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The Impact of Integrating Play Exercises with Learning Aids on Teaching Fundamental Basketball Skills to Preparatory School Girls

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Abstract

The modern game of basketball relies heavily on educational methods that align with societal advancements. The significance of this research lies in providing crucial cognitive information in the field of scientific inquiry. The outcomes of this study will serve as a reference for many researchers and educators. The aim of the research is to explore the impact of integrating practice drills with learning aids in teaching some fundamental basketball skills to middle school girls. The research investigates the preference between integrating practice drills with learning aids and the conventional curriculum followed in physical education. The problem identified by the researchers emerged from their observations of numerous physical education lessons for middle school students in Baghdad. They noticed that a significant number of instructors still adhere to traditional methods when teaching basketball skills to middle school girls. These traditional methods do not adequately utilize playful approaches and exploit the students' energies in exercises that simulate real-game scenarios. At this developmental stage, it is crucial to employ methods that allow students to apply the motor programs of the skills they have mastered. The researchers employed a controlled experimental method, designing two equivalent groups with equal numbers that underwent both pre-tests and post-tests. After implementing field research procedures, they developed exercises aimed at enhancing the learning of basketball skills within the curriculum prescribed for fifth-grade scientific students in middle school. The application of these exercises spanned eight weeks, consisting of one instructional unit per week, involving a sample of 40 students. Upon completion of the application, post-tests were conducted, and the statistical analysis yielded several conclusions. Most notably, the integration of play exercises with learning aids and the existing curriculum positively impacted fundamental basketball skills such as rebound passing, long passing, high dribbling, and ladder shooting. The experimental group outperformed the control group in the variables of rebound and long passing, high dribbling, and ladder shooting. The learning aids used in the study played a significant role in helping the experimental group identify performance errors and work towards correcting them. The main recommendations underscored the importance of incorporating play exercises with learning aids due to their positive impact on teaching fundamental basketball skills such as rebound passing, long passing, high dribbling, and ladder shooting. The recommendations also emphasized the need for physical education teachers to focus on educational models and motion performance recording. Such approaches contribute to creating an educational environment that allows students to actively participate, recognize performance errors, and take a more prominent role in their learning process. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords | **Play Exercises, Learning Aids, Basketball**

Introduction:

Modern basketball is a game that relies on educational methods that align with societal development, making it the second most popular sport in many countries around the world. Its widespread practice across various age groups

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fulfills diverse needs, whether for personal satisfaction or achieving advanced athletic levels. Consequently, many innovative physical education teachers have not limited themselves to a single teaching method. Instead, they have made education a vital means of acquiring athletic skills and achieving mastery in an engaging manner that corresponds with actual game scenarios. Rasha and Liqaa note that "adhering to the scientific method and tracking skills is one of the important foundations that must be emphasized when directing them in the correct technical manner, especially the skills most commonly used in the game" (7). It is evident that the process of learning motor skills for sports should lean towards using the appropriate method to cover and practice the largest number of skills. Among these methods is the play method, which is characterized by team performance that aims to achieve mastery and control over managing groups of students and utilizing playing spaces. Additionally, the repetitions included in this method will provide an important element, which is the variation in the way exercises are performed. Jawad points out that "effective teaching methods should be chosen to suit the needs and characteristics of the learners, the curriculum, and the desired objectives in alignment with the available resources" (1). The process of effecting change in the experiences of learning students is a fundamental task when educational aids are available that stimulate the brain and motivate towards understanding the skills to be learned through visual or auditory senses, providing realistic experiences for the students. Additionally, Al-Hilah notes that "direct communication methods help the learner acquire knowledge, skills, attitudes, and methods" (3). This research underscores the importance of providing crucial cognitive information in the scientific field, with outcomes that will serve as a reference for many researchers and educators regarding the impact of integrating play exercises with learning aids in teaching fundamental basketball skills. The researchers' expertise is reflected in their comprehensive observation of numerous physical education lessons for middle school students in Baghdad. They noted that many instructors still adhere to traditional methods in teaching basketball skills, which are insufficient at this stage. This stage requires using play methods and harnessing students' energies to implement exercises that mimic real game situations, allowing students to generalize the motor programs of mastered skills according to game scenarios. Additionally, this approach can save time and effort and address the challenges of limited equipment and student numbers. For instance, while a single basketball hoop may not suffice for repetitive performance in one teaching method, it can be effectively used in another method involving multiple students collaboratively. Mousavi and others emphasize that from the cognitive ecological perspective, motor learning is seen as a characteristic that emerges through interactions between the environment and learners, directing all motor actions (15). A primary objective of this research is to develop exercises using a play method that aligns with the level of the research sample, to explore the impact of integrating play exercises with learning aids, and to identify the superiority between the integration of play exercises with learning aids and the conventional curriculum in teaching some fundamental basketball skills to middle school girls. The researchers hypothesized that there would be statistically significant differences between the pre-test and post-test results of the control and experimental groups. Additionally, they anticipated significant differences between the post-test results of the two groups in learning some fundamental basketball skills for middle school girls. The research was conducted in the following contexts:

