

The Effect Of The Learning Role Using The Technical And Skill Stages Of The Ground Movements Of The Second-Grade Intermediate Students

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Abstract: Given the clarity of this reality, which concerns the reality and role of cognitive-motor and physical integration in the child, we find that it is appropriate for him to mathematically concern the process of choosing beginners to practice some sports, especially ground movements in your artistic gymnastics in the light of perceptual-motor abilities, and this is what earns this study the importance that is not underestimated On the level of the mathematical community, so many scholars have emphasized the truth of the relationship between the motor side and the perceptual, for example what Ahmed Omar mentioned about Piaget (that movement is affected by perception just as perception is affected by movement and it is not possible to separate them and through an accurate expression of them when he put what he called the diagrams. Sensory-kinesthetic on the reality of perceptual-motor integration in the child's behavior since its inception) (Ahmad Omar Suleiman Al-Robi, 1995, 11) and the importance of the research lies in the use of skill exercises prepared according to the constructive learning method to learn and master the series of ground movements for artistic gymnastics for middle school students.

1. INTRODUCTION

In recent years, paths have emerged indicating the importance of specific exercises in raising the level of skillful performance in various sports activities, and these exercises improve the level of playing performance, in addition to that specific exercises are concerned with momentary or intermediate exercises, based on the nature of the skill performance itself, and its precise details, Even training includes the actual performance moments of a specific skill. Exercise is the secret of progress for players, so the exercise must be carefully and skillfully designed, and it must contain the kinematic basics that leave the conditions of the match as possible. (Muhammad Abd al-Rahim, 1999, 97), the description of the exercise is easier than its nature, and perhaps this is due to the nature of the exercises , As they are very diverse in terms of shapes and sizes. Exercises may be easy or complex, long or short in terms of duration, and they may range from a few minutes to hours or even a whole day. They may be under the supervision of trainers or by group on the basis of interaction and competition between teams. They may be accompanied by machines, tools, or materials. (Laila Zahran, 1982, 256), and in order for the training and development process to proceed in its proper paths, the importance of the relationship between motor learning and training and the cognitive-kinesthetic capabilities of the learner must be demonstrated. Because the novice and the training process are by their nature in dire need of proper motor learning first

and foremost for the skills that are intended to be trained to develop his skill and physical abilities even if these skills are basic and easy such as walking, running, throwing, jumping and jumping, and from here you realize that learning is (an integrated emotional process that depends on Perception and accurate knowledge of the motor pathways in the performance itself upon application and how to take advantage of the physical components in the service of performance, which indicates the correctness of the motor perception) (Sulaiman Ali Hassan, 1983, p.109).

2. RESEARCH METHODOLOGY AND FIELD PROCEDURES:

Research Methodology:

The researcher used the experimental approach to suit the nature of the problem to be solved, which is "an attempt to control all the basic variables and factors except for one variable, as the researcher adapts or changes it in order to determine and measure its effect on the process, and it is considered the closest research methodology to solving problems in a practical way" (Ahmed Badr, 1973, 256).

Research community and sample:

The research community was chosen as a secondary school team for the second intermediate students, whose number is (14) players, and (4) players were excluded in order to represent the exploratory sample. Thus, the research sample became (10) players who were divided into two experimental and control groups, and each group became (5) players, thus representing a sample Research (80%) of the total research community, and for the purpose of ensuring the homogeneity of the sample members and the correctness of the normal distribution among its members, the researcher used the torsion coefficient in all research variables for the two groups (experimental and control) for each of the experimental and control group, and it is acceptable, as the value of the torsion factor is between (3 + _).

Research tools and devices:

A mat of ground movements. CD. Film. Video camera (Sony) (4) x 2 mm. A tape measure for measuring length. 1 medical scale, Sony digital video camera, Pentium 1111 computer with its accessories, Parallel device, Legal handles horse device. Dynamometer to measure grip strength.
Electronic calculator.

Exploratory experiment: The researcher conducted an exploratory experiment on Thursday 3/10/2019 on the female athletes of the experimental group, and the researcher conducted the experiment for:

- 1- Ensure that the prepared curriculum is valid.
- 2- Addressing errors that may appear during the work of the main experiment.

Field research procedures:

Pre-tests:

After identifying the individuals of the research sample with its two groups (experimental and control), the researcher conducted the pre-tests on Saturday and Sunday, corresponding to 5-6/10/2019, and included:

The first day: Physical fitness tests (test of the strength characteristic of the speed of the arms, the distinctive strength of the velocity of the two legs - bending and extending the knees (20) seconds, bending and extending the knees as much as possible until exhaustion of effort)

Day 2: Examinations for performing ground movements (front scale, handstand, headstand, front roll).

