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## The effect of the KUD strategy on learning the skills of dribbling and shooting basketball for students

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### Abstract

The two researchers discussed the (KUD) strategy, which is an educational and learning strategy based on encouraging learning effectively and releasing the latent energies of the learners in an atmosphere of freedom and safety that allows all abilities and ideas to emerge, where the learner is at the peak of interaction with the situation, and given the lack of use of modern strategies such as the (KUD) strategy. Especially in basketball, in defining their problem, the two researchers relied on trying to benefit from modern strategies such as the KUD strategy to teach students basketball skills, especially since the learners are at an age that allows them to understand, assimilate and apply this strategy. The research aimed to identify the effect of the (KUD) strategy in learning the skills of dribbling and dribbling with basketball for first-year students in the College of Physical Education and Sports Sciences at the University of Maysan. The two researchers used the experimental method in the manner of two equal groups, and the research sample consisted of (30) students from the first stage. The first was in the College of Physical Education and Sports Sciences at the University of Maysan. It was divided into two equal groups, one experimental and the other control. The researchers used tests for the skills of shooting and shooting basketball, and the educational units prepared by the two researchers were applied to the students of the experimental group. As for the control group, it was subjected to the units. The subject teacher prepared the educational modules, and post-tests were conducted after completing the application of the educational units and processing the data using the (SPSS) program to obtain the results. The two researchers concluded that teaching using the (KUD) strategy had an impact in raising the level of the experimental group students. In learning the skills of dribbling and dribbling with basketball, the researchers recommended encouraging and urging basketball teachers to use the KUD strategy in teaching students basketball skills within the curriculum in colleges of physical education and sports sciences for women. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

### Keywords

KUD strategy, basketball-dribbling skill, basketball shooting skill

### Introduction:

The rapid transformations that the world is witnessing, and the continuous change and rapid development, in various areas of life, are the result of scientific progress based on modern technology that our current era is witnessing, and that educational goals and objectives are

constantly changing as a result of the changing requirements of society and its social and cultural conditions in light of the era's rapid changes and developments. As we see a remarkable development in most areas of life, especially in the educational field, through the strategies used in the teaching process in general and the sports

field in particular, and this development requires those working in this field to delve into these strategies and include them within the educational joints, as strategies are considered one of the most important sources of information. Through which the researcher can understand the educational, cognitive and social aspects of a society, and through it he can even study the cultural and intellectual life of this society, as (Hind Qassim Muhalhal, & Iqbal Abdul-hussein Neamah) states, “The strategies were developed for communication between the students, the teacher, and the students themselves, and they are educational procedures adopted by the teacher for the purpose of reviewing them” (6), such as the (KUD) strategy, which is one of the advanced teaching strategies that is based on constructivist theory and which was adopted by (Carole Anne Tomlinson) to know the learning outcomes that the student should achieve. Given to students, it is also considered one of the modern strategies that encourage learning effectively and release the latent energies of learners in an atmosphere of freedom and safety that allows all opinions, ideas, and abilities to emerge, where the learner is at the peak of interaction with the situation (Mahmoud Dawoud Al-Rubaie, and others) (3), and this strategy is valid. In learning many sciences, including physical education sciences and their application in the sport of basketball, which may add beauty and excitement to the game, more effective learning and achieving the joy of learning that is evident through students’ participation and interaction to achieve better performance of skills in basketball. Hence the importance of research in responding to scientific progress and tremendous technological development in all fields, especially in strategies and methods of teaching physical education and sports sciences. Therefore, the two researchers began to apply the use of the (KUD) strategy in learning the skills of dribbling and shooting with basketball, and the importance of the research is embodied in that it is the first attempt in This game is according to the researchers’ information,