Human Domain: The participants were fifth-grade science students from Yarmouk Girls High School in Baghdad.

Temporal Domain: The study period was from 9/10/2023 to 13/12/2023.

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Spatial Domain: The location of the study was the basketball court of Yarmouk Girls High School.

Method and Procedures:

Research Methodology:

The researchers utilized a controlled experimental design, forming two equal and equivalent groups, each undergoing pre-tests and post-tests.

Original Population and Research Sample:

The research population consisted of fifth-grade science students at Yarmouk Girls High School in Baghdad-Al Karkh for the academic year 2023-2024, totaling 60 students, representing two sections, A and B, with 30 students each. The reason for selecting this research population is:

- Basketball is part of the curriculum prescribed by the Ministry of Education for this grade.
- The nature of the research requires a sample that represents this particular educational stage.
- The cooperation of the high school administration and the physical education teachers with the researchers to fulfill the requirements of the study.

The research sample consisted of 40 students, with 20 students from each section. This was due to the exclusion of 20 students: 5 due to non-compliance, 7 with medical reports, and 8 to facilitate the procedures of the pilot study and to ensure a solid scientific foundation for the selected skill tests. Thus, the research sample represented 33.33% of the original population. This sample was selected purposefully, and the students were divided into experimental and control groups using a random draw method. Section (A) represented the experimental group, while section (B) served as the control group, with each group comprising 20 students.

Methods, Tools, and Equipment Used in the Research:

The appropriate tools, as dictated by the research objectives, hypotheses, and questions addressed, are the means by which the researcher's collect information. The following resources were utilized:

Means of Collecting Information:

- Scientific sources from both Arab and foreign literature.
- Pilot experiments.
- International information networks.
- Measurement and testing.
- Expert consultants and specialists.
- An assistant team.
- A questionnaire form to determine the most important skill tests for the research.

Specific Tools and Devices for the Research:

- A regulation basketball court.
- Two (Molten) basketballs.
- Measuring tape.
- Six cones.
- Adhesive tape.
- A Nikon camera with a stand for performance recording.
- A (Shark) display screen.
- Two (Casio) stopwatches.
- Chalk in various colors.
- Four whistles.
- Flexi (not clearly identified, possibly related to flexible cones or markers).
- A medical scale for measuring weight and height.

Research Tests:

Within the framework of the curriculum prescribed by the Iraqi Ministry of Education for middle and vocational school levels, and after assessing the sample's level and the skills taught in the fourth preparatory year, the researchers, in consultation with the physical education teacher at Yarmouk High School for the fifth scientific grade, identified the fundamental basketball skills for the study. These skills included rebound passing, long passing, high dribbling, and ladder shooting. Subsequently, the researchers designed a questionnaire to determine the most important fundamental skill tests using the relative importance rule. This questionnaire was

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distributed to experts and specialists, who were asked to mark (√) the evaluative degree for each test they deemed necessary. After processing the questionnaire responses, the relative importance of each skill test was calculated and presented in Table (1).

