reviewing the sources and studies related to the concept of extended thinking, it is considered a tool used in the field of scientific research. The researchers followed the basic steps to build the extended thinking scale in order to have a solid, scientific foundation. The researchers determined the goal (purpose) of the extended thinking scale in order to reach the main idea on which the scale is based in order to identify the degree of extended thinking for the students of the second stage. Then the researchers By defining the concept of extended thinking according to the model of the scientist Norman Webb. The researchers defined the scale's domains based on Norman Webb's definition, which are four domains (analysis, synthesis, contemplation, and evaluation). In order to identify the validity of the domains, the researchers presented them to a group of (19)

specialists and experts, so that this procedure would be part of the apparent validity. Then the researchers prepared paragraphs by reviewing the sources and definitions for each field. (32) Paragraphs were collected and distributed equally among the fields. The number of paragraphs in the field of analysis reached (8) paragraphs, the field of synthesis (8) paragraphs, the field of contemplation (8) and the field of evaluation (8) paragraphs. It was presented to an Arabic language specialist in order to ensure its linguistic integrity. Then the scale was presented in its initial form to a group of (15) specialists and experts. The questionnaires were collected and the opinions were analyzed using the Chi-square, which confirmed the validity of (30) items. Two of the extended thinking items were deleted, as the calculated Chi-square value was greater than its tabular values are (3.84), degree of freedom (1), and significance level (0.05). The researchers took (0-1) as alternatives for answering the scale, where (0) is for the wrong answer, and (1) is for the correct answer. In order to complete the picture of the extended thinking scale and apply it to the sample, instructions were provided for the answer and it was clear and understandable, and its answer was characterized by frankness, confidence, and confidentiality, and each item should have one meaning, be independent from the others, and not be ambiguous, limited, or ambiguous. The sample was asked to answer all items of the scale and not leave a paragraph unanswered. Then it was done. Applying the scale to the exploratory sample to determine the extent of understanding the scale, time and method of answering, knowing the appropriate time, and the adequacy of the supporting work team. The time taken to answer was (5-10) minutes. Then the scale was applied to the construction sample represented by the students of the second stage of the College of Physical Education and Sports Sciences, numbering (100) students on (Monday) corresponding to (18/9/2023) at 8:30 in the morning, after which the forms were collected and the data was transcribed. In order to analyze it statistically. Then the researchers made the correction by relying on the total score because the extended thinking scale is based on two answer alternatives, which are (A.B). In order to correct the scale, the researchers used the correction key for the extended thinking scale, which is one point (for correct items) and zero points (for incorrect items). The total score for the scale was (30), and the highest score was 30, the lowest score was zero, and the hypothetical mean was 15. Building the test requires conducting an analysis of the items. The researchers calculated the ease and difficulty factor for the items of the Extended Thinking Scale, where the ease and difficulty factor gives an indication of the correct and incorrect answer by dividing the students into two groups, high and low, where the high represents the correct answer and the low represents the lowest answer. After that, the researchers extracted the difficulty factor from By dividing the number of students whose correct answers were at the top and the wrong answers at the bottom, multiplied by 100, through which the item is judged whether it is good or not good, where the difficulty factor ranges (30-70%) and the ease factor (25-50%). As for the excellence index, through which the individual differences of students who know the answer and those who do not know the correct answer are distinguished for each item of the scale, the excellence coefficient was extracted for the items and their excellence coefficient ranged between (0.41_0.63), and thus the scale's items are considered good. The difficulty factor for the paragraphs reached (0.36_0.68), and therefore the extended thinking paragraphs were not deleted. The researchers extracted content validity by presenting it to (15) experts and specialists in order to indicate the validity of the items. After that, the reliability coefficient was extracted by dividing the items into two halves, odd and even, the first containing (15) items and the second (15), and the relationship between them was measured using the simple Pearson correlation coefficient, and the result was (0.827), which represents the reliability of half of the test, and then the Using the Spearman-Brown coefficient, the result was (0.932), which is a high reliability coefficient. It has become clear that all paragraphs are characterized by an answer with one alternative and do not accept an answer with more than one alternative.

