

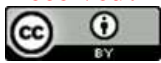
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## Evaluating the Effectiveness of Using the Kinesthetic Teaching Style by Basketball Instructors in Practical Lessons from the Students' Perspective

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### Abstract

Advancements and modernizations introduced into the educational and pedagogical systems have significantly impacted teaching processes and how subjects are presented and explained to students. The focus has shifted to how learners interact with the material they need to learn, providing sufficient opportunities for learning and granting them freedom and self-confidence to achieve learning objectives. The research problem stems from the researcher's experience as a lecturer in the College of Physical Education and Sports Science, particularly in teaching basketball. She observed that some instructors were deficient in using the most effective teaching methods. The researcher formulated her research question based on these observations: "What is the effectiveness of using kinesthetic teaching methods by basketball instructors in practical lessons from the perspective of their students?". The study aimed to adapt a questionnaire on "Kinesthetic Teaching Style" for basketball instructors in practical lessons from the perspective of their students and to examine the responses of second-year students at the College of Physical Education and Sports Science, Al-Mustansiriyah University. The research population included all second-year students at the College of Physical Education and Sports Science, Al-Mustansiriyah University, totaling 195 students. The researcher decided to include the entire population (100%) and then distributed the research sample into three sub-samples (exploratory, adaptation, and application). The researcher arrived at several conclusions, the most important of which include: the necessity for the subject teacher to record all errors and issues related to the lesson for the purpose of avoiding them in the future. It is essential for the teacher to assist students in practical lessons to perform skills through repetition more than once to reinforce the skill. It is crucial for the teacher to deeply investigate the reasons leading to the students' failure to perform the required skills. The researcher also made several recommendations, including the necessity for the subject teacher to document all occurrences in the lesson, including errors and related matters, to prevent them in the future. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

**Keywords** | Kinesthetic Teaching Style - Basketball

### Introduction:

The university professor is one of the most crucial foundations in any university educational process because no educational system can succeed or achieve its educational and pedagogical goals without their involvement. Success is achieved

through their optimal use of various effective teaching methods in the field of sports education, especially in teaching scientific subjects that require the harmonization of all sensory, visual, and auditory systems of the student to accurately achieve the desired objectives. The kinesthetic

teaching style is one of the educational methods that focus on the student concentrating on their kinesthetic and sensory perceptions in the learning process. A correct experience of the activity through practical application generates a deep understanding and a greater grasp of the concepts and skills intended to be taught by the subject teacher. Shaimaa Ali confirms that "kinesthetic perception is the student's sense of the movement of body parts and their ability to control changes in the movement of these parts and the extent of control over changing the body's position according to what the motor task requires" (6). Teaching basketball through kinesthetic methods helps enhance effective interaction with the ball and plays an important role in encouraging students and motivating them to participate and develop their skills. The significance of the current research lies in understanding the extent to which basketball instructors utilize the kinesthetic teaching style in practical lessons from the students' perspective. The objectives of the research are to:

- Adapt a questionnaire (kinesthetic teaching style) for basketball instructors in practical lessons based on the students' perspectives.
- Examine the responses from second-year students at the College of Physical Education and Sports Science, Al-Mustansiriyah University.
- Evaluate the effectiveness of using the kinesthetic teaching style by basketball instructors in practical lessons from the students' viewpoints.
- Measure the effectiveness of the kinesthetic teaching style employed by basketball instructors in practical lessons, according to the students' perspectives.

1. Human domain: Second-stage students of the morning studies at the College of Physical Education and Sports Science - Al-Mustansiriyah University.
2. Temporal domain: From 7/3/2023 to 10/7/2023.
3. Spatial domain: The lecture halls at the College of Physical Education and Sports Science - Al-Mustansiriyah University.

### **Method and Procedures:**

The descriptive survey analytical method was used due to the nature of the research problem. The research population was confined to all second-stage students at the College of Physical Education and Sports Science / Al-Mustansiriyah University, totaling (195) students. The researcher relied on a (100%) sample size, including all students, and then distributed the research sample into three categories (exploratory, adaptation, application) as follows:

- The pilot sample: A pilot sample was taken from the research sample using random sampling, with a total of (15) male and female students, constituting a percentage of (7.69%).
- Adaptation sample: An adaptation sample was randomly taken, numbering (40) students, representing (20.51%) of the total.
- Application sample: The remainder of the sample, totaling (140) students, represented (71.79%) of the total.