Table .1 Shows the determination of the most important tests for the selected fundamental skills by expert specialists

Skills	Tests	Total Expert Responses	Number of Experts	Highest Value of the Questionnaire	Relative Importance (%)
Rebound Passing	Rebound Passing Accuracy Test	35	7	5	%100
Long Passing	Long Passing on Overlapping Circles Test	35	7	5	%100
High Dribbling	High Dribbling Speed Skill Test	32	7	5	%91.42
Ladder Shooting	Ladder Shooting from Mid-Court Dribbling Test	33	7	5	%94.28

Research Tests:

1. Rebound Passing Test (Kata) (9)
2. Long Passing Test (Mohammad) (11)
3. High Dribbling Test (Ahmed and Mohammed) (5)
4. Ladder Shooting Test (Mahmoud and Mohammad) (12)

Pilot Study for Research Tests:

To ensure the accuracy of the procedures, a pilot study was conducted on Wednesday, 12/10/2023, with 8 students from the pilot sample. The objectives of the pilot study were to:

1. Ensure the research sample understands the steps, procedures, and conditions of the tests.
2. Determine the time required for each test.
3. Familiarize the assistant team with the nature of the tests and assess their efficiency in completing the tasks.
4. Prepare specific cards for recording test results.
5. Establish the scientific foundations for the tests.
6. Enable the researchers to identify potential obstacles and devise strategies to address and mitigate them.

Field Procedures:

The scientific foundations for the research tests. Firstly, the validity of the tests: The validity was established through the consensus of judges by distributing a questionnaire to obtain the agreement percentage. In addition, face validity was used, which is measured by calculating the square root of the reliability coefficient. Table (3)

Test Reliability:

Reliability is a characteristic that a measurement tool must possess. Therefore, a test-retest method was employed where the initial test was conducted on Wednesday, October 12, 2023, on (8) students from the pilot study sample. The test was repeated on Wednesday, October 19, 2023, on the same sample under the same temporal and spatial conditions. Subsequently, the data was analyzed using Pearson's correlation coefficient (r), and it was found that the correlation was significant, indicating reliability. Table (2)

Table .2 Displays the reliability and validity of the skill tests

Tests	Measurement Unit	Reliability	Self-Validity	Objectivity
Rebound Passing Accuracy Test	Score	0.92	0.95	0.92
Long Passing Test on Overlapping Circles	Score	0.91	0.95	0.91
High Dribbling Speed Test	Time (sec)	0.89	0.94	0.89

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Ladder Shooting from Mid-Court Dribbling	Score	0.85	0.92	0.85

*The tabular value of (r) is (0.70) at a significance level of (0.05) and 6 degrees of freedom.

Definitional Units:

Two definitional units were prepared by the researchers for the experimental research group, implemented by the Physical Education teacher at Al-Yarmouk High School for Girls before starting the research experiment on Sunday-Monday, October 22-23, 2023. The objectives of these units were as follows:

1. A quick review of some basic skills and clarification of some legal aspects related to them.
2. To acquaint the students with the sections of the lesson plan and encourage them to interact with the subject teacher.
3. To familiarize the students with play exercises, the application of aids, and their steps in the educational section.
4. To address and correct potential errors that may occur during the main experiment.
5. To determine the duration of the exercises during the scientific implementation.
6. To assess the suitability of the exercises for the level of the sample members.
7. To ensure the sample's understanding.