Then the researchers conducted the pre-test used by (Al-Saadi and Al-Zuhairi), "the technical performance test for a skill." Three evaluators

evaluate the attempts of each student and award three marks for each expert, noting that the final evaluation score for each attempt is (10) marks distributed among the sections of the skill, the preparatory section. (3) Marks, the main section (6) marks, the final section (1) marks (8). The researchers applied the extended thinking scale to the experimental research sample on (9/25/2023) on Monday at (8:30) in the morning. As for the mechanism of applying the KUD strategy, after reviewing many references and sources related to the subject of the research and conducting personal interviews with masters specialized in teaching methods in order to know the suitability of the strategy to the skill, the researchers prepared educational units specific to the KUD strategy, and the implementation period was (5) educational units, from Date (10_2_2023) until (10_30_2023) and it is completed in (one) educational unit per week and it was on (Monday). The time of the educational unit was (90) minutes, divided into three preparatory sections, and it is performed in (15) minutes and consists of a general warm-up and special exercises. Physical. The main section is performed in (60) minutes per educational unit and consists of the educational and applied parts. The experimental group is divided into five small groups, each group consisting of (4) students. On the educational side, its time is (20 minutes), where the teacher displays an educational poster to illustrate the technical steps of the serving skill. On the practical side, it is (40 minutes), where the teacher distributes exercises to the groups in a variety of ways using the assignment sheet, and the group's students perform the exercises together. The teacher presents questions on the skill in order to know the extent of the students' understanding of the lecture. The closing part is (15 minutes). The teacher provides feedback on how to perform the exercises and answers the questions that were presented to the students. The teacher reveals the extent of the students' understanding of the educational unit by presenting the exercises. Enhancing and preparing them for the other educational unit.

Then, the researchers retested the serving skill and the extended frequency scale, under the same spatial and temporal conditions, on Monday (11/6/2023). After completing the experiment, the researchers processed the data results using the SPSS statistical package system, where the percentage values, the t-test for uncorrelated samples, the Pearson correlation coefficient, and the hypothesized mean were measured.

Results:

Table .1 shows the pre- and post-test for the control and experimental research groups on the scale of extended thinking and serving skill.

Groups	Variables	Pre-test		Post-test		T value	Level sig	Type sig
		Mean	Standard deviation	Mean	Standard deviation			
Control	Extended thinking	11.10	1.16	12.95	1.19	12.333	0٫000	Sig
	Serving	1.7	0.801	5.8	1.24	17.118	0.000	Sig
Experimental	Extended thinking	11.35	1.22	15.50	1.46	19.868	0.000	Sig
	Serving	1.65	1.089	6.9	0.85	19.428	0.000	Sig

The unit of measurement is the degree. It is significant at the error level of (0.05).

Table .2 shows the results of the post-tests for the experimental and control research groups for the scale of extended thinking and serving skill.

Variables	Experimental		Control		T value	Level sig	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Extended thinking	15.50	1.46	12.95	1.19	6.030	0.000	sig

Serving	6.9	0.85	5.8	1.240	5.248	0.000	sig

Unit of measurement (degree) Significance of differences (0.05) Degree (sig) less than (0.05) Degree of freedom n-2 (38)

Discussion:

Table No. (2) shows the emergence of significant differences between the pre- and post-tests in extended thinking and the technical performance of the volleyball serve for both groups. The researchers attribute the emergence of these differences between the two groups and in favor of the experimental at the expense of the control, which is the use of the KUD strategy, which is the presence of competition between small groups where competition Which is between the students of one group and the other groups and makes the learner the focus of the learning process, increasing encouragement, excitement, and motivation to implement the educational units and apply the skill well, and this is what the study (Raja Hassan) indicated (13). Then (Muhammad) said it (12) "Then diversification and innovation are the most appropriate in creating suspense, enjoyment, excitement, and gaining performance quickly." This is what (Basma Naeem) said (3) quoted from (Al-Saadi and Al-Zuhairi) (10) and this is what (shahad faeq) said (15) "Caring for the learner, making him the focus of the educational process and the center of activity, respecting his abilities and opinions, and immersing him in "With acceptance, kindness, and encouragement, it is an important factor that helps learning." In addition, performing exercises within the group increased the improvement of skills and the development of their performance through harmony, cooperation, exchange of opinions, reducing fear, and increasing students' self-confidence. This is what (Abdullah Hassan) (2) confirmed: "Caring for the learner, making him the focus of the educational process and the center of activity, respecting his abilities and opinions, and showering him with acceptance, kindness, and encouragement is an important factor that helps in learning." Researchers also attribute students to performing exercises directly, whether in educational situations or Outside of it, it is necessary to develop extended thinking, such as searching for information, finding relationships between exercises and their elements, asking questions and ideas, finding solutions, and then evaluating performance. This makes them enjoy intellectual skills, and students are required to connect ideas within the scope of the lesson and choose available alternatives on how to solve the problem. This is what (Israa) pointed out (6) that using mental processes such as analysis, synthesis, contemplation, and evaluation leads to generating ideas, interpreting things, examining and reviewing results, linking ideas, choosing approaches and methods for how to solve problems, and reducing the state of tension that leads to the occurrence of disturbances. (Jarwan) emphasized (5) "Our need to identify and select sources of information to address situations, solve problems, and achieve goals in the best way." Giving student's feedback had a positive impact on thinking, through which correctness in performance is created, knowledge of error areas is corrected, and motivation is stimulated. Saving time and effort, any learner when learning any skill requires him to focus and get the attention of the students by the teacher in order to learn proficiently. This is what (Adnan) Suleiman pointed out (1) "Feedback is defined as the process that aims to provide the learner with the direct results of his learning so that in light of them he can correct his learning paths and thus improve the results of his learning, and the learner's knowledge of the results of his learning is an incentive for him to focus and continue." In mastering learning and good comprehension and understanding" (1). Studies also indicated by (Sarah) (16) and (Murphy) (14) "The use of illustrative pictures and the results of the study supported the idea that educational methods were factors in improving the performance of female students, and that the high performance by female students was due to the use of methods that It is distinguished from the traditional classroom."

Likewise, the researchers attribute that clarifying the performance of the skill increases the students' abilities and capabilities and the speed of response, and this is what (Al-Quraishi) pointed out (7). The KUD strategy is "a metacognitive strategy that helps learners remember and retain

the information, maintain its impact, increase the learners' values, pay attention to the students' characteristics and levels, and increase the capabilities of students." capabilities of learners and providing an educational environment suitable for all." In addition to the evaluation at the end of each educational unit, it has a role in learning, as it becomes clear to us that it is necessary for the success of learning and improvement in performance, and makes it characterized by development because it shows the defect in learning performance and corrects the educational path. (Loay Ganam Alsomadae) (11) pointed out (Fatima and Aseel) (4) "Evaluation is a continuous process to measure learning outcomes and aims to improve the purposes and content of the learning process and ensure the achievement of the desired goals."

Conclusions:

The researchers concluded the following:

- KUD strategy for the experimental group encourages students to ask questions, develop their ideas, encourages them to solve the problem, and helps develop the skill of serving with volleyball.
- The development in the level of students, their commitment and continuity in the units, their cooperation within the group, and active participation helped to learn the skill.
- Explaining, displaying and applying the skill in an educational activity helped them accurately perform the exercises according to the strategy. They have an effective role in developing extended thinking.
- The investment of time and repetition of the exercises performed by the student in the experimental group over the control group gave the students the opportunity to learn the skill.

Recommendations:

The researchers recommended the following:

- It is necessary to use the KUD strategy in conducting scientific research on individual, team, and diversity games because they are more interesting.
- Emphasizing the use of the Kud strategy because of its importance in increasing students' desire and cooperation and motivating and continuing students' performance.
- Adopting the constructed scale to measure students' extended thinking about volleyball because it contributed to developing students' extended thinking.

Name of the statistician: Alaa Jawad Kazem

The beneficiary of the research: University of Wasit /College of Physical Education and Sports Sciences.