### **Research Tool:**

The researcher adapted the scale of the kinesthetic teaching style (by Mansour Al-Zboun) (8), consisting of (5) domains and (25) statements, as shown in the following table:

**Table .1** Displays the number of domains and statements for the kinesthetic teaching style scale.

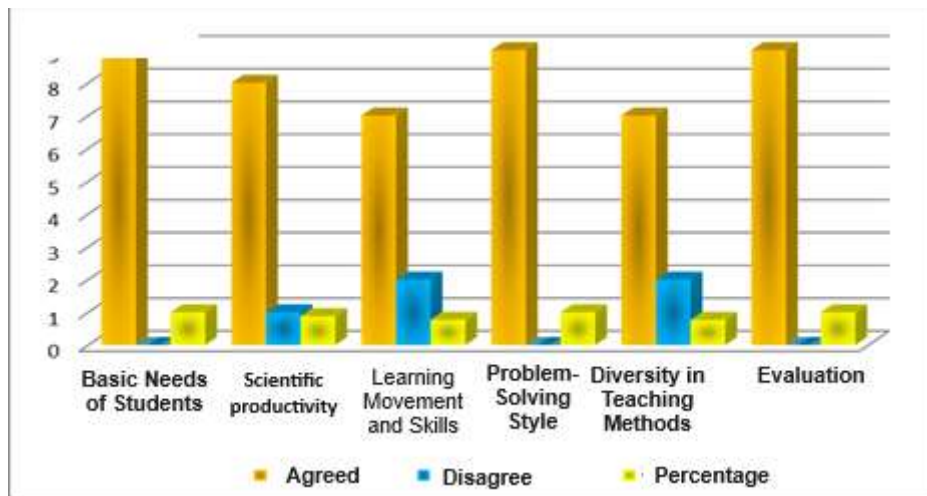
No.	Domains	Number of Items
1	Basic Needs of Students	5
2	Learning Movement and Skills	5
3	Problem-Solving Approach	5
4	Diversity in Teaching Methods	5
5	Evaluation	5
Total for the Domains		25

Subsequently, the researcher presented the questionnaire to experts to determine the suitability of the domains and statements for the research title. It was shown to (9) experts in the fields of kinesthetic learning, testing,

measurement, and teaching methods. All of them confirmed the validity of the domains and statements for the research title, as shown in Table and Figure.(1)

**Table .2** Displays the number of proposed domains and the percentage for the kinesthetic teaching style.

Seq.	Domains	Expert Opinions		Percentage	Significance
		Agree	Disagree		
1	Basic Needs of Students	9	0	%100	Significant
2	Learning Movement and Skills	8	1	%88	Significant
3	Problem-Solving Approach	7	2	%77	Significant
4	Diversity in Teaching Methods	9	0	%100	Significant
5	Evaluation	7	2	%77	Significant



**Figure (1): Percentage of Domains for the Kinesthetic Teaching Style Scale**

The original questionnaires were presented to experts to assess their suitability and to modify or delete statements that do not align with the scale, as shown in Table (3).

**Table .3** It displays the percentage of expert agreement on the statements of the Kinesthetic Teaching Style Scale.

Basic Needs of Students		
Seq.	Original Statements	Modified Statement
1	I consider the principle of individual differences among students.	He significantly considers the differences among students in terms of mental, age, and individual aspects.
2	I classify students according to their inclinations and desires at the beginning of the academic year.	He works on classifying students' inclinations according to their desires and preferences.
3	I conduct pre-tests at the beginning of each academic year.	He conducts evaluative tests for students at the beginning of each academic season.