Field research procedures:

Suggested educational curriculum:

The proposed curriculum was applied to the second experimental group under the following conditions:

- 1- The duration of applying the educational curriculum is (4) weeks
- 2- Distribution of educational curriculum units by three educational units per week
- 3- The total time of the educational unit is (90) minutes, of which (45) minutes are allocated to teach the series of ground movements. The implementation of the proposed educational curriculum for the experimental group began on October 8, 2019 until November 9, 2019, and the researcher's work was limited to following up the progress of the proposed educational curriculum, controlling time, and preparing its supplies. As for the implementation of the proposed educational curriculum, it was limited to the auxiliary work team and they are
 - Article teacher.
 - Righters.

Skill Performance Evaluation: -

The level of performance of the sample members of the series of ground movements before implementing the educational curriculum is (zero) because this skill is taught for the first time. Accordingly, the pre-test took place at the end of the fourth educational unit.

The researcher also made an intermediate selection at the end of the sixth educational unit and a second selection at the end of the twelfth educational unit. The purpose of conducting three tests is to extract learning curves, through which it can demonstrate the progress in the speed of teaching a series of ground motions.

The researcher used five assessors to evaluate the students' performance during the four tests, where the evaluation was done by the observation method and the calculation of the points, considering that the observation method (one of the methods whose success depends on a clear vision and the extent of the knowledge evaluated by the technical performance of the skill (Wajih Mahjoub, 1987, 34))

The evaluation form for the gymnastics championships was used, which contains the degrees of the four judges and the degree of the dismissal judgment, which crosses out the highest and lowest score, then collects the two intermediate scores and divides them into two to extract the final student's score.

The main experiment (educational exercises):

The researcher prepared educational exercises for the female players of the Al-Shamail High School for some of the skills requirements for ground movements and developing them using the learning cycle, taking into account the age and physical capabilities of the research sample, using the literature of gymnastics as well as expert opinions. Appendix (1), the educational exercises consisted of (12) educational units, continued For a period of (8) weeks, at a rate of (3) educational units per week, the duration of each educational unit is (70) minutes, the implementation of the educational units Appendix (2) was started on Thursday, 10/8/2019 AD, and the experimental group underwent a practice of educational exercises Using special exercises, while the control group was subjected to the practice of the traditional curriculum, the skills were evaluated on the basis of the full skill, and each skill was evaluated from (10) degrees,

The post-tests (physical fitness elements) for the horse jumping device and for the two groups (experimental and control) were conducted on Wednesday 11/13/2019 corresponding, and the researcher committed as much as possible to create the conditions in which the pre-tests were conducted in terms of time, place, tools and devices used with the help of educational staff Itself.

3. DISCUSSING AND ANALYZING RESULTS

Presentation of the difference results for the dimensional tests of performance levels of the skills of scale, head standing, handstand and rolling of the experimental group and analyzed.

Table (1) shows the values of the arithmetic mean, the standard deviation and the calculated T value for the fitness variables and the tests for the performance of ground movements for the experimental group							
Skills	M	Pre-Test		Post-Test		T	Significance
		A	STD	A	STD		
The characteristic strength test of the arms velocity (10) sec	N	4	0.5	6	0.5	3.23	Sign
Speed characteristic strength test for two legs - bending and extending the knees (20 seconds)	N	10	0.61	14	0.85	7.5	Sign
Test to bend and extend the knees as wide as possible until the effort is exhausted	N	24	2.15	32	2.55	11.6	Sign
Scale movement	D	3.7	0.85	702	0.57	10.50	Sign
Stand on the head	D	2.50	0.73	5.60	0.61	9.85	Sign
Handstand	D	2.3	6.3	5.2	2.80	3.20	Sign
Rolling	D	3.5	1.8	7.2	1.15	4.58	Sign

Table (2) shows the values of the arithmetic mean, the standard deviation and the calculated T value for the fitness variables and the tests for the performance of ground movements for the Control group							
Skills	M	Pre-Test		Post-Test		T	Significance
		A	STD	A	STD		
The characteristic strength test of the arms velocity (10) sec	N	3.9	0.4	6.2	0.6	3.55	Sign
Speed characteristic strength test for two legs - bending and extending the knees (20 seconds)	N	9	0.62	13	0.75	6.5	Sign
Test to bend and extend the knees as wide as possible until the effort is exhausted	N	23	2.11	26	2.55	7.25	Sign
Scale movement	D	3.6	0.85	5	0.70	3.25	Sign
Stand on the head	D	2.60	0.63	4.50	0.51	4.55	Sign

Handstand	D	2.2	5.9	4.2	3.65	2.58	Sign
Rolling	D	3	1.2	5.2	1.55	3.68	Sign

The results shown in tables (1,2) showed that there are significant differences for the physical fitness variables and the tests for the performance of ground movements for the experimental and control group for the post tests, as the exercises prepared by the researcher had a positive effect and an effective effect on learning the technical stages of the series of ground movements among the sample members. As "the last stage of the learning stages of the skill and through education and training to perform a kinetic skill with the economy by effort and coordination between the movements" (Salah al-Din Mahmoud Allam, 2007, 112.).

