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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 purpose of the research is to identify the effect of the advanced figurative organizations' strategy in developing the skill of receiving serve in volleyball among the female students of the middle school stage of Baghdad Al-Karkh Education in the (Safiya Bint Abdul Muttalib) Secondary School for Girls. The problem of the research is that the female students need something that will enable them to increase their ability to break out of the repetitive monotony of performance. The same thing, but the nature of the repetitive performance at this pace limited their ideas in overcoming the weaknesses that appeared clearly due to their weak learning of volleyball skills, as the research population was represented by female students in the fifth year of middle school, numbering (100) students. The experimental method was adopted by designing the experimental and control groups with tight control with the pre- and post-tests on the sample, which numbered (24) female students, who were deliberately selected (20%) from their original population, and then divided according to the requirements of the experimental design to be equal in number, and the experiment was conducted on the female students of the experimental group for a period of (12) A consecutive week, one educational unit per week. After completing the application, data was collected and the results were processed using the SPSS system. So that the conclusions and recommendations are that it is possible to apply the vocabulary of the advanced figurative organization strategy in the physical education lesson to improve the performance of the receiving serve skill in volleyball among the fifth grade middle school female students, and they outperform the female students who learn without it, and it is necessary to increase interest in teaching the female students in accordance with the determinants of active learning and in a manner Collaborative group development by adopting comprehensive learning strategies that meet their orientations and provide them with an atmosphere of freedom by moving away from traditional learning. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords | advanced figurative organization strategy, performance of receiving serve skill

Introduction:

Recent years have witnessed tremendous development and remarkable progress in the various aspects of life, especially in the educational process in the educational, cognitive and technical fields clearly, as (Malath Haider, & Njlaa Abbas) emphasized, "Success in the teaching process to achieve the required goals

requires the adoption of organized and elaborate planning." (2). (Hanan Taher and Intisar Awaid) stressed, "The development that has occurred has necessitated the need for those in charge of the educational process to develop learning methods that are appropriate to the abilities and capabilities of female learners that would reduce individual differences between female students" (4). (Manal

Muhammad and Mawahib Hamid)also emphasized, “Learning strategies are the behaviors and ideas that the learner uses during learning and that affect the performance process undertaken by the learner” (5). (Hanan Taher and Intisar Awaid) confirmed, “Volleyball skills require the use of different thinking skills, as well as reaction speed and the ability to make decisions in different playing situations” (4). The advanced organizer proposed by Ozil (1999) is to achieve meaningful education and improve the means of meaningful receiving education. The one who proposed this organizer is an educational researcher who became famous in the mid-seventies. He believes that education is based on what the learner already knows. Through this theory, Ozil presents the use of direct instruction through receptivity, which makes education more meaningful for the student. He compared learning by receiving and learning by discovery, and which one leads to fully meaningful learning. Ozil means “advanced organization”: it is what the teacher provides his students with in the form of an introduction, or brief introductory material, presented at the beginning of the educational situation, about the structure of the topic and the information to be treated; With the aim of learning concepts related to the subject, by linking and bridging the distance between what the learner knows before and what he has learned. (Muhammad Hassan Muhammad) also confirmed, “This strategy increases students’ interests and their eagerness for new learning” (1). (Jinan Ghazi Sigar, & Najlaa Abbas) pointed out: “A volleyball player needs many capabilities and capabilities to make the appropriate decision, even if the match is long, and it helps direct attention and arouse interest when learning” (3). The two researchers used this strategy to get out of the traditional nature of the lesson and monotony and enter into an atmosphere of generality and comprehensiveness in the lesson and provide information that nourishes the learner’s cognitive structure. The importance of the research became: preparing educational units

in the strategy of advanced figurative organizations in some basic skills in volleyball and identifying the effect The strategy of advanced figurative organizations in some basic skills in volleyball. The study hypothesizes: There are statistically significant differences between the results of the tests of the performance of the skill “receive serve” and preparation in pre- and post-volleyball for the experimental and control research groups, and there are differences of statistical significance between the results of the performance tests of the skill “receive serve” and preparation in post-volleyball. For the experimental and control research groups.