References:

1- Adnan Suleiman Zaitoun and Fawaz Al-Abdullah: Self-learning competencies and skills, Beirut, 2008, p. 111
2- Abdullah Hassan Al-Musawi, (2005). The Guide to Scientific Education, Irbid, The Modern World of Books
3- Basma Naim Mohsen Al-Kaabi, (2010). The impact of education according to the cognitive metacognition strategy for risk-takers versus caution in learning and retaining some basic skills in volleyball: PhD thesis, University of Baghdad, College of Physical Education for Girls.p282
4- Fatima naeem Abdulla and dr Aseel Jaleel qatea (2023) the impact of the guided imagination strategy on learning to preform some volley ball skills among fifth preparatory , modern sport Volume 21, Issue4 p5 https://doi.org/10.54702/ms.2023.22.1.0034
5- Fathi Abdul Rahman Jarwan (2005) Teaching Thinking, Concepts and Applications, 1st edition, Amman, Jordan, Dar Al-Fikr for Publishing and Distribution.
6- Israa Ali Abu Shanna Dahu Al-Salami (2023), Extended thinking and academic assertiveness and their relationship to achieving goals among postgraduate students. Doctoral thesis, University of Baghdad, College of Education for Girls, Department of Educational and Psychological Sciences.
7- Russul Tariq Hassan Al-Quraishi (2023). The effectiveness of a training program according to effective teaching strategies to provide students of the Open Educational College with the competence of cognitive representation of information, doctoral thesis, University of Baghdad, College of

Education Ibn Rushd for the Humanities, Department of Educational Sciences, curricula of teaching methods

8- Haneen Maysam Abbas Al-Saadi Naglaa Abbas (2023)The effect of the mobile reporter's strategy on social interaction and learning the skill of preparing with volleyball for middle schooll students. Modern Sport, 22(1),. https://doi.org/10.54702/ms.2023.22.1.0041

9- Haneen Maysam Abbas Al-Saadi Naglaa Abbas (2023)The effect of the mobile correspondent strategy on social psychological adjustment and learning the skill of volleyball serving among prepatory stage students Modern Sport, vol22 n(2) p71https://doi.org/10.54702/ms.v22i2.1116

10- Haneen Maysam Abbas Al-Saadi Naglaa Abbas AL-Zuhairi (2023)The effect of the mobile correspondent strategy on positive thinking and learning the skill of receiving serve among high school students ,ibero American journal of exercise and sport psychology vol 18 n(3) p284 . https://dialnet.unirioja.es/servlet/articulo?codigo=9023737

11- Loay Ganam Alsomadae , (2010). Statistics and testing in the field of sports, Iraq, Erbil.p182

12- Muhammad Yasser Dabour. (1997). Modern Handball, for Alexandria, Mansha'at Al Maaref, p. 22

13- Raja H ,I, (2009). The effect of harmonic and cognitive exercises on developing the level of performance of some skills of the blind weapon, Master's thesis, College of Physical Education, University of Baghdad.

14- 1R.J.Murphy, S.A .Gray S.R.straja and M.C .Bogert, (2004).Student Learning Preferences and teaching implicatications .ducationl Methodologies (Journal of Dental E ducation Vol.68 no.8)

15- shahad faeq , Iqbal abd _hussein .(2022)mental motivation and its relationship to the acquis ition of some concepts of traffic safety for fifth grade students Volume 21, Issue 1 https://doi.org/10.54702/msj.2022.21.1.0017

16- Sarah Qasim Hashem Suleiman, Bushra Kazem Abdel-Ridha, (2021). The impact of the learning strategy for mastery in performing the skill of preparing for volleyball for female students, , modern sport , Volume 20, Issue 3 https://doi.org/10.54702/msj.2021.20.3.0089

Appendix (1)

Shows the items of the extended thinking scale

No.	Paragraphs
1	My method of performing the skill of broadcasting in the lecture and in front of the teacher and colleagues is characterized by: A_ focusing on the details of the skill B_ Provide a summary of the skill
2	It's easy for him to spot what a serving skill looks like A contrary to performance B_ similar in performance
3	When I express how I perform my serving skill in front of others, I sound like a person A_ clear B_ ambiguous
4	When I perform the service skill and encounter a problem that I have not encountered before, I work to fix it A_Carefully, carefully and carefully B_ The first idea that comes to my mind
5	When reviewing the performance of the serving skill A_Read about the skill of serving B_ Analyze the skill into its components to make it easier to understand
6	I deal with the difficult problems I face when learning the skill of serving A_It is solvable, no matter how late it is solved