Preparation of Play Exercises:

To achieve the research objectives, the researchers prepared play exercises using learning aids through filming the performance, which was then displayed on a television screen. There were (9) exercises placed within educational units aimed at developing basic skills (Appendix 3), tailored to the level of the experimental group sample. The curriculum application spanned (8) weeks, with one educational unit per week on Wednesdays. The following considerations were taken into account:

1. Variability of exercises for each lesson with changes in the order and formation of the exercises.
2. Emphasis on students to correct errors upon repetition.
3. Enabling students to form an initial perception of their skill performance through filming their performance for display by the subject teacher in the educational section.
4. Achieving behavioral and educational objectives through play exercises.
5. Enabling students to discover performance errors through learning aids.
6. Linking skills during performance to develop learning and generalize motor programs.

Pre-tests:

The researchers, along with the assisting team, conducted pre-tests to measure basic skills after arranging all the necessities for the successful execution of the tests on Tuesday, 24/10/2023. The spatial and temporal conditions were standardized, and in preparation for implementing the main experiment of the research, equivalence between the two groups was established by statistically processing the results. It was found that the calculated T-value for all the tests was smaller than the tabulated T-value, as shown in Table (3).

Table .3 Equivalence of the Two Groups

Tests	Measurement Unit	Experimental Group (n=15)		Control Group (n=15)		Calculated T-value	Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation		
Rebound Passing	Score	7.9	2.58	7.75	1.84	0.21	Not significant

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Long Passing	Score	11.05	2.10	11.2	2.01	0.23	Not significant
High Dribbling	Time	24.5	2.53	24.3	2.60	0.24	Not significant
Ladder Shooting	Score	2.95	1.43	2.4	1.06	1.52	Not significant

The tabular value of (T) is (2.02) at a significance level of (0.05) and degrees of freedom of (38).

Implementation of Exercises:

The implementation of play exercises commenced on Wednesday, October 25, 2023, and continued until Wednesday, 13/12/2023, according to the schedule of the experimental group (Section A) at the basketball court of Al-Yarmouk High School for Girls - Baghdad Al-Karkh. Meanwhile, the control group (Section B) followed the curriculum implemented by the Physical Education teacher. Below is the outline of the physical education lesson plan for a duration of (45) minutes:

First: The Preparatory Section: (15 minutes)

This section focuses on organizational and administrative aspects to prepare the body for the main segment of the lesson and includes the following:

- **Introduction (5 minutes):** Attendance is recorded, students are encouraged to exert effort, and the lesson begins with a greeting.
- **General Warm-up (5 minutes):** This includes exercises and a variety of activities designed to enhance the students' physical readiness through walking, jogging, arm circling, jumping, and varying running speeds.
- **Specific Warm-up (5 minutes):** This involves exercises specifically designed according to the skill to be taught and its motor requirements, taking into account the sequence of the exercises.

Second: The Main Section: (25 minutes), divided into:

- **Educational Segment (10 minutes):** During this time, videos of the students' previous skill performances are displayed using educational aids. Each student watches her own performance via motion-capture of the students in each educational unit, displayed on a television screen. The subject teacher identifies the errors made and enables the students to correct them during exercise application. Additionally, the students watch the technical performance of each skill displayed on flex boards.
- **Practical Segment (15 minutes):** The prepared exercises are implemented with feedback provided by the subject teacher, who also corrects any errors. This segment includes (3) exercises targeting the learned skills.

Third: The Concluding Section: (5 minutes), which includes a recreational game and cool-down exercises, then lining up in a single row for dismissal.

Post-tests:

Using the same procedures as the pre-tests, the researchers and the assisting team conducted the post-tests on the experimental and control groups in the research variables on Thursday, 14/12/2023.

Statistical Methods (Abdul Majid) (6):

- Arithmetic Mean
- Standard Deviation
- Simple Correlation Coefficient R
- T-test for two independent samples
- T-test for paired samples
- Relative Significance Formula (Margaret) (16)

Results:

Presentation of the pre-test and post-test results for the control group.