4	I identify students with lower levels of kinesthetic learning.	He categorizes students according to their higher and lower educational levels.
5	I engage in advance planning to understand the levels of the students.	He plans the lesson in advance before starting to teach it to the students.
<b>Learning Movement and Skills</b>		
1	I break down the skill into subparts to aid in skill learning.	The subject teacher divides the skill into several parts to assist students in mastering the skill better.
2	I consider the principle of progression in the teaching process.	The subject teacher considers skill progression for the skill in practical lessons correctly.
3	I provide necessary guidance before starting to execute the skill or movement.	The subject teacher provides guidance for students before starting to implement the skill practically.
4	I rely on the principle of simplifying skills in teaching.	The subject teacher relies on using teaching aids in a simplified manner in teaching skills to students.
5	I use an appropriate teaching style for the skill or movement.	The subject teacher works on using the correct educational and training tool to explain the basic skills of basketball.
<b>Problem-Solving Approach</b>		
1	I provide necessary assistance to students experiencing difficulties in kinesthetic learning.	The subject teacher provides assistance to students experiencing difficulties in understanding and performing skills correctly.
2	I assist students in executing the motor task repeatedly and individually.	He works on helping students to execute lesson tasks correctly.
3	I consider small group sizes in skill execution.	He divides students into small groups to perform skills better.
4	I investigate the reasons for students experiencing kinesthetic learning difficulties.	He deeply investigates the reasons leading to students not performing the required skills.
5	I vary in the presentation and delivery methods of the skill or movement.	He continuously diversifies the presentation of skills or movements to engage students effectively.
<b>Variety in Teaching Methods</b>		
1	I assist students by repeating the skill and movement several times.	He assists students in performing skills through repetition multiple times.
2	I prioritize the method of revisiting previous skills in every new learning experience.	The teacher explains previous skills to students along with new ones.
3	I focus on providing feedback during lesson execution.	He uses feedback to correct errors directly during skill performance.
4	I utilize various and alternating positions in training and teaching.	He alternates between training and teaching when explaining skills to students in an engaging manner, away from boredom and monotony.
5	I use models, images, and diagrams during training and teaching.	He utilizes visual aids through the presentation of images and videos to students.
<b>Evaluation</b>		
1	I assess all aspects of the skill during the lesson.	Works on evaluating the skill aspects of the lesson by identifying the errors that occur during the lesson.
2	I keep assessment records for the students.	The subject teacher provides assessment for each student during the lesson by recording it in the lesson log.
3	I use different types of assessment.	Works on using various assessment methods including verbal feedback through encouragement and numerical grading through assigning grades.

4	I use direct and continuous observation during lesson execution.	Works on documenting all that happens during the lesson regarding errors and related matters.
5	I continuously monitor and correct motor and skill errors.	Vigorously monitors all errors that occur with students during the lesson and works on correcting them immediately.

All 25 items were modified by the experts, and none were deleted from the scale.

**The pilot study:**

The scale was piloted on a sample of 15 students, representing 7.69% of the total, to assess the clarity and ease of understanding of the items. All items were found to be clear and understandable by the selected pilot sample.

**Validity of the questionnaire:**

The validity of the questionnaire was established by obtaining expert judgments on the

appropriateness of the domains and items, thus achieving face validity for the scale.

**Reliability of the questionnaire:**

To ensure the reliability of the questionnaire, the researcher presented it to the adaptation sample, consisting of 40 students, representing 20.51% of the total, using Cronbach's alpha coefficient, as shown in Table (4).

**Table .4** illustrates the reliability of the questionnaire items for the Kinesthetic Teaching Style Scale.

	Basic Needs of Students	Cronbach's alpha
1	The consideration of differences between students in terms of their mental, age, and individual aspects is significant.	%87
2	Categorizing students' preferences and inclinations according to their desires is part of the process.	%90
3	Conducting evaluative tests for students at the beginning of each academic season is a common practice.	%85
4	Classifying students according to their higher and lower educational levels aids in understanding their needs.	%75
5	Pre-planning lessons before implementing them for the students is an essential step in effective teaching.	%77
<b>Movement and Skills Learning</b>		
1	The teacher breaks down the skill into several parts to help students grasp it better.	%77
2	The teacher considers skill progression in practical lessons correctly.	%80
3	The teacher provides guidance to students before they start implementing the skill practically.	%95
4	They rely on using educational resources in a simplified manner to teach students skills.	%87
5	The teacher employs the appropriate educational and training methods to explain fundamental basketball skills.	%78
<b>Problem-Solving Approach</b>		
1	The teacher provides assistance to students who struggle with understanding and performing skills correctly.	%70
2	They help students complete lesson assignments accurately.	%88
3	The teacher divides students into small groups to enhance skill performance.	%91
4	They conduct in-depth research into the reasons behind students' inability to perform the required skills.	%84
5	The teacher continuously varies the presentation of skills or movements to engage students effectively.	%72
<b>Variety in Teaching Methods</b>		
1	The teacher assists students in performing skills through repeated practice.	%71
2	They explain previous skills to students along with new ones.	%67
3	The teacher utilizes feedback to correct errors directly during skill performance.	%87
4	They integrate both training and teaching methods to explain skills to students in an engaging manner, avoiding monotony.	%97
5	The use of visual aids, such as images and videos, is employed to clarify concepts for students.	%87