	B_ It cannot be thought of
7	When I listen to how to perform the serving skill A_ Identify the basic idea of the skill B_ I visualize the skill completely and there is no need for details
8	When I join my thoughts about the skill, I start with the idea A_ Subsidiary and ending with the main one B_ Main and end with the ideas that emerge from it
9	I find it easy to connect the performance of the serving skill that is shown A_ consistent B_ inequality
10	When thinking about the possibility of addressing the problem that I face when learning the skill of serving, I... A_Collect the parts of the skill B_ I focus on my general interest in the skill
11	When I learn the skill of serving, I will be evaluated by: A_ Identifying the content of the skill B_ Verifying from sources only how to perform the skill
12	When a discussion occurs in the lecture about how to perform the serving skill, I am A_ My answer is the first thought that comes to me B_ I arrange my thoughts in a sequential manner before answering
13	When I remember how to perform a skill, I rely on A_ Remembering and retrieving information B_ Analysis and conclusion of information
14	When I feel that the lecture atmosphere is uncomfortable and causes me some problems, I try A_ Leaving the lecture B_ Understand the causes of this problem
15	When I read writing about how to perform the serving skill, I... A_ Continuous reading for pleasure B_ Pointing out some concepts
16	When I perform the serve skill, I can focus and follow A_ Performing a skill once and at the same time B_ More than one skill at a time
17	When I hear the steps of the serving skill, I get interested A_ Just listen to the steps of the skill B_ I listen and hope to know the details of the skill
18	It is characterized by the style of learning the skill of sending within the lecture A_ Speed B_ deliberation
19	My focus of attention when learning the skill of serving is characterized by: A_ Seriousness B_ indifference
20	It is better to learn the skill of serving intellectually b A_ step by step B_ kidney
21	My conclusions about the phenomena occurring within the lecture depend on... A- Searching for its causes

	B_ Guessing it
22	My struggle with learning the skill of serving is usually characterized A_ Hasty reactions B_ Reflection and discussion
23	When my teacher asks me to return to learning the skill of serving and researching how to perform it, it makes me feel... A- Strong pleasure in learning a skill B_ Boredom when learning the skill
24	Learning requirements require the student to meet b A_ An appropriate degree of thinking B_ Surrender to her, John, confront him
25	When I learn about what I have previously learned about the skill of serving, I am A_ Use all means and the teacher B_ Use the book
26	When I am asked to make an appropriate decision in learning the skill of serving, I make it A_ Urgently B_ According to appropriate standards
27	Ideas always excite me when learning the skill of serving A_ New B_ traditional
28	Make judgments about the learning of others within the group by A- My first meeting with them B_ My previous experience and asking others about them
29	I can correct my path when I learn the skill of serving accordingly A_ For the goals that I consider correct B_ Acromial standards
30	When my teacher assigns me to write a report on the skill of sending, I... A_ Write it quickly B_ Accomplished accurately

Appendix (2)

The correction key for the extended thinking scale shows the answers that indicate the presence of extended thinking

Sequence	1	Zero
1	A	B
2	A	B
3	A	B
4	A	B
5	B	A
6	A	B
7	A	B
8	B	A
9	A	B
10	B	A
11	B	A
12	B	A

13	B	A
14	A	B
15	B	A
16	B	A
17	B	A
18	B	A
19	A	B
20	A	B
21	A	B
22	B	A
23	A	B
24	A	B
25	A	B
26	B	A
27	A	B
28	B	A
29	A	B
30	B	A

اثر استراتيجية kud في التفكير الممتد وتعلم مهارة الارسال لدى طلاب كلية التربية البدنية وعلوم الرياضة / جامعة واسط