Method and procedures:

The two researchers adopted the experimental approach with the experimental and control groups with tight control in the pre- and post-tests. The boundaries of the research sample population were represented by fifth-grade female students in Safiya Bint Abdul Muttalib Secondary School within the formations of the Baghdad/Al-Karkh First Directorate of Education for the academic year 2023-2024, continuing in attendance, numbering (100). The students were distributed into two groups, and the research sample was chosen randomly to reach (24) female students, representing 24% of the original population. Then two corresponding groups were chosen from them, each group numbering (12) female students to be an experimental group and (12) a control group. These procedures were to avoid bias in the selection was chosen from the remaining number (5) female students for the exploratory experiment sample. The importance of the study lies in the use of the strategy of pictorial organizations, which is considered one of the modern and appropriate strategies in developing the student’s cognitive structure and creating a kind of suspense, thinking and feedback that ensures development in the student’s level. The study aimed to: identify on the impact of the strategy of advanced figurative organizations in developing the receiving serve skill in volleyball among female students of the preparatory stage of

education in Baghdad Al-Karkh First. The study hypothesizes: There are statistically significant differences between the results of the receiving serve skill performance tests in pre- and post-volleyball for the experimental and control research groups, and there are statistically significant differences. Between the results of the receiving serve skill performance tests in post-volleyball for the experimental and control research groups, as the experiment continued with pre- and post-tests and the application of the researched strategy for the period from (17/10/2023) until (15/1/2024) in the volleyball court at Safia Bint Abd High School. Al-Muttalib for Girls/Al-Karkh, Baghdad Governorate/Iraq. After completing the experiment and applying the post-tests, the two researchers verified the results using the SPSS statistical bag system.

Measurement and procedures:

The two researchers adopted the technical performance test for the receiving serve skill in volleyball, as the students’ performance was photographed before and after and presented to (3) arbitrators, and the performance results for each student in the receiving serve skill in volleyball were extracted. The two researchers prepared educational units using the advanced organizations’ pictorial strategy and employed its vocabulary in order to Achieving the desired positive effect, specifically in the main section, where the teacher works on presenting advanced pictorial organizations through pictures, educational videos, and educational models, and linking them to previous information and new information, interspersed with the students’ application in the gymnasium about each part of their performance through practical application in

the lesson plan through Clarifying the skill through presentation, models, and pictures that the teacher shows to the students, by asking questions to the students as a whole or individually, raising questions from the students themselves, and correcting the wrong ones in an educational manner that encourages the students to complete the rest of the lesson with excitement. These questions provoke the students to compete for the answer, and the teacher takes into account nutrition. Immediate feedback immediately after performance and correction of answers in the lesson to make the classroom environment exciting, exciting and more interactive. The teacher also prepares questions, and it is possible for them to express questions in an interesting way that excites the learners. The two researchers presented the educational units to experts and specialists in the field of kinetic learning and volleyball specialists for the purpose of modifying it and starting to apply the educational units to the experimental research group using the strategy, including the use of educational flexes and the use of illustrative images and video presentation. Thus, the researcher applied (12) educational units, with one educational unit in The week included the lesson on the vocabulary of the practical lesson for each of the preparatory (preparatory) section, the main section with its educational and applied parts, and the concluding part, with a time of (25) minutes. It included the application of the advanced organizations’ strategic plan in the main section of the plan, and the time period for implementing the application of the practical educational unit plan was (12). for a consecutive academic week. Experimentation began by the two researchers by applying pre-tests between the two research groups

Results:

Table .1 shows the equivalence between the two research groups

Variable	Experimental group		Control group		Value (t) Calculated	level sig	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
serve Receiving	2.916	0.668	2.750	0.621	0.632	0.533	Non sig

Degree of freedom (12-1=11).

Significant if the error level is smaller than the significance level (0.05).

Table .2 shows the results of receiving serve between the pre-test and the post-test for the experimental group

Variable	Measruing unit	Pre-test		Post-test		Arithmetic mean of difference	Standard deviation of differences	T value Calculated	level sig	Type sig
		Mean	Standard deviation	Mean	Standard deviation					
Receiving ball	Degree	2,916	0,668	8,083	0,792	5.166	0.937	19.092	0.000	Sig

Table .3 shows the results of receiving serve between the pre-test and the post-test for the control group

Variable	Measruing unit	Pre-test		Post-test		Arithmetic mean of difference	Standard deviation of differences	T value Calculated	level sig	Type sig
		Mean	Standard deviation	Mean	Standard deviation					
Receiving bal	Degree	2.750	0.621	6.75	0.621	4	1.128	12.282	0.000	Sig

Table .4 shows the results of receiving serve between the experimental and control groups in the post-test

Variable	Experimental group		Control group		T value Calculated	level sig	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Receiving bal	8.083	0.792	6.75	0.621	4.584	0.000	Sig

Not significant if sig > (0.05) at a significance level of (0.05) and degree of freedom (n1+n2)₂ = 28

Discussion:

Referring to the results of Table (2), it becomes clear that the female students in the experimental and control research groups all improved their performance levels for the skill in the results of the post-tests over what the levels of these values were in the results of the pre-tests, and by referring to the results of the table above it is clear that the female students of the experimental group outperformed the female students of the group. The control for this improvement in skill performance is The researchers attribute the emergence of improvements to the suitability of the advanced organizations’ pictorial strategy to this category of female students, their level, age, and gender, and the good use of the strategy’s vocabulary that helped expand or increase the effectiveness of the cognitive structure, especially since the role of educational and illustrative means and flexes was important in educational exercises in reducing common errors or errors.

