

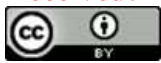
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The effect of the SWOM Model of Thinking Skills on Learning some grabs with Freestyle Wrestling for Students

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Abstract

The importance of research in raising the level of thinking, education, and correct scientific application of holds in freestyle wrestling becomes clear after applying the (SWOM) model, which highlighted its level of education for various scientific and sports sciences and helped the learner to correctly apply and perform successfully for the purpose of learning. Thus, we may contribute to producing the wrestling subject lesson in an appropriate and correct manner. The problem of the research lies in: Each educational model has its own educational goals and the type of specialization on which it depends. The SWOM model has been tried in various scientific sciences and even sports, and it has succeeded in raising the level of thinking, addressing problems, and increasing predictions of the level of performance in the future, and this in itself is considered a successful model of performance. The most important objectives of the research were to identify the effect of the SWOM model for thinking skills on learning some freestyle wrestling holds for students. The researcher used the experimental method. The research population was determined for the third stage students in the College of Physical Education and Sports Sciences at the University of Basra, who numbered (140) students representing (6) academic divisions. The sample was chosen intentionally and amounted to (40) students representing two divisions, which constituted a proportion (28.5%) of the total population, and the sample was divided into two groups (control and experimental) so that each group became (20) students. Accordingly, it was concluded that the (SWOM) model for thinking skills is of great importance in learning some freestyle wrestling grips for students. The researcher recommends by adopting the SWOM model for thinking skills in learning some freestyle wrestling holds for students because of its great role and importance in teaching methods. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords | SWOM model, thinking skill, grabs, free wrestling

Introduction:

Societies advance because they innovate, manufacture and develop everything that is new and helps advance society and humanity. Therefore, the human being is the important and fundamental thing that these peoples care about, starting from kindergarten and up to the higher scientific levels. Also, after completing education, awareness and understanding, he moves to the level of leadership and work in order to lead the country. And society. Therefore,

education is the basis for obtaining future outcomes in all fields, including the sports field, as making an athlete and making him a future champion must be taught in the correct manner and given a correct conclusion to the lesson so that the education is in an accurate manner and the material is understood and applied in the appropriate practical manner. There are various teaching methods and models. Each method or model has its own educational goals and the specificity of the sports game, as the SWOM

model is one of the models that raises thinking, awareness, and the ability to address problems in understanding and applying the most difficult movements. Raji sees it as “a set of organized steps and planned and interconnected educational activities based on thinking skills (questioning, comparing, generating probabilities, predicting, solving problems, making decisions”) (8). The game of wrestling is considered a game. Individual sports in which skills are taught and taught, and the grasping of a lesson requires such as the (SWOM) model, which helps build thinking on how to grip, move, and perform based on correct thinking after giving explanations and pictures that help in viewing and applying. Hence, the importance of research in raising the level of thinking becomes clear. Education and correct scientific application of grabs in freestyle wrestling after applying the (SWOM) model, which highlighted its level of education for various scientific and mathematical sciences and helped the learner to correctly apply and perform successfully for the purpose of learning. Thus, we may contribute to producing the wrestling subject lesson in an appropriate and correct manner. The research problem lies in that each model Educational goals and the type of specialization on which it depends. The SWOM model has been tried in various scientific sciences and even sports. It has succeeded in raising the level of thinking, solving problems, and increasing predictions of the level of future performance. This in itself is considered a successful model of performance. And through the researcher’s modest experience in education. And teaching methods, as well as the game of free wrestling. It was found that the method or educational model used in learning grabs does not rise to the level of education, speed of learning and appropriate performance, which requires the use of an educational model that addresses the research problem, such as the (SWOM) model, and thus it may give outcomes for studying the wrestling subject in its best forms and the method of teaching grabs in it. In the correct manner, the

research aims to identify the effect of the SWOM model for thinking skills in learning some freestyle wrestling holds for students, and to identify the results of the differences between the pre- and post-tests and for the control and experimental groups in learning some freestyle wrestling holds for students, and to identify the results of the differences in the post-tests between The control and experimental groups in learning some freestyle wrestling holds for students. The research hypotheses: There is a positive effect of the SWOM model for thinking skills in learning some freestyle wrestling holds for students. There are significant differences between the pre- and post-tests and in favor of the post-tests for the control and experimental groups in learning some freestyle wrestling holds. For the students, there were significant differences in the post-tests between the control and experimental groups, in favor of the experimental group in learning some freestyle wrestling holds for the students.