Evaluation		
1	The teacher evaluates the skill aspects of the lesson by identifying errors that occur during the lesson.	%77
2	They provide assessment for each student during the lesson by recording it in the lesson register.	%78
3	Utilizing various assessment methods, including oral feedback through encouragement and grading.	%98
4	They document all occurrences of errors and lesson-related matters during the lesson.	%87
5	The teacher diligently monitors all errors made by students during the lesson and promptly corrects them.	%98

**Alternative Responses:**

The researcher developed answer keys to correct the scale by using the correction key to score the Likert pentagon after it was presented to experts and approved. The alternative responses for the

scale were determined by relying on the correction key for the Likert pentagon and by presenting it to a group of experts who approved it, as shown in the table:

Alternative		Degree of application				
		Very Low	Low	Moderate	High	Very High
Effectiveness Degree		1	2	3	4	5
Arithmetic Mean Degree	From	1.80	2.61	3.42	4.23	5.00
	To	1.00	1.81	2.62	3.43	4.24

**Main Experiment:**

The scale was applied in its final form to a sample of 140 male and female students, accounting for 71.79%, on June 28, 2023, in the classrooms of the College of Physical Education and Sports Sciences at Al-Mustansiriya University. Ten invalid forms were excluded, leaving 130 valid forms for statistical analysis.

**Statistical Methods:**

The Statistical Package for the Social Sciences (SPSS) was used to process the results statistically  
Percentage  
Data Collection Form

Mean

Kinesthetic Teaching Style Scale

Standard Deviations

Cronbach's Alpha

**Research Results:**

To achieve the second objective, which is to identify the responses of the sample of second-stage students at the College of Physical Education and Sports Sciences - Al-Mustansiriya University, the researcher extracted the arithmetic means, standard deviations, and relative importance of the overall domains for the sample's responses, as shown in Table (5)

**Table .5** Arithmetic Means, Standard Deviations, and Relative Importance of the Questionnaire Domains for the Kinesthetic Teaching Style for Second-Year Students

Seq.	Domains	-Arithmetic Mean	-Standard Deviation	Relative Importance	Ranking
1	Basic Needs of Students	2.551	0.771	%47	5
2	Learning Movement and Skills	2.742	0.859	%53	3
3	Problem-Solving Style	2.939	0.789	%54	2
4	Diversity in Teaching Methods	2.957	0.731	%58	1
5	Evaluation	3.001	0.774	%50	4
	Total	2.838	0.784	%52	Average

**Table .6** Arithmetic Means, Standard Deviations, Relative Importance, and Ranking of Items Related to the Domain of Students' Basic Needs.

Seq.	Items	-Arithmetic Mean	-Standard Deviation	Relative Importance	Ranking
1	Takes into account the mental, age-related, and individual differences among students significantly.	2.531	0.743	%47	3
2	Works to categorize students' interests according to their desires and preferences.	2.984	0.652	%51	1
3	Conducts evaluative tests for students at the beginning of each academic season.	2.183	0.932	%44	5
4	Classifies students according to their higher and lower educational levels.	2.325	0.831	%45	4
5	Plans the lesson in advance before starting to implement it with the students.	2.732	0.699	%49	2
	Total	2.551	0.771	%47	Acceptable

**Table .7** Arithmetic Means, Standard Deviations, Relative Importance, and Ranking of Items Related to the Domain of Learning Movement and Skills.

Seq.	Items	-Arithmetic Mean	-Standard Deviation	Relative Importance	Ranking
1	The subject teacher breaks down the skill into several parts to better assist students in mastering the skill.	2.541	0.943	%48	3
2	The subject teacher properly considers the skill progression in practical lessons.	2.122	0.997	%44	5
3	The subject teacher provides guidance to students before they begin practicing the skill.	2.367	0.955	%46	4
4	Relies on using educational tools in a simplified manner when teaching skills to students.	3.542	0.621	%66	1
5	The subject teacher uses the correct educational and training tools to explain the basic basketball skills.	3.142	0.782	%62	2
	Total	2.742	0.859	%53	Average

**Table .8** Arithmetic Means, Standard Deviations, Relative Importance, and Ranking of Items Related to the Domain of Problem-Solving Style.

Seq.	Items	-Arithmetic Mean	-Standard Deviation	Relative Importance	Ranking
1	The subject teacher provides assistance to students who have difficulties understanding and performing skills correctly.	3.876	0.530	%67	1
2	Works to help students correctly complete lesson-specific assignments.	2.521	0.874	%48	3
3	Organizes students into small groups to improve skill performance.	2.322	0.932	%47	4
4	Investigates deeply the reasons leading to students' failure to perform the required skills.	2.214	0.991	%46	5
5	Continuously diversifies the presentation of skills or movements to students in an engaging manner.	3.762	0.620	%63	2
	Total	2.939	0.789	%54	Average

**Table .9** Arithmetic Means, Standard Deviations, Relative Importance, and Ranking of Items Related to the Domain of Diversity in Teaching Methods.