as there is no study that used the KUD strategy in teaching basketball skills in Iraq. Since basketball is one of the sports that includes different aspects of performance and is performed according to a specific law, it is necessary for teachers to find appropriate formulas to teach and improve the skill performance of students according to the best educational strategies and methods that focus on using the latest educational developments, including modern educational strategies, which represented a revolution. It makes it easier for learners to access various information, and in competitive situations that challenge the student’s intellectual, physical, and skill effort. Hence, the two researchers decided to define their problem in trying to benefit from the (KUD) strategy, especially since the learners are at an age that allows them to understand, assimilate, and apply this strategy, and that performing skills requires High effort, which requires finding methods that encourage interaction and cooperation among students to overcome this effort, as competition is an important and necessary motive in basketball. In addition to this, the research is an attempt to break away from stereotyping and repetition in the process of teaching students, and an attempt to experiment in what serves the game and achieves a better level. In learning it, the two researchers designed the research problem in the following question: What is the effect of the (KUD) strategy on learning the skills of dribbling and shooting basketball for students?

#### **The objectives of the research were:**

- Preparing educational units for the KUD strategy for the skills of shooting and dribbling in basketball for first-year students at the College of Physical Education and Sports Sciences / University of Maysan.
- Identifying the effect of the (KUD) strategy in learning the skills of dribbling and dribbling in basketball for first-year students at the College of Physical Education and Sports Sciences / University of Maysan.

### **The researchers assumed that:**

- There are statistically significant differences between the results of the pre-, post-tests for the experimental, and control groups in the research variables and in favor of the post-tests.
- There are statistically significant differences between the results of the post-tests of the experimental and control groups, in favor of the experimental group in the research variables.

### **Method and procedures:**

The nature of the research problem is what determines the appropriate method that the researcher relies on to achieve his goals. Therefore, the two researchers used the experimental method in the manner of two equal groups with pre- and post-tests to suit the nature of the research problem, as the experimental method gives real, tangible results about the effect of strategies, methods, and educational methods, and that The precise scientific activity is characterized by the use of experience. As for the research community, it is determined by the students of the first stage in the College of Physical Education and Sports Sciences / University of Maysan in basketball for the academic year 2022-2023, who number (37) students, and the research sample was chosen randomly and represented (30) students distributed It was divided into two groups, with (15) students in the experimental group, (15) students in the control group, with a percentage of (81.08%), and (7) students who participated in the exploratory experiment, with a percentage of (18.91%). The researchers used a set of devices and tools, as follows:

- Computer (electronic calculator) type (Dell).
- (1) SONY video camera.
- Legal basketball court.
- Legal basketball balls: (15) balls.
- Number of signs (15).
- Stopwatch (2).
- Sources and references

- International Information Network.
- Personal interviews.
- A form for registering the results of skill tests.

### **Identify skills:**

The researchers determined the skills of shooting and dribbling when jumping with a basketball for students, based on the vocabulary of the basketball curriculum for first-year students at the University of Maysan, College of Physical Education and Sports Sciences, for the academic year 2023-2024.

### **Determine the tests used in the research:**

After reviewing the relevant scientific sources and references, the two researchers chose the tests for the skills of shooting and dribbling by jumping basketball, noting that an educational unit was given for the purpose of explaining the tests nominated for the research sample and in reality before starting to implement them so that they could know what these tests are and how to perform them.

### **Exploratory experience:**

For the purpose of obtaining the necessary results and to follow the scientific context of the research procedures, the two researchers conducted the exploratory experiment on a sample consisting of (7) first-year students in the College of Physical Education and Sports Sciences/University of Maysan and from outside the basic research sample and with the help of the work team. The experiment took place on Tuesday, May 30, 2023, and the aim of the experiment was as follows:

- Ensure the suitability of the tests for the research sample.
- Knowing the ability of students to take tests.
- Knowing the difficulties that may face the course of research.
- Ensure the capacity of the supporting work team in terms of efficiency and number.
- Ensure the safety of the tools used.
- Convenience of registration forms.

Pre-tests were conducted on the two research groups (experimental and control) before starting to implement the educational units, in order to determine the level of the dribbling and basketball dribbling skills among the research sample on Sunday (11/6/2023) on the basketball court in the College of Physical Education and Sports Sciences at the University of Maysan. In order to

avoid factors that might affect the results of the main experiment, and in order to verify the equivalence of the experimental and control groups, the two researchers adopted the pre-tests as an indicator of equivalence, and treated and analyzed the data concerned with the results of the pre-tests of the sample, as shown in Table (1).