Research fields:

The human domain: third-year students in the College of Physical Education and Sports Sciences at the University of Basra.

The spatial domain: the wrestling hall in the College of Physical Education and Sports Sciences at the University of Basra.

The temporal domain: the period from 2/1/2023 to 4/6/2023.

Definitions of terms:

SWOM model of thinking: (School, wide, optimum, model)-

Nabil Salah Al-Moselhi believes that the SOM model is “one of the modern models concerned with developing various thinking skills. The model is based on integrating a set of thinking skills into the curriculum, and works to make the learner the focus and goal of the educational process” (7).

Al-Hashemi also defines it as “one of the modern trends in teaching metacognitive skills that aims to improve learning and its production to prepare

a conscious generation that thinks in comprehensive ways through a set of organized ideas and questions that the teacher and student follow when studying a specific topic.” (5)

Method and Procedures:

The researcher used the experimental method by designing two equal groups (the control and the experimental) to solve the research problem and achieve its objectives. The research community was determined for third-year students in the College of Physical Education and Sports Sciences at the University of Basra, who

numbered (140) students representing (6) academic divisions, and the sample was chosen. In an intentional manner, the number of students was (40) representing two classes, which constituted (28.5%) of the total population. The sample was divided into two groups (control and experimental), so that each group became (21) students representing one class, and homogeneity was found using the coefficient of variation between the members of each group. Group and equality using the t-test between the two groups as in Table (1).

Table (1)
It shows the homogeneity and equality of the control and experimental groups in the research variables.

Evaluation	Control group			Experimental group			Calculate d values	Significance level
	S	A	Coefficient of variation	S	A	Coefficient of variation		
Length/cm	171,56	1,526	0,889	171,47	1,635	0,953	0,175	Insignificant
Weight/kg	70,674	0,968	1,369	70,556	0,988	1,4	0,372	Insignificant
Scale grip / number	4,325	0,436	1,008	4,562	0,562	12,319	1,453	Insignificant
Skiff grip/number	5,523	0,574	12,69	4,362	0,642	14,718	0,817	Insignificant
one leg grab/number	4,332	0,624	14,404	4,241	0,582	13,723	0,466	Insignificant

The tabular t-value was at a degree of freedom (38) and below the significance level (0.05) = 1.684

Methods of collecting information and research tools:

Methods of data collection, Arab and foreign sources, scientific observation

Tools and devices used: stopwatch, measuring tape, medical scale. Wrestling mat.

Search procedures:

Define search variables:

The researcher, according to the wrestling curriculum, taught third-year students in colleges and departments of physical education and sports

sciences, and according to the necessary grips for wrestling players were determined, which are (the scale grip, the sword grip, and the kinda grip), and the performance of the grips in the game of wrestling was in the main section of the educational unit.

Evaluation of the grips: The researcher relied on the evaluation of the grips by a jury, and (10) scores were assigned, divided into the parts of the movement for each grip, as in the following table (2):

Table (2)
It shows the evaluation of the sections of each grip used

No.	The name of the grip	Primary part	The main part	Concluding part	The total score for the evaluation
1	Scale grip	4	2	4	10
2	Skiff grip	4	4	2	10
3	Kinda grip	4	4	2	10

Exploratory Experience:

The exploratory experiment was conducted on February 1, 2023, on the total research sample, by applying some exercises for the purpose of legalizing them, knowing their suitability for the research sample, and finding and knowing the difficulties facing the research in applying them.

Experience Field:

Pre-evaluation: The pre-evaluation was conducted on 2/8/2023

Main experience (SWOM model of thinking):

A set of exercises for the grip prepared by the researcher were developed and are based on the (SWOM) model of thinking, as thinking has multiple skills that the exercises must be subject to for the purpose of raising the level of thinking,

which are (questioning, comparing, generating possibilities, predicting, solving problems, making decisions). (according to, the educational program for the lesson is developed. The number of educational units for the curriculum reached (8) units, one unit each week, as in Appendix (1). The curriculum continued for (8) weeks, i.e. the period from 2/9/2023 until 3/30. /2023.3 Post-evaluation: The post-evaluation was conducted on 4/6/2023.