Seq.	Items	-Arithmetic Mean	-Standard Deviation	Relative Importance	Ranking
1	Works to assist students in performing skills through repetition more than once.	2.191	0.951	%47	5
2	The subject teacher explains previous skills to students along with new skills.	3.998	0.540	%67	1
3	Uses feedback with students to directly correct mistakes during skill performance.	2.543	0.754	%64	3
4	Integrates training and teaching when explaining skills to students in an engaging manner, avoiding monotony and repetitiveness.	3.731	0.590	%66	2
5	Uses visual aids by showing images and videos to students.	2.322	0.823	%50	4
	Total	2.957	0.731	%58	Average

**Table .10** The arithmetic means, standard deviations, relative importance, and ranking of items related to the evaluation domain.

Seq.	Item	-Arithmetic Mean	-Standard Deviation	Relative Importance	Ranking
1	He evaluates the skill aspects of the lesson by identifying mistakes made during the lesson.	3.912	0.430	%64	1
2	The subject teacher provides individual evaluations for each student during the lesson by documenting them in the lesson record.	2.438	0.921	%48	4
3	He utilizes various assessment methods, including verbal encouragement and point-based grading.	3.763	0.654	%60	2
4	He records all errors and lesson-related matters that occur during the lesson.	2.367	0.995	%46	5
5	He closely monitors all mistakes made by students during the lesson and corrects them promptly.	2.546	0.873	%49	3
	Total	3.00	0.774	%53	Average

**Discussion:**

Through Table (5), the researcher has extracted the arithmetic means, standard deviations, and relative importance of the overall areas for the sample responses. According to Table (6) and the statistical analysis of the data, it is evident that it (works to categorize students' inclinations according to their desires and inclinations). Abu Arida and others have noted that basketball teachers communicate better with students by thoroughly studying their desires and inclinations towards the subject matter through encouragement and motivation, which positively interact with the students. However, all the results were weak and did not meet the aspirations

correctly. This weakness is due to the basketball teachers' lack of attention to the students' desires and inclinations towards the lesson. (1). Hana Abbas emphasized that "no work can be successful without the presence of excitement, thrill, and enjoyment. Therefore, when the educational process lacks these essential elements, the results will be counterproductive and do not achieve the goal. Learning becomes positive when learning methods vary, leading to a quick acquisition of sports movements and activities" (9). According to Table (7) and through the statistical analysis of the data, it is clear that the fourth statement (depends on using teaching aids in a simplified manner in teaching skills to



students) is highlighted. Al-Hayek and others have confirmed that "basketball teachers work on using teaching aids in a simplified manner to explain the lesson properly and understandably to the students, which helps to deliver the material to the students in a simplified and understandable way" (2). All the results came out as average because the sample believes that basketball teachers do not give importance to teaching methods and styles. According to Table (8) and through the statistical analysis of the data, it is clear that the first statement (the teacher provides assistance to students who have problems with understanding and performing skills correctly) is highlighted. Al-Deiri noted that "by providing help to students facing difficulties in lessons, from not understanding concepts to difficulty applying necessary skills, which is an important part of the teacher's role in the educational process. By explaining and simplifying concepts, the teacher can use illustrative methods and simplify explanations of difficult and complex concepts, so that students better understand the basics of the subject" (3). Saad Jalal and Muhammad Hassan defined "the kinesthetic teaching style as a process that involves influencing the sensory organs with specific stimuli, and the individual interprets and defines these stimuli" (5). According to Table (9) and through the statistical analysis of the data, it is clear that the second statement (the teacher works on explaining previous skills to students along with new skills) is highlighted. Omar confirmed that "having a special strategy for the teacher to explain the previous skills taught in earlier lectures along with new skills is a good approach to facilitate the learning process, enhance student development, and work on identifying gaps by focusing on previous skills to identify gaps in students' knowledge and understanding of the subject" (4). According to Table (10) and through the statistical analysis of the data, it is clear that the first statement (works on evaluating the skill aspects of the lesson by identifying the mistakes made in the lesson) is highlighted. The evaluation

of the skill aspects of the lesson and identifying the mistakes that occur in the lesson are important parts of the teacher's role in improving the learning experience for students and enhancing their performance. This was confirmed by Muhammad Owais, who noted that "monitoring students' performance during the lesson and recording observations and impressions on how they apply the taught skills helps in identifying possible mistakes made by students and assessing practical tests to determine the extent of students' comprehension of the taught skills and identifying weak points" (7).