**Table .1** shows the equivalence of the results of the pre-tests between the two research groups, the experimental and the control, in the skills of dribbling and dribbling in basketball for students.

Tests	Measuring unit	Experimental group		Control group		T value Calculated	Level sig	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Dribbling Kills	Second	9.652	1.222	9.839	1.100	0.440	0.663	Non sig
Shooting from the jump	Degree	9.267	3.173	9.400	2.798	0.122	0.904	Non sig

The degree of freedom is 28 and the level of significance is (0.05)

### Preparing and implementing educational units:

(16) educational units were prepared for the KUD strategy in learning the skills of dribbling and dribbling in basketball for students in the experimental group, with two educational units per week. The duration of the educational unit is (90) minutes, and according to the curriculum decided by the University of Maysan/College of Physical Education and Sports Sciences. A number of exercises were given in the educational unit, ranging from (3-4) exercises. Each educational unit contains the following:

A- The preparatory section (30) minutes, including (5) minutes for the organizational aspect, (7) minutes for general preparation, (8) for physical exercises, and (10) minutes for special warm-up.

B- The main section (50) minutes, including (20) minutes for the educational part, which includes (Know Phase) (10) minutes, (Understand Phase) (10) minutes according to the (KUD) strategy, and (30) minutes (Do Phase) according to (KUD) strategy. KUD) for the applied part.

C- The final section (10 minutes) includes giving feedback, calming down and relaxation exercises,

collecting tools and leaving. When developing the educational units, some educational foundations and principles were taken into account, as follows:

- Determine the objectives for each educational unit.
- The educational unit must achieve one or two educational and behavioral goals at most.
- Each of the educational unit's exercises should achieve its goals.
- Determine the times allocated for each exercise.
- Consider applying the skill learned in a previous unit in the next educational unit to consolidate it and link it to the new skills.

### Application of educational units:

After preparing the court designated for the basketball lesson, the subject teacher, under the supervision of the two researchers, began implementing the educational units on Sunday (18/6/2023) on the research sample (the experimental group and the control group). The educational units of the KU strategy were applied to the experimental group, as the main section included dividing the experimental group. To 3

cooperative groups, each group consisting of 5 students, and then give the educational part, which included:

Firstly, “k” means “know,” meaning “know.” At this stage, the teacher presents to the student (information, facts, generalizations, principles, and ideas). This is done by asking some questions, such as: What is the importance of the basketball dribble skill? Or how does the shooting skill differ from other skills? Basketball skills ?

Secondly, “U” means “understand” in a sense that is understood in this step. In this step, the teacher distributes activities to each of the cooperative groups to reveal the extent of the students’ understanding of the concept of the given skill. The activities are as follows:

- 1- The first group: The teacher presents a picture of the skill and asks the group’s students to explain the reason for using the given skill.
- 2- The second group: The teacher presents a picture of the skill and asks the group’s students to write a comment on the given picture.
- 3- The third group: The teacher asks the students to write a simple summary of the given skill

The applied part includes the third step of the strategy, as follows:

Thirdly, “(D) means “do,” meaning “work.” In this step, the students implement what they have learned, by applying skill exercises for the skill to be learned, while giving them feedback on the technical and skill performance during the performance for the purpose of providing the students with the opportunity to think, experiment, and arrange their ideas, with emphasis. On the correct and legal performance of the skills so that the teacher can see the new experiences that the students have achieved and the students’ performance is without restriction so that the mechanism of cooperation and understanding between them to implement the

exercises can be seen, and the teacher follows up and gives feedback to them for the purpose of working and performing the skills in their correct form if necessary, after which moving to the concluding section They are given directions and a short summary of the skill and some exercises to relax and calm them down, and they are given a homework assignment to prepare for the next lesson, and then they collect the tools and return them to their place and leave. As for the control group, the same procedures were applied that were applied to the experimental group of warming up, physical exercises, and explaining the skills in The educational part. As for the applied part, the application procedures vary in this group, as the student applies the exercises given by the basketball teacher, and according to the curriculum prescribed for this group.