Statistical methods: SPSS was used to find, Arithmetic mean, standard deviation, t-test for correlated samples, t-test for uncorrelated samples. Percentage.

Results:

Table (3)

It shows the differences in T values between the pre- and post-evaluation of the control group In the types of grips under study

Evaluation	pre		post		Standard error	Calculated T value	Significance level
	S	A	S	A			
Scale grip / number	4,325	0,436	6,124	0,865	0,774	2,324	Significance
Skiff grip/number	4,523	0,574	6,045	0,965	0,558	2,727	Significance
Kinda grip/number	4,332	0,624	5,998	0,864	0,663	2,512	Significance

The tabulated value of (t) at the degree of freedom (19) and below the level of (0.05) = 1.729

Table (4)

It shows the differences in T values between the pre- and post-evaluation of the experimental group in the types of grips under study

Evaluation	pre		post		Standard error	Calculated T value	Significance level
	S	A	A	A			
Scale grip / number	4,526	0,562	8,745	0,899	1,442	2,9	Significance
Skiff grip/number	4,362	0,642	8,237	0,847	1,223	3,168	Significance
Kinda grip/number	4,241	0,582	7,145	0,837	0,889	3,266	Significance

The tabulated value of (t) at the degree of freedom (19) and below the level of (0.05) = 1.729

Table (5)

It shows the differences in the T values for the post-evaluation between the control and experimental groups in the types of grips under study

Evaluation	Control group		Experimental group		Calculated T value	Significance level
	S	A	S	A		
Scale grip / number	6,124	0,865	8,745	0,899	9,164	Significance
Skiff grip/number	6,045	0,965	8,237	0,847	7,455	Significance
Kinda grip/number	5,998	0,864	7,145	0,837	4,17	Significance

Tabular T value at (38) degrees of freedom and below (0.05) = 1.684

Discussion:

After presenting Tables (3) and (4), which show the significant differences between the pre- and post-evaluation and for the control and experimental groups, this gives an indication of the success of learning in performing freestyle wrestling holds, as (Saad Mohsen) believes that “the educational program inevitably leads to the development of achievement, if it is built On a scientific basis in organizing and programming the education process, using appropriate methods that are graded in difficulty, observing individual differences, as well as using effective educational methods, under the supervision of specialized trainers, under good educational conditions in terms of space, time, and tools used” (2). While (Afaf Abdel Karim) believes, “that The purpose of the series of teaching methods is to highlight the status of each method and to know its relationship to other methods. The best goal of the series of methods is to give teachers a complete theory of teaching that enables them to be more flexible and more influential on learning” (4). Regardless of the teaching method presented to the two groups, but Certainly, it depends on modern methods that teach any skill and any sports game. This is why Zaid Al-Huwaidi sees an important aspect, which is “the importance of modern teaching methods, which place students in the first place among the elements of the educational process, to improve their performance, especially in practical subjects, and to prepare them effectively in Life to be “productive and educated individuals throughout their lives” (1). By observing Table (5), it indicates the superiority of the model for the

experimental group (SWOM) over the traditional method or model in learning the types of holds in freestyle wrestling, which was evident from the differences in the post-evaluation between the two groups, as Swartz and Perkins see about the role of the model and strategy (SWOM) Which focuses on “integrating thinking skills into the curriculum in teaching various educational subjects according to clear and practical strategies and techniques. Integration brings together the techniques that teachers have been and still are employing in their classrooms through questions that deepen their thinking” (9).

As a result of the interest in finding the correct steps in education and applying the correct model, it helped in the learning process, as Zahir Hashim believes, “One of the natural phenomena of the learning process is that there must be development in learning as long as the teacher follows the basic, peaceful steps of learning and teaching, practices correct performance, and focuses on attempts.” Repetition continues until performance is consolidated and stable” (3). Both Najah and Akram believe, “In order to give greater motivation for learning, there must be renewal in the nature of the skill and the nature of its performance and practice, while giving the largest number of repetitions, and all of this is under the supervision and guidance of the teacher.” Through feedback, an atmosphere of interaction with the skill and connection between its parts is created (6).