حنين ميسم السعدي 1 ، مصطفى وليد الفهداوي 2 ، احمد جمال الفهداوي 3
1 جامعة واسط/ كلية التربية البدنية وعلوم الرياضة
2 &3 جامعة الانبار / كلية التربية البدنية وعلوم الرياضة

مستخلص البحث

تعتبر استراتيجية **kud** من الاستراتيجيات التي لها دور كبير في التفكير ما بين الطلاب في المجموعة الواحدة وما بين المجموعات الاخرى والتفكير مابين الطلاب يكون مختلف ، و برزت اهمية البحث بالاعتماد على استراتيجية **KUD** في التفكير الممتد و تعلم مهارة الارسال بالكرة الطائرة وصولا الى الاداء الصحيح وتحقيق الهدف الاساسي للبحث. واما مشكلة البحص ان هناك ضعف في اداء مهارة الارسال بالكرة الطائرة ويعزو الباحثون ضعف مهارة الارسال وذالك بسبب صعوبة ادائها كونهم طلاب جدد وتدرس لديهم للمرة الاولى و تحتاج ان توظف كل الوسائل والاساليب والطرائق من خلالها تسهل عملية التعلم وتجعل عملية التعليم عملية مثمرة وناجحة. ويهدف البحث الى بناء مقياس التفكير الممتد لطلاب المرحلة الثانية كلية التربية البدنية وعلوم الرياضة واعداد وحدات تعليمية بأستراتيجية **KUD** لتعلم مهارة الارسال بالكرة الطائرة لطلاب المرحلة الثانية و التعرف على أثر استراتيجية **KUD** في التفكير الممتد وتعلم مهارة الارسال بالكرة الطائرة لطلاب المرحلة الثانية. تم اختيار المنهج الملائم لطبيعة مشكلة واهدافها المراد حلها وتم اتخاذ المنهج التجريبي بأسلوب المجموعتان الضابطة والتجريبية (ذوات الاختبار القبلي والبعدي)و تمثلت عينة البحث بطلاب المرحلة الثانية كلية التربية البدنية وعلوم الرياضة جامعة واسط للعام الدراسي(2023_2024) بواقع (185طالب)، وبناء على متطلبات البحث بلغت عينة بناء مقياس التفكير الممتد (100) طالب. اما عينة التجربة الاستطلاعية بلغت (10) طلاب. اما عينة التجريبية بلغت (20) طالب. اما عينة الضابطة بلغت (20). ومن ثم اعد الباحثون (5) وحدات تعليمية بواقع وحدة تعليمية واحدة في الاسبوع وزمن الوحدة التعليمية 90 دقيقة. وبعدها تم التحقق من نتائج البحث عن طريق الحقيبة الاحصائية . واستنتج الباحثون ان استراتيجية **KUD** للمجموعة التجريبية يشجع الطلبة عل الاسئلة وتنمية افكارهم وتشجيعهم عل حل المشكلة و ساعد على تطوير مهارة الارسال بالكرة الطائرة. وان التطور في مستوى الطلاب والتزامهم واستمرارهم بالوحدات وتعاونهم داخل المجموعة والمشاركة الفعالة ساعد على تعلم المهارة. وان شرح وعرض وتطبيق المهارة في نشاط تعليمي ساعدهم عل دقة الاداء التمرينات وفق الاستراتيجية دورها فعال في تطوير التفكير الممتد . واوصى الباحثون بضرورة استخدام استراتيجية **KUD** في اجراء البحوث العلمية على الالعاب الفردية والفرقية والتنوع لانها اكثر تشويقا. ولتأكيد على استخدام استراتيجية **Kud** لاهميتها في زيادة رغبة الطلاب وتعاونهم وتحفيز واستمرار الاداء لدى الطلبة. واعتماد المقياس المبني لقياس التفكير الممتد بالكرة الطائرة للطلاب لانه ساهم بتطوير لتفكير الممتد لدى الطلبة،والهدف من التنمية هو التاكد من الايتخلف طالب عن تعلم وترابط الافكارلاداء المهارة والتوصل الى التفكير الممتد.

الكلمات المفتاحية | **استراتيجية kud، التفكير الممتد.**