#### **Post-tests:**

After completing the implementation of the educational curriculum, post-tests were conducted on the two groups (experimental and control), on Sunday, August 20, 2023, in the basketball court at the College of Physical Education and Sports Sciences at the University of Maysan. The two researchers sought to create the same conditions in terms of Time, place, equipment, tools, and method of implementation in order to create the same atmosphere in which the pre-tests were conducted.

**Statistical methods:** The search data was processed through the Statistical Package for the Social Sciences (SPSS.Ver 17).

#### **Presentation and analysis of the results of the pre- and post-tests for the experimental group on the skills of dribbling and shooting basketball:**



**Table .2** shows the statistical parameters, the calculated and tabulated T-value, and the level of significance for the pre- and post-tests of the experimental group for the skills of dribbling and shooting with a basketball.

Tests	Measuring unit	Pre-test		Post-test		T value Calculated	Level sig	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Dribbling Kills	Second	9.652	1.222	7.664	1.022	4.327	0.001*	Sig
Shooting from the jump	Degree	9.267	3.173	19.333	1.589	11.720	0.000*	Sig

**Table .3** shows the statistical features, the calculated and tabulated T-value, and the significance level of the pre- and post-tests for the control group for the variables under study.

Tests	Measuring unit	Pre-test		Post-test		T value Calculated	Level sig	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Dribbling Kills	Second	9.839	1.100	8.478	1.092	3.261	0.006*	Sig
Shooting from the jump	Degree	9.400	2.798	13.607	2.120	6.122	0.000*	Sig

\*sig if the score (Sig) > (0.05) at degrees of freedom 15-1 = 14

### Presentation of the results of the post-tests for the experimental and control groups on the KUD strategy and the skills of dribbling and shooting basketball:

**Table .4** shows the results of the post-tests for the experimental and control groups in the tests of basketball shooting and dribbling skills.

Tests	Measuring unit	Experimental group		Control group		T value Calculated	Level sig	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Dribbling Kills	Second	7.664	1.022	8.478	1.092	2.108	0.044*	Sig
Shooting from the jump	Degree	19.333	1.589	13.067	2.120	9.161	0.000*	Sig

\*sig if the Sig is > (0.05) at degrees of freedom = 28

### Discussion:

Through the previous results that were presented for the pre- and post-tests of the experimental group in the tests of the dribbling and basketball shooting skills, it appears that there are statistically significant differences in favor of the post-tests. The researchers attribute the reasons for these differences to the influence of the educational units prepared by the researchers for the (KUD) strategy, as these The strategy took into account the differences that existed between the students, which were of various types and

sources in tendencies, abilities, and tendencies. This strategy attracted the students' attention, motivated them toward performance, and enhanced their learning process compared to the usual method. They also noticed that there was interaction among the students of the experimental group during the "Understand" step, as (Dabageh, Nada H.et at.) "This step revealed the extent of the students' awareness of the concept and allowed them to ask questions and provide feedback on their questions, and this supports their ability to solve problems in new