Conclusions:

1- The SWOM model for thinking skills has a positive impact on learning some freestyle wrestling grips for students.

2- Emphasis on the use of thinking skills (questioning, comparing, generating probabilities, predicting, solving problems, and decision-making) because they have a major role in raising the level of learning freestyle wrestling grips for 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 (June /2024)

Author's contributions:

All contributions of this study were done by the researcher (J.A.) who get the main idea and work on writing and concluding also with number of experts, Haider Abdul-razzaq Kadhim (Basrah University) in Statistics, Aida AL-awamleh in revision, Taj Al-deen Alaa Al-deen in translating, Ali Makki in proofreading

Facilitate the task: this study was supported by students of Physical Education and Sport Sciences College / Basrah University – Iraq.

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Appendix (1)

Example of educational units

Week: First Educational unit objectives: Learn the technical performance of freestyle holds

Educational unit: 1 Time: 90 minutes

sections	Time	Details and exercises	Duplicates	الملاحظات
Introductory section	20 minutes	Attendance registration, general warm-up, special warm-up for the game		

Main section 1-Educational 2-Applied	55 minutes	1-Explanation of the grips under study. 2-Set oral questions and find out the extent of thinking about applying the grips 3-Computer display of movements and knowledge of the answers to some questions 4-Performing the standing and holding movement with the doll. Performing grabs consecutively. 6-Performing grab movements with a colleague.	2x8 3x8 3x8 3x8	-Emphasizing thinking situations and explaining difficulties -Emphasis on solving problems.- Emphasis on prediction
Concluding section	15 minutes	Relaxation, stretching and calming exercises		

-It was agreed with the College of Physical Education and Sports Sciences to conduct research on third-year students.

-Haider Abd Al-Razzaq Kazem / College of Physical Education and Sports Sciences / University of Basra.

تأثير نموذج SWOM الخاص بمهارات التفكير في تعلم بعض المسكات بالمصارعة الحرة للطلاب

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ملخص البحث

تتضح أهمية البحث في الارتقاء بمستوى التفكير والتعليم والتطبيق العلمي الصحيح للمسكات في المصارعة الحرة بعد تطبيق النموذج (SWOM) الذي ابرز مستواه في التعليم لمختلف العلوم العلمية والرياضية وساعد المتعلم على التطبيق الصحيح والاداء الناجح لغرض التعلم وبذلك قد ساهم في اخراج درس مادة المصارعة بالشكل المناسب والصحيحمشكلة البحث : لكل نموذج تعليمي اهدافه التعليمية ونوعية التخصص الذي يعتمد عليه وقد جرب النموذج (SWOM) في العلوم العلمية المختلفة وحتى الرياضية ، وقد نجح في رفع مستوى التفكير وعالج المشكلات ورفع من التنبؤ بمستوى الاداء مستقبلا وهذا بحد ذاته يعتبر نموذجا ناجحا للاداء. وكان اهم اهداف البحث: - التعرف على تأثير النموذج (SWOM) الخاص بمهارات التفكير في تعلم بعض المسكات بالمصارعة الحرة للطلاب. استخدم الباحث المنهج التجريبي , تم تحديد مجتمع البحث لطلبة المرحلة الثالثة في كلية التربية البدنية وعلوم الرياضة في جامعة البصرة والبالغ عددهم (140) طالب يمثلون (6) شعب دراسية ، وتم اختيار العينة بالطريقة العمدية والبالغ عددهم (40) طالب يمثلون شعبتين والتي شكلت نسبة (28.5%) من المجتمع الكلي ، وتم تقسيم العينة إلى مجموعتين (ضابطة وتجريبية) بحيث أصبحت كل مجموعة (20) طالب ، وعليه تم الاستنتاج: ان النموذج (SWOM) الخاص بمهارات التفكير له أهمية كبيرة في تعلم بعض المسكات بالمصارعة الحرة للطلاب. يوصي الباحث : باعتماد النموذج (SWOM) الخاص بمهارات التفكير في التعلم بعض المسكات بالمصارعة الحرة للطلاب لما له من دور كبير واهمية في طرائق التدريس. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

النموذج SWOM ، مهارة التفكير ، المسكات ، المصارعة الحرة

الكلمات المفتاحية