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Table .4 Displays the calculated T-value and the significance of differences between the pre-test and post-test for the control group

Tests	Measurement Unit	Pre-test		Post-test		Mean of differences	Standard Deviation of Differences	Calculated T-value	Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation				
Rebound Passing	Score	7.75	1.84	10.75	1.89	3.05	1.32	10.51	Significant
Long Passing	Score	11.2	2.01	13.05	1.90	1.85	0.65	13.21	Significant
High Dribbling	Time	24.3	2.60	21.65	2.53	2.65	1.19	10.19	Significant
Ladder Shooting	Score	2.4	1.06	4.2	1.28	1.8	1,53	5.29	Significant

The tabular value of (T) is (2.09) at a significance level of (0.05) and degrees of freedom of (19).
Presentation of the pre-test and post-test results for the experimental group.

Table .5 It displays the calculated T-value and the significance of the differences between the pre-test and post-test for the experimental group

Tests	Measurement Unit	Pre-test		Post-test		Mean of differences	Standard Deviation of Differences	Calculated T-value	Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation				
Rebound Passing	Score	7.9	2.58	12.85	2.08	4.95	1.98	11.25	Significant
Long Passing	Score	11.05	2.10	16.05	2.08	5.1	2.64	8.64	Significant
High Dribbling	Time	24.5	2.53	18.9	1.78	5.55	2.06	12.06	Significant
Ladder Shooting	Score	2.95	1.43	6.5	1.43	3.1	1.67	8.37	Significant

The tabular value of (T) is (2.09) at a significance level of (0.05) and degrees of freedom of (19).

Presentation of the post-test results between the experimental and control groups

Table .6 It displays the calculated T-value and the significance of the differences for the post-test results between the control and experimental groups

Tests	Measurement Unit	Experimental Group (n=15)		Control Group (n=15)		Calculated T-value	Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation		
Rebound Passing	Score	12.85	2.08	10.75	1.89	3.38	Significant
Long Passing	Score	16.05	2.08	13.05	1.90	5.56	Significant
High Dribbling	Time	18.9	1.78	21.65	2.53	4.50	Significant

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Ladder Shooting	Score	6.5	1.43	4.2	1.28	5.47	Significant

The tabular value of (T) is (2.02) at a significance level of (0.05) and degrees of freedom of (38).

Discussion:

The pre-test and post-test results for both groups showed that the post-tests in some basic basketball skills for middle school girls were in favor. This confirms the positive impact of the curriculum followed for the control group and the play exercises with learning aids for the experimental group in the research variables. It also confirms the planning based on scientific principles for both curricula, as they included cognitive aspects and various exercises. Each curriculum and method have its own specificity in impact, which led to arousing the students' attention to perceive the learned skill. Thus, the goals of the physical education lesson are achieved when targeting the needs and individual factors. Qatami mentions that to gain experience that students understand, it is through the students' impulse toward learning situations to reach organized knowledge that can be integrated for the purpose of cognitive construction in students and applied in new situations. This means that students assess learning for an internal purpose, whether in the form of a problem-solving image, discovering experiences, or anything new (8). Educational programs in physical education and sports sciences are a fundamental resource for students in developing various knowledge, whether motor, physical, or related to the technical performance of skills. Al-Hijrisi pointed out that "knowledge plays an effective role in learning sports skills as it contributes to cognitive construction and verifies the validity of educational programs, their comprehensiveness, and the adequacy of the tools, methods, and approaches used, as well as the acquisition of educational experiences related to sports activities by students" (13).

As for the progress in learning basic skills, both curricula included behavioral and motor objectives that are achieved through exercises and their repetitions, accompanied by feedback for performance correction. This represented a fundamental element of the practical section of the lesson. Hussein mentions that "exercise and repetition during the educational unit were found to help improve skill performance, which fundamentally depends on the type of unit and its tasks" (2). Through presenting the post-test results between the two groups, it was clear that the experimental group had an advantage in some basic basketball skills for middle school girls. These results confirm the clear impact of integrating play exercises with educational aids in targeting the students' minds as a biological tool in terms of clarity and the perception of skill performance before the scientific application. The play exercises, due to their resemblance to competition conditions, outperformed the traditional method and achieved ideal different adaptations on the playing field, enhancing the motivation for learning and competition. The use of educational aids facilitated rapid learning and recall, provided realistic experiences, and ensured learner response and the formation of motivation and desire to learn. The superiority of the experimental group was also due to the fact that the students performed the skills under defensive pressure, which made these difficulties a means of finding solutions through the use of basic rules for passing, dribbling, or scoring and overcoming defenders. Al-Saadi pointed out that "through play exercises and following the scientific method and using a progression in exercises from easy to difficult, with the presence of an exciting element, will enhance the acquisition of better skill and motor abilities by the students compared to traditional methods" (4). Ali mentions that students will have increased motivation for various learning situations and activities when placed in challenging circumstances, leading to personal and effective engagement in learning.