situations” (5), and this is consistent with what was mentioned by (Shahad Faiq, & Iqbal Abdul-hussein) “It enhances their cognitive awareness of learning these skills, meaning that obtaining knowledge results from personal experiences, experience, and practice, and is linked to the individual’s mental processes and way of perception” (7). In addition, using this strategy gave motivation to learn. Which in turn gives the learner an active role in completing the educational process and reaching the realization and acquisition of skills. Through motivation to learn, he applies what he has discovered practically through visualizing the correct performance, which leads to achieving a good level of performance of the skills to be learned, as motivation is one of the important concepts that has an effective impact on The learning process, especially as it is linked to the level of achievement and performance, (Raad Abdul-kadhum Jawad) “Motivation is one of the basic things on which achieving the goal depends in the learning process in any of the different fields, whether in teaching methods of thinking and its characteristics, or in forming cognitive or “Acquiring knowledge and information” (8), and this is consistent with the study of Adel Fadel Ali) when he pointed out that “the method that the researcher uses to help teach students new skills represents a state of curiosity and a desire to get rid of the state of boredom represented by following methods.” “Traditional music, which in some aspects departs from suspense and excitement.” (1), and applying these strategic steps in an accurate and harmonious manner contributed to creating an integrated and effective learning experience, as the two researchers believe that paying attention to effective teaching strategies in order to deliver the scientific material and learn it in an economical way in which the teacher plays an important role in providing an environment for learning mathematical skills. Creating a type of fruitful learning of skills, which is considered an urgent and necessary matter, and following the principle of gradation from easy to

difficult and the sequence from simple to complex for educational tasks in basketball, and this is confirmed by (Morad, H., & Shbeeb, H. B.) “as the principle of gradation is one of the principles that must be taken into account for the purpose of facilitating Skills are learned, i.e., the process progresses from easy to difficult” (9), and providing constructive feedback to students about their performance in knowledge, understanding, and application has clear results in achieving educational goals. In addition to the variation in the use of repetitions to perform the exercises and the specificity that characterized the exercises designed to learn skills, as the exercises were prepared in a consistent and balanced manner, giving full importance and sufficient time in performing the appropriate exercises, and this is consistent with the study of (Tamara Ahmed Yas, & Mawahib Hameed Numan) “that the exercises “Consistent and similar performance often gives positive results for the skills to be learned” (10), and this strategy also aimed to improve the students’ ability to deal with information, the way of understanding, remembering, and perceiving, and relying on many formulas to classify this information, analyze it, store it, and retrieve it when necessary (Sura Kasid Hasan, & Intisar Uaid Ali) “The KUD strategy is one of the strategies that takes into account remembering and knowing information, then understanding and retrieving that information.” (11)

Through the previous results that were presented for the pre- and post-tests of the control group in the tests of the basketball shooting and dribbling skills, it appears that there are statistically significant differences in favor of the post-tests. The two researchers attribute the reasons for these differences in the control group in the performance of these skills to the fact that the control group has achieved a percentage of learning. The result of the strategy followed by the teacher, such as through repetition and practice of skills through educational units, as each unit has a main goal which is to deliver the material to be learned to the student. In addition

to that, the improvement in the level of performance that occurred among members of the control group due to repetitions of each skill with The role of the teacher has become prominent, as he directs the students to learn the skill, and this is consistent with what was stated by (Mahmoud Dawoud Al-Rubaie, and others): “The guidance factor is one of the most important factors in the student’s acquisition of movement (3), and it is matched by the students’ responses. In addition to the feedback provided by the teacher, which increased From students’ motivation to learning, in addition to using verbal and moral reinforcement, (Nizar Majeed Al-Talib ) states, “Praise for the results achieved by the learner from time to time will serve as new energies and motivation to exert effort and continue progress” (4). In addition to that, there is Students interacting with each other and increasing the social-athletic contact between them while performing the same assignment and kinetic skills led to an increase in their motivation and enthusiasm for this learning. Through the previous results that were presented for the pre- and post-tests of the experimental group in tests of some offensive positions in football, it appears that there are statistically significant differences in favor of the post-tests. The two researchers attribute the reasons for these differences to the fact that the educational units that were prepared for the experimental group according to the (KUD) strategy contributed significantly to Increasing the ability to learn among students, as it did not focus on memorizing and storing a quantity of facts and information and remembering them only, but rather its goal was to focus on developing higher abilities and confirming understanding and application. Thus, the ability of students to process information in a positive manner increased, increased cognitive ability, and exerted great effort when performing skills, and this is consistent with With the study of (Ahmed Yousef Hamdan) “This strategy helped to create a positive atmosphere among the students themselves on the one hand through the