Excessive movements outside the technical performance in the strategy and educational positions for each section of the skill before performing the skill educational exercise, and the school providing an atmosphere of freedom so that each student can think, diagnose common mistakes, and correct them with feedback on the performance of each student in each group. These factors helped to improve. Which showed results with superiority over the students of the control group, who improved in their performance level values, which the researchers attribute to the role of practice and application, and their continued continuation of learning in the lessons without interruption, but they did not reach what the students of the experimental group who learned with the strategy reached, as (Muhammad Mahmoud Al-Haila) confirmed, “that Education is the process of organizing the educational material and presenting it to the learner in the appropriate manner and means for the purpose of

achieving learning” (7). (Hind Ubaid Abdul-Salam, & Huda Abdul-sameea)also confirmed, “The game of volleyball is a group game that requires speed, attention, and concentration while playing it” (9). Also, for the purpose of ensuring that learners reach correct learning, attention and focus must be paid to the method used by the teacher in delivering the scientific material. (Afaf Othman) also emphasized, “The process of mutual interaction between the teacher and the student is in order to provide the students with the desired information and skills that must be achieved in a specific period of time” (6).

Conclusions:

- It is possible to apply the advanced organizational strategy vocabulary in practical lessons to learn skill performance in volleyball for fifth-grade middle school female students.
- Applying the strategy of advanced figurative organizations in practical lessons in volleyball helps in improving and performing the skill of receiving volleyball among female students in the fifth year of preparatory school, and they excel.
To improve it for students who learn without it.

Recommendations:

- It is necessary to increase interest in educating female students in accordance with the determinants of active learning and in a cooperative group manner by adopting comprehensive learning strategies that meet their orientations and provide them with an atmosphere of freedom by staying away from forced learning.
- It is necessary to pay attention to developing the capabilities of volleyball teachers in middle schools and improving their knowledge of applying the advanced organizations’ pictorial strategy in practical lessons according to their stages and vocabulary and employing them in the lessons.

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 (April /2024)

Author’s contributions:

All contributions of this study were done by the researchers (S.S. and M.H.) who get the main idea and work on writing and concluding also with number of experts, Saeed Ahmed (Physical Education and Sport Sciences college / University of Baghdad) in Statistics, Ibrahim Dabayebeh in revision, Hussein Nasir in translating, Naser Yaser in proofreading

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Technical performance test for the skill of receiving the ball with the arms from below in volleyball: (Abbas, Najla and others) (8)

Test name: Technical performance of receiving the ball with the arms from below

Purpose of the test: To measure the level of technical skill performance of the receiving serve skill with the arms from below, mediated by experts

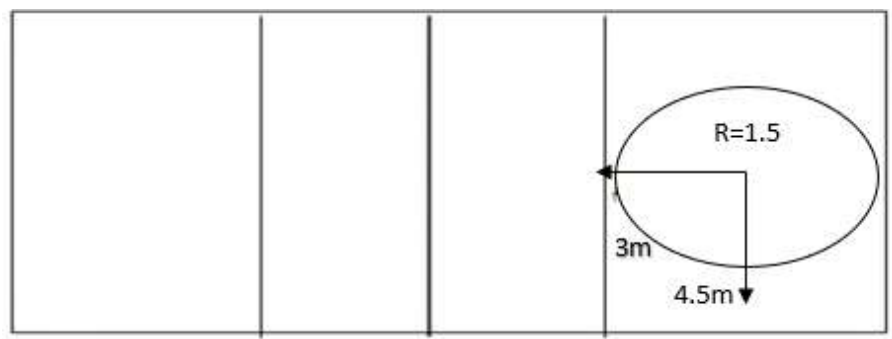
Tools: A legal volleyball court, (3) volleyballs, a measuring tape. A circle is drawn in the middle of the court in the backcourt. The distance between the center of the circle and the side line is (4.5) m, and the distance between its center and the attack line is (3) m. When the distance between the center of the circle and the finish line is (3) m, while the distance between the center of the circle and its circumference is (1.5) m, and its diameter is (3) m, as shown in Figure (1)

Description of the performance: The experimenter stands inside the circle facing the net, and the teacher must send the ball to him while he is in this place so that he can receive it, provided that she directs it inside the front area. Each experimenter is given three attempts.