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This motivation is linked to personal inclinations and goals (14).

The researchers believe that the students' perception of skills in the educational section, through the display of students' motor performance during the performance of the previous unit, had an effect on learning acquisition through practical exercises. This helped refine the motor program and achieved a generalization phenomenon across all programs through linking skills during the performance of the motor task. According to Mahjoub, "exercise works to improve skill and achieve correct motor pathways and mechanisms in performance, enhances the ability to recognize mistakes, and contributes to transferring the learning effect from one skill to other skills" (10).

Conclusions:

The integration of play exercises with learning aids and the adopted curriculum positively contributed to teaching some basic basketball skills (rebound passing, long passing, high dribbling, and free-throw shooting). The overlap of play exercises with learning aids excelled over the traditional curriculum in teaching these basketball skills. The learning aids used to display the students' motor performance helped in identifying performance errors and working on their correction by the experimental group. This not only improved specific skills but also enhanced overall learning efficacy and engagement among the students.

Recommendations:

Based on the conclusions, the research recommends leveraging the findings of the researchers' study in teaching middle school girls and the necessity of using play exercises with learning aids due to their positive impact on teaching some basic basketball skills (rebound passing, long passing, high dribbling, and free-throw shooting). Physical education teachers should focus on educational models and capturing motor performance, which contributes to creating an educational environment that allows students to actively participate, recognize performance errors, and gives them a greater role in learning. This approach encourages an interactive and engaging learning process that can significantly enhance the effectiveness of physical education classes.

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 /2024)

Author's contributions:

All contributions of this study were done by the researchers (B.A. and H.A.) who get the main idea and work on writing and concluding also with number of experts, Nawfal Qahtan Mohammed (Al-Maarif University/ Physical Education and Sport Sciences college) in Statistics, Haifaa Ahmed in revision, Inaam Ghalib in translating, Nasser Yasser in proofreading

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Appendices

Appendix(1)

Shows the expert panel for determining the research tests.

Names	Specializations	Workplaces
Prof. Dr. Ali Sumoom Al-Fartousi	Testing - Basketball	Al-Mustansiriyah University – College of Basic Education
Prof. Dr. Muhanad Abdul Sattar	Sports Coaching - Basketball	University of Baghdad - College of Physical Education and Sports Science
Prof. Dr. Fares Sami Yousif	Testing - Basketball	University of Baghdad - College of Physical Education and Sports Science
Prof. Dr. Liqaa Abdullah Ali	Sports Coaching - Basketball	University of Baghdad - College of Physical Education and Sports Science for Women
Prof. Dr. Ishraq Ali Mahmoud	Motor Learning - Basketball	University of Baghdad - College of Physical Education and Sports Science for Women
Asst. Prof. Dr. Nawfal Qahtan Mohammed	Motor Learning - Basketball	Al-Ma'arif University College - Department of Physical Education and Sports Science

Appendix(2)

It shows the assisting team.

Seq.	Name	Academic Title	Workplace
1	Jihan Ahmad Mahmoud	Asst. Lect. in Physical Education	Baghdad Education - Al-Karkh I
2	Hala Abdul Jabbar Hassan	Bachelors in Physical Education	Baghdad Education - Al-Karkh I
3	Tamara Suhail	Bachelors in Physical Education	Baghdad Education - Al-Karkh I

Appendix(3)

It shows a model of an educational unit with the integration of play exercises and learning aids.