As the physical fitness variables were significant differences between the tests (the strength characteristic of the speed of the arms, the force characterized by the velocity of the two legs, the elongation of the strength of the two legs) for the control and experimental groups between the pre and post tests and in favor of the post test, and the development of the characteristic strength characteristic of speed, whether in arms or legs, requires regular repetition of exercises where The increase in repetition should be regular and gradually, and since the researcher has used the learning cycle to develop this trait, which depends on increasing the repetition regularly, especially when an attempt to perform part of the series of ground movements fails, he repeats the exercise again. All of this led to the development of this physical characteristic, and this was confirmed by Qassem Hassan Hussein and Mansour Jamil Al-Anbaki (Qasim Hassan Hussein: and Mansour Jamil Al-Anbaki, 1988, 115.) (The development of the characteristic strength characteristic of speed requires repetition to exercises for several times in one series. Emphasis on the muscles that work in the sporting event) It is known that every sporting event depends on certain muscle groups that differ from one game to another according to the specialized sport and the fact that the gymnastics game is one of the games whose players are characterized by the strength of the muscles of the arms and legs greatly. Therefore, attention must be paid to these groups through repetition. The organizer of exercises and the gradual increase of repetitions, as it was proven that the results obtained, the use of the learning cycle was successful in developing the distinctive strength with speed through re-exercises during the educational unit and for several times to develop this physical characteristic. As the nature of this method requires the performance of the exercise in it from the research sample with the maximum strength and the shortest time possible, i.e. working on linking strength and speed together, because the characteristic of strength and speed develops through training on the link between strength and speed and thus to increase the harmonic ability between the two and this is what distinguishes it Gymnasts, whose performance we find symmetry and aesthetics by linking the two components together). (Muhammad Nasreddin Radwan, 1985, 104.)

As for the characteristic of prolonged strength, the reason for its development to the experimental group is the correct use of the proposed learning cycle and the characteristics and features of this session that helped its development. As the series of ground movements has its own characteristics that are characterized by strength, speed, and fewer mistakes, anyone who is able to bear the burden of playing and this is our goal of this session, in addition to that, the reason for the development of strength endurance among gymnasts is due to its importance as the players continue their violent struggle throughout the period of the series of ground movements without decreasing their ability On the work that comes through (mixing strength endurance in particular with speed and the emergence of an element that can be called the term (performance endurance), i.e. the ability of the individual to continue to repeatedly overcome resistors using a high speed less than the maximum) (Ali Al-Baik and Shaaban Ibrahim :, 1985,125)

While the tests for the performance of the ground movements had significant differences in favor of the post-tests, the researcher attributes these differences to the effect of the learning cycle on the diversity of the students' activities in each educational unit, and that the reason for this is due to the large number of research experience, which lasted for a period of two months, and made a remarkable change in the level of female students. The experimental group upon application, and from the previous it becomes clear to us that the results of the study that the researcher reached are in favor of the experimental group, which was taught by the method of the learning cycle, which confirms the effect of this method as one of the modern teaching methods (Abdul Hamid Jaber, 2004, 190). These exercises have been of great benefit in getting rid of their poor balance types. While we find that the experimental group, as well as in the test of the skill of standing on the head, has also developed, this skill and this development was an inevitable result of removing what they were suffering from a weakness in the general balance due to the quality of the exercises that were added to the educational units as they were suitable for them. As for the skill of handstand, it needs a greater balance, we find that they have developed in it, but in a lesser rate, and the reason is due to the difficulty of learning this skill relative to other skills. As for the skill of rolling, it developed as a result of the exercises that were added to the educational units, which helped in getting rid of the experimental group of what they suffer from the weakness of the general balance, because the general balance is one of the important things in learning the performance of the various plastic skills and any weakness in it leads to the reduction of the teaching process, which affects that On the performance of the skill, whether in the pre or post -tests, and in order to get rid of what they suffer from weakness in balance, so some exercises were added to the educational units that help to get rid of their suffering and these exercises had the greatest impact on developing their capabilities in the balance test. From the above presentation of the results, their analysis and discussion, the researcher

4. CONCLUDED THE FOLLOWING:

1. The use of the learning cycle increased the motivation of the students by learning the series of ground movements, and it was effective in improving the skills side of the experimental group.
2. The diversity of educational tools and devices helped increase students' learning of the technical stages of the earth movement

As for the researcher's most important recommendations, the following are:

1. Conducting studies to know the effect of the learning cycle on other courses.
2. Conducting more studies and research that shed light on the learning cycle, its importance and effectiveness, how it is used, and the extent to which this relates to the various educational outcomes of students in other stages.

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