Registration: The test subject's performance in the three attempts is evaluated by experts, and the grade distribution is as follows:


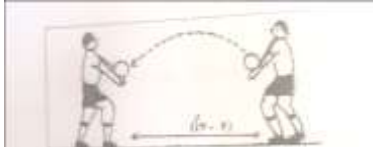
- Preparatory section: its grade is (3)
- Main section: its grade is (5)
- The final section: its degree (2)

Unit of measurement: degree



The seventh educational unit: Educational objective/teaching the skill of receiving serve in volleyball

Unit sections	Time	Activities and skills	Formation	Notes
Preparatory Department	10m	He leaves for school		
Educational aspect	5m	<p>The students sit in a straight line in front of the school to explain the performance of the receiving serve skill with the arms from below in front of them. Then the three parts of it are presented to them using Flex, and the details of proper performance are explained. Then they perform a demonstration of this skill with volleyball several times, and the school directs the exchange of ideas between All students are instructed to perform the skill, and they are also directed to take a short break in time to recall and remember the implementation of the skill, by carefully integrating the ideas until they are integrated by linking the ideas.</p> <p>All three (3) female students stand in groups in the form of a straight line, one after the other, facing the school, at a distance of (9) meters. They are sent to them from below, and the students lead the students to receive with their hands from below, as the school requests. Among them is identifying the learner's previous concepts and</p>	<p>0000000000</p> <p>X</p> <p>x oooooooooo</p>	<p>The explanation is not lengthy and the model is clear</p> <p>The school works to stimulate students' thinking through their previous knowledge</p> <p>- Using existing</p>

applied aspect	30m	linking them to new concepts. After the student has a complete idea about the skill, each student applies the skills and exercises the skill before performing. Each group is given (60) seconds only before the first application, and they repeat their application to perform the skill (8) times in turn..	 	terms, concepts and issues that are familiar to the learner - The advanced organizer should include important information that the learner needs
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تأثير استراتيجيات المنظمات المتقدمة التصويرية في تطوير مهارة استقبال الارسال في الكرة الطائرة لدى طالبات المرحلة الاعدادية تربية بغداد الكرخ الاولى

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مستخلص البحث

هدف البحث التعرف على تأثير استراتيجيات المنظمات المتقدمة التصويرية في تطوير مهارة استقبال الارسال في الكرة الطائرة لدى طالبات المرحلة الاعدادية تربية بغداد الكرخ الاولى في ثانوية صفية بنت عبد المطلب للبنات وتكمن مشكلة البحث في ان الطالبات بحاجة الى ما يمكنهن من رفع قابليتهن في الخروج عن الرتابة المتكررة بالاداء نفسه الا ان طبيعة الاداء المتكرر بهذه الوتيرة عمل على تحجيم افكارهن في تخطي نقاط الضعف التي ظهرت واضحة بضعف تعلمهن للمهارات بالكرة الطائرة حيث كان مجتمع البحث يتمثل في طالبات الصف الخامس اعدادي وعددهن (100) طالبة. واعتمد المنهج التجريبي بتصميم المجموعتين التجريبية والضابطة ذات الضبط المحكم بالإختبارين القبلي والبعدي على العينة والبالغ عددهن (24) طالبة اختيرن عمديا بنسبة (20%) من مجتمعهن الأصل، ومن ثم قسمن حسب متطلبات التصميم التجريبي لتكونا متساويتي العدد وتم التجريب على طالبات المجموعة التجريبية لمدة (12) اسبوع متتالي بواقع وحدة تعليمية واحدة في الاسبوع ، وبعد الانتهاء من التطبيق تم جمع البيانات ومعالجة النتائج بنظام spss لتكون الاستنتاجات والتوصيات بأنه من الممكن تطبيق مفردات استراتيجيات المنظمات المتقدمة التصويرية في درس التربية الرياضية في تحسين اداء مهارة استقبال الارسال في الكرة الطائرة لدى طالبات الصف الخامس اعدادي ويتفوقون في ادائها على الطالبات اللواتي يتعلمن بدونها ومن الضروري زيادة الاهتمام بتعليم الطالبات على وفق محددات التعلم النشط وباسلوب جماعي تعاوني من خلال اعتماد استراتيجيات تعلم شامل تلبي توجهاتهن وتوفر لهن اجواء من الحرية بالابتعاد عن التعلم التقليدي. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

استراتيجية المنظمات المتقدمة التصويرية ، اداء مهارة استقبال الارسال

الكلمات المفتاحية