activities and tasks that were distributed to each group and between the students and the teacher on the other hand by allowing them to ask questions. It also helped the students to carry out various activities.” According to their abilities and readiness” (13). Likewise, the educational units according to the (KUD) strategy contributed significantly to increasing the amount of learning for the skills of dribbling and dribbling in basketball using the principle of diversification in skill exercises, as it was the result of using exercises similar to playing in the units that were prepared by the researchers. The improvement for the members of the experimental group in the post-test was also attributed to The nature of the strategy and its stages that were used in the research, as each stage included a set of steps that helped students modify their previous knowledge and information by searching for a solution to the conflict and realizing it. At each stage, they were exposed to specific information so that they could understand and understand broader and better than their information and perception. Previously, this is what (Mohsen Ali Attia) emphasized: “Learning is built automatically, that is, the learning process is a continuous process characterized by innovation, as the student arranges the concepts more broadly as they were and the more he gains new experience, the importance of linking previous scientific knowledge with new knowledge becomes apparent in order to be able to From forming concepts accurately and thus creating meaningful development” (2), and (Sura Kasid Hasan, & Intisar Uaid Ali) also mentions that performing basketball skills requires that students have the ability to perform and process information to reach the best performance (11), and the improvement also appeared. Also because of the questions, feedback, and various performances, which helped expand students’ ideas, increase their ability to provide correct guidance, and motivate them to achieve motivation toward learning. (Reem Faisal Rajab., Sahira Razzaq Kadhum) states, “The strategy, in turn, increases



the level of thinking and expands various tendencies, which helps To feel pleasure and happiness” (14), through their participation in the educational process, it helped them increase their desire to learn, generated strong motivations in them to research and solve the problem facing them, and pushed them to think and work hard, in addition to exercises that were appropriate to the level of the sample and were similar to what is used. In competitive matches, which had a significant impact on improving performance and increasing the learning rate, this is what (Sahar Hur Majeed) confirms: “The KUD strategy gives a desire and motivation to learners through the steps and distributing individuals into groups” (12), clarifying the correct responses, and identifying strengths and points. Weaknesses and work to avoid them through this strategy, and the nature of the mathematical work that requires continuous interaction between students and their cooperation together, gives clarity about the extent of their awareness and awareness in implementing what is required of them, and this is consistent with what (Ahmed Yousef Hamdan) stated, “The division of individual learners To groups that cultivate the spirit of cooperation in sports work through assistance and striving for the purpose of reaching the highest levels” (13: 4696)

### **Conclusions:**

- Teaching using the KUD strategy is effective and has a significant impact on learning the skills of dribbling and shooting basketball.
- Dividing students into groups to discuss ideas and standardize answers had a positive impact on fruitful cooperation among the learners themselves.
- It appeared that there was a discrepancy in the results of the investigated variables between the two groups and in favor of the experimental group.

### **Recommendations:**

- Adopting teaching using the KUD strategy in teaching student’s basic basketball skills

within the curriculum in the colleges of physical education and sports sciences.

- The necessity of diversity in the use of teaching methods and learning methods at different educational levels.
- Holding introductory courses and seminars for teaching staff at universities to inform them of the advantages of teaching using active learning strategies, including the KUD strategy, and to encourage them to use its models during their teaching work.
- Conduct similar studies using the KUD strategy on different age groups and other sports.

### **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 (Z.Kh. and I.A.) who get the main idea and work on writing and concluding also with number of experts, Wisam Hameed (Misan general Education Directorate) in Statistics, Stuart Biddle in revision, Inaam Ghalib in translating, Ming-kai in proofreading

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### Model of the first educational unit KUD strategy for the experimental group

Number of students(20)

Educational goals:

- Students learn the skill of shooting from jumping

Used devices and tools: basketball court, laptop, data show device, 20 basketballs

Unit time (90) minutes

Date / /



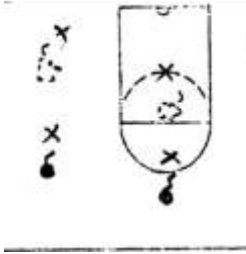
Educational objectives:

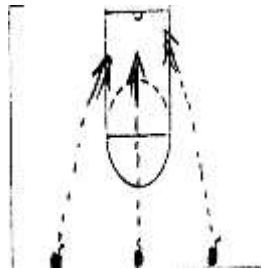

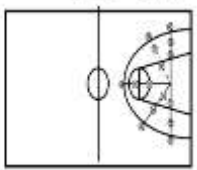
Developing the spirit of cooperation and fair competition

Behavioral objectives:

To be able to:

- Deducing the correct principles for performing the basketball dribbling skill.
- compares his current performance with the presented model and identifies his mistakes.
- Performing the skill well within the correct technical principles of performance.

Sections of the unit	time	Activities and kinetic skills	Formations	nots
Preparatory section the introduction General warm-up	30minute	Standing in an organized manner and taking leave, repeating the sports salute, as in Figure(1)		- Adherence to the system.
Physical exercises		Diverse running along the basketball court (forward, backward, sideways)		- Emphasis on group warm-up.
Ball warm-up		Fast running, 20m - walking (Standing) open, waist turning the head to the sides alternately... 4 reps	Figure(1)	Gradually include flexibility and stretching exercises for all joints of the body
Main section		(Standing) open, arms aside) Lowering and raising the arms aside... 2 reps		
Educational part	50minute	(Stand open, arms high, hands clasped) Bend the torso down and raise it high...4 reps		
	20minute	(Standing) Jumping forward, upward, continuously... Free	Figure(2)	- Emphasizing the feeling of the ball. Take care not to touch the ball to the body
	10minute	-Roll the ball on the arm from the wrist to the upper arm and then back -Rotate the ball around the torso		
Applied part Concluding section	10minute	-Passing the ball in front of the body and catching it from behind and vice versa  -Dividing the female students into groups, each group containing (5) female students, and giving a number to each group, as in	Figure(3)	Use the data show device to display an

<p>Preparatory section the introduction General warm-up</p> <p>Physical exercises</p> <p>Ball warm-up</p> <p>Main section</p> <p>Educational part</p> <p>Applied part Concluding section</p>	<p>50minute</p> <p>10minute</p> <p>5minute</p> <p>5minute</p> <p>5minute</p> <p>10minute</p> <p>10minute</p>	<p>Figure (2). Then the teacher explains the skill of shooting from jumping, as follows:</p> <p>First: (I know) Q/ How can the basketball dribbling skill be performed correctly? -The teacher introduces the concept of dribbling by jumping with a basketball to the students, presenting his definition, displaying the performance by him or by a model student, and showing a video clip about the skill.</p> <p>Second: (Understand) -The teacher distributes activities to each group of cooperative groups to reveal the extent of students' understanding of the concept of the given skill. The activities are as follows: -1The first group: The teacher presents a picture of the skill and asks the group's students to explain the reason for using the given skill. -2The second group: The teacher presents a picture of the skill and asks the group's students to write a comment on the given picture. -3The third group: The teacher asks the students to write a simple summary of the given skill</p> <p>Third (work): Exercise(1) Al-Tabataba - inside the arc, and when the whistle is heard, the student dribbling by jumping from the place he is in, while moving to change positions.</p> <p>Exercise(2) Attacker vs defender. The attacker hits and when he hears the whistle, he scores from the jump and from the place where he is, (the defense is passive) with a substitution. Figure 3</p> <p>Exercise(3)</p>	 <p>Figure(4)</p>   <p>Figure(5)</p>	<p>illustrative video clip of the jump dribbling performance</p> <p>-Conduct a discussion and investigation of the concept of dribbling by jumping with a basketball among each group to arrive at the correct answer</p> <p>- Emphasis on jumping correctly and correct arm movement A point is awarded for each student in the group who is able to perform the dribbling correctly, and then points for each group are counted -One point is awarded for each student</p>
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		<p>The students stand in three groups in the middle of the field when they hear the whistle. They tap and then perform the jump shot while switching positions. Figure 4</p> <p>Exercise(4) Three students under the basket and three students in different areas inside the arch (front + sides). Handling balls and then dribbling by jumping. With switching positions, Figure 5</p> <p>The student shoots three balls from jumping, divided into three arcs, starting with the first near arc, then the second arc, then the third arc, and so on for the rest of the students.</p> <p>-Giving calming and muscle relaxation exercises. -Give feedback on the dribbling performance of the basketball jump Calculate the points collected by each group to determine the winning group -Dismissing.</p>		<p>The group is able to perform the dribbling correctly, and then the points for each group are counted</p> <p>- Emphasis on always monitoring the ball.</p> <p>A point is awarded for each student in the group who is able to perform the dribbling correctly, and then points for each group are counted</p> <p>- Emphasizing better performance and encouraging female students -A point is counted for each student in the group who is able to perform the dribbling correctly, and then points for each group are counted</p> <p>- Emphasiz</p>
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				<p>e the movement of the wrist while dribbling A point is awarded for each student in the group who is able to perform the dribbling correctly, and then points for each group are counted 5minutes were given to transition between exercises</p> <p>- Emphasizing active participation, enthusiasm, and cooperation among female students -Ensure that the tools are returned to their place before leaving.</p>
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## تأثير استراتيجيات KUD في تعلم مهارتي الطبطبة والتصويب بكرة السلة للطلاب