Educational Unit:(1) Date: 25/10/2023

Educational Objectives: To accustom the students to discipline, positive participation, cooperation, and self-reliance

Duration: (45 minutes)

Learning Objectives: The students will learn to connect the skills of rebound passing, high dribbling, and ladder shooting .

Number of Students(20)

Behavioral Objective: The students should be able to perform rebound passing, high dribbling, and ladder shooting proficiently.

Tools: (Basketball, court, cones, pens)

Sections of the Educational Unit	Type of Activity	Duration	Explanation and Organization of Unit Content	Formations	Notes

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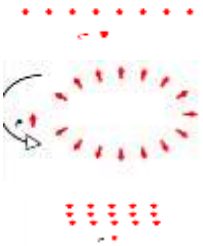
Preparatory Section Duration: 15 minutes	Introduction General Warm-up Specific Warm-up	5 min. 5 min. 5 min.	Preparation of tools, student attendance, formation lining, attendance taking, recitation of the sports greeting slogan to start the lesson. - Standing → Walking → Jogging → Walking with wide steps → Swinging arms → Regular jogging - Jogging with forward and reverse arm rotations → High knee lifts → Zigzag running between cones → Regular jogging → Walking → Stop. Exercises: - (Standing, lateral bend) Extend and bend the arms to the side alternately (4 counts) - (Standing wide, arms sideways) Alternating raising arms high (4 counts) - (Standing wide, hands-on hips) Lean the torso forward (2 counts) - (Standing, arms forward) Half knee bends (2 counts)		Adherence to the system and standing in line facing the subject teacher on the sideline of the basketball court. Emphasis on all students performing the warm-up, with a focus on maintaining distances between students when conducting the warm-up around the court.
Main Section: Duration 25 minutes	Educational Section Practical Section Exercise 1 Exercise 2 Exercise 3	10 min. 15 min. 5 min. 5 min. 5 min.	Educational Steps: The subject teacher provides clarifications about the lesson, explaining the connections between rebound passing, high dribbling, and ladder shooting, emphasizing the need for listening and participation. Then, she divides the sample into groups and gives a preliminary overview of the skills, how they are performed, and when they can be used. The subject teacher displays a video of the students' performances, allowing the students to observe their performance and identify the mistakes made, with efforts to correct them. After this review, the teacher listens to the students' opinions. Performance of Practical Exercises Prepared in Advance with Immediate Feedback and Error Correction:	  	Attention and listening to the subject teacher's explanation Discussion among the students about the performance technique and inquiries directed to the subject teacher Emphasize proper timing for each exercise. Ensure the exercises are performed correctly, focusing on the positioning of the arms and legs, and concentrate on the accuracy and speed of performance.

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			Weave Drill: 8 passes among 3 students to mid-court and back facing 3 defenders. Perform rebound passes, high dribbling, and ladder shooting whenever there is an opportunity to intercept. The students repeat the drill 10 times. 5 vs. 5 Free Play: Play on one goal where the scoring team continues to attack, and the defending team, upon intercepting, becomes the attacking team. (Duration: 5 minutes) Rebound Passing Drill: 2 students exchange rebound passes to mid-court. Upon hearing a whistle, the student with the ball performs high dribbling followed by a ladder shot. This drill is repeated 10 times.		Encourage students to communicate with the teacher if they have any questions, and to observe the flex boards for demonstrations of skill techniques.
Concluding Section Duration: 5 minutes	Mini-game Cool-down and Dismissal	3 min. 2 min.	Between the Legs Pass Drill: The students are divided into two groups, each standing in a line. The first student in each group holds a basketball. At the start, she passes the ball between her legs to the teammate standing behind her. This continues until the ball reaches the last student in the line, who then runs with the ball to the front of her group to begin the sequence again. The winning team receives encouragement and applause. Cool-down Sequence: - Walk → Light jog → Extend arms to the sides → Raise arms high and walk on tiptoes while taking a deep breath → Walk. - Return all equipment and perform the dismissal salute.		Emphasize the participation of all students in the game. Maintain calmness and discipline. Perform the salute clearly and audibly.