#### **Conclusions:**

1. The kinesthetic teaching style scale was adapted with (5) domains and (25) statements from the students' perspective.
2. Relied on the use of educational and illustrative aids during the lesson to clearly teach skills.
3. The correct educational and training aids were used to explain basic basketball skills.
4. The basketball teacher provides assistance to students who face problems with understanding and correctly performing skills.

#### **Recommendations:**

1. It is essential for the subject teacher to document all errors and matters related to the lesson to avoid them in the future.
2. It is necessary to assist students in practical lessons in performing skills through repetition more than once to reinforce the skill.
3. It is crucial for the subject teacher to deeply investigate the reasons that lead to students' inability to perform the required skills.
4. It is important to consider individual differences among students and to progress from easy to difficult while explaining skills to students.

#### **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 (February /2024)

#### **Author's contributions:**

All contributions of this study were done by the researcher (H.A.) who get the main idea and work on writing and concluding also with number of experts, Salam Hantoush (department of Physical Education and Sport Sciences/ Basic Education College / Al-Mustansiryah University) in Statistics, Stuart Biddle in revision, Inaam Ghalib in translating, Manal Bayyat in proofreading

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## تقويم مدى فاعلية استخدام اسلوب التدريس الحس حركي لمدرسي مادة كرة السلة في الدروس العملية من وجهة نظر طلبتهم

هناك عباس عبد الله

جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات – العراق

مستخلص البحث

ان التقدم والحدثة التي تم ادخالها على النظام التعليمي والتربوي اثر بشكل كبير في العمليات التعليمية وطريقة عرض الموضوع وشرحه على الطلبة حيث اصبح الاعتماد الكبير في عملية التعلم هو كيفية التفاعل بين المتعلم والمادة المراد تعلمها و اتاحة الفرصة الكافية للمتعم للتعلم وإعطاءه الحرية والثقة بالنفس بغية تحقيق الهدف من التعلم . وهنا تكمن مشكلة البحث من خلال عمل الباحثة كندريسية في كلية التربية البدنية وعلوم الرياضة ومن خلال تدريسها لمادة كرة السلة لاحظت ان هنالك قصورا لدى بعض التدريسين من خلال استخدام الاسلوب الامثل في التدريس من قبل التدريسين وقد صاغت الباحثة مشكلة بحثها من خلال السؤال التالي ( ما مدى فاعلية استخدام اسلوب التدريس الحس حركي لمدرسي مادة كرة السلة في الدروس العملية من وجهة نظر طلبتهم). هدفت الدراسة الى تكييف استبانة (اسلوب التدريس الحس حركي) لمدرسي مادة كرة السلة في الدروس العملية من وجهة نظر طلبتهم و التعرف على استجابات العينة من طلبة المرحلة الثانية في كلية التربية البدنية وعلوم الرياضة – الجامعة المستنصرية . وقد تم حصر مجتمع البحث من جميع طلبة المرحلة الثانية في كلية التربية البدنية وعلوم الرياضة / الجامعة المستنصرية والبالغ عددهم (195) طالب وطالبة حيث تم اعتماد الباحثة على نسبة (100%) واخذهم جميعا ومن ثم قامت الباحثة بتوزيع عينة البحث الى ثلاث عينات (استطلاعية – تكييف – تطبيق) وتوصلت الباحثة الى عدد من الاستنتاجات كانت أهمها :الى ضرورة ان يقوم مدرس المادة بتدوين كل ما يدور في الدرس من اخطاء وامور متعلقة بالدرس لغرض تلافيتها في المستقبل . وضرورة مساعدة الطلبة في الدروس العملية على تأدية المهارات من خلال التكرار لأكثر من مرة لغرض تثبيت المهارة ومن الضروري ان يبحث مدرس المادة بشكل معمق للأسباب التي تؤدي الى عدم تأدية الطلبة للمهارات المطلوبة وخرجت الباحثة بعدة توصيات منها: ضرورة ان يقوم مدرس المادة بتدوين كل ما يدور في الدرس من اخطاء وامور متعلقة بالدرس لغرض تلافيتها في المستقبل . وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

أسلوب التدريس الحس حركي ، كرة السلة

الكلمات المفتاحية