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تطرقت الباحثتان الى استراتيجيات KUD التي تعد استراتيجيات تعليمية تعليمية تستند الى تشجيع التعلم بفاعلية وتطلق الطاقات الكامنة عند المتعلمين في جو من الحرية والأمان يسمح بظهور كل القدرات والأفكار حيث يكون المتعلم في قمة التفاعل مع الموقف , ونظرا قلة استخدام الاستراتيجيات الحديثة كاستراتيجيات KUD ولاسيما في كرة السلة , فإن الباحثتان اعتمدتا في تحديد مشكلتهما في محاولة الإفادة من الاستراتيجيات الحديثة كاستراتيجيات KUD لتعليم الطلاب مهارات كرة السلة , ولاسيما وان المتعلمين في عمر يسمح لهم بفهم واستيعاب وتطبيق هذه الاستراتيجيات. وقد هدف البحث الى التعرف على تأثير استراتيجيات KUD في تعلم مهارتي الطبطبة والتهديف بكرة السلة لطلاب المرحلة الاولى في كلية التربية البدنية و علوم الرياضة في جامعة ميسان، وأستخدمت الباحثتان المنهج التجريبي بأسلوب المجموعتين المتكافئتين، وتكونت عينة البحث من (30) طالبا من طلاب المرحلة الاولى في كلية التربية البدنية و علوم الرياضة في جامعة ميسان، تم تقسيمها الى مجموعتين متساويتين احداها تجريبية والاخرى ضابطة , و استخدمت الباحثتان اختبارا لمهارتي الطبطبة والتصويب بكرة السلة، وتم تطبيق الوحدات التعليمية المعدة من قبل الباحثتان على طلاب المجموعة التجريبية , اما المجموعة الضابطة فقد خضعت للوحدات التعليمية المعدة من قبل مدرس المادة وتم اجراء الاختبارات البعدية بعد الانتهاء من تطبيق الوحدات التعليمية ومعالجة البيانات باستخدام برنامج SPSS للحصول على النتائج ، واستنتجت الباحثتان ان التدريس باستخدام استراتيجيات KUD كان له الأثر في رفع مستوى طلاب المجموعة التجريبية. في تعلم مهارتي الطبطبة والتهديف بكرة السلة، واوصت الباحثتان بتشجيع وحث مدرسي ومدرسات كرة السلة على استعمال استراتيجيات KUD في تعليم الطلاب مهارات كرة السلة ضمن المنهج الدراسي في كليات التربية البدنية و علوم الرياضة للبنات . وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

مستخلص البحث

استراتيجيات KUD ، مهارة الطبطبة بكرة السلة ، مهارة التهديف بكرة السلة

الكلمات المفتاحية