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أثر تداخل تمرينات اللعب بمعينات التعلم في تعليم بعض المهارات الاساسية بكرة السلة لطالبات المرحلة الاعدادية

بوراق عباس فاضل 1 ، هدى عبد السميع 2
2&1 جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات – العراق

مستخلص البحث

تعد لعبة كرة السلة الحديثة من الألعاب التي ترتكز على استخدام اساليب تعليمية تنسجم مع تطور المجتمعات , وتكمن أهمية البحث لتوفير معلومات معرفية مهمة في مجال البحث العلمي وان النتائج الحاصلة في هذا البحث سوف تكون مرجعا للكثير من الباحثين والمدرسات, ويهدف البحث الى التعرف على اثر تداخل تمرينات اللعب بمعينات التعلم في تعليم بعض المهارات الاساسية بكرة السلة لطالبات المرحلة الاعدادية. والأفضلية بين تداخل تمرينات اللعب بمعينات التعلم والمنهج المتبع, و كانت مشكلة البحث , ومن خلال متابعة الباحثتان لعدد كثير من دروس التربية الرياضية للمرحلة الاعدادية في مدينة بغداد لاحظتا أن عدد غير قليل من التدريسيات لازالوا يتبعون الاساليب المعتادة في عملية تعلم مهارات كرة السلة لطالبات المرحلة الاعدادية ,والتي تتطلب في هذه المرحلة استخدام اساليب اللعب واستغلال طاقات الطالبات لتطبيق تمرينات تحاكي مواقف اللعب الفعلية وان تتمكن الطالبات من تعميم البرامج الحركية للمهارات التي تم اتقانها استخدمت الباحثتان المنهج التجريبي (الضبط المحكم) وذلك بتصميم مجموعتين المتكافئتين , والمتساويتين بالعدد , ذات الاختبارات القبلية , والاختبارات البعدية , وبعد تحقيق اجراءات البحث الميدانية , اعداد تمرينات هدفها تطوير تعلم مهارات كرة السلة ضمن المنهج المقرر للصف الخامس علمي للمرحلة الاعدادية , واستغرق تطبيقه (8) اسابيع بواقع وحدة تعليمية , على عينة يبلغ عددها (40) طالبة , وبعد الانتهاء من التطبيق تم اجراء الاختبارات البعدية وقد اظهرت المعالجة الاحصائية الاستنتاجات وكانت اهمها ,أن تداخل تمرينات اللعب بمعينات التعلم والمنهج المتبع ساهم بشكل ايجابي في بعض المهارات الاساسية بكرة السلة (المناولة المرتدة , المناولة الطويلة , الطبطبة العالية, التصويب السلمي), وتفوق المجموعة التجريبية على المجموعة الضابطة في متغيرات المناولة المرتدة والطويلة والطبطبة العالية والتصويب السلمي , وقد ساهمت معينات التعلم المستخدمة في اكتشاف اخطاء الاداء والعمل على تصحيحها من قبل المجموعة التجريبية, وكانت أهم التوصيات ضرورة استخدام تمرينات اللعب بمعينات التعلم لما لها من تاثير ايجابي في تعليم بعض المهارات الاساسية بكرة السلة (المناولة المرتدة , المناولة الطويلة , الطبطبة العالية, التصويب السلمي), والتركيز من قبل مدرسات التربية الرياضية على النماذج التعليمية وتصوير الاداء الحركي مما يسهم في توفير بيئة تعليمية تسمح للطالبات الى المشاركة الفاعلة ومعرفة اخطاء الاداء, ومنحهم الدور الاكبر في التعلم . وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

الكلمات المفتاحية | **تمرينات اللعب ، معينات التعلم ، كرة السلة.**