

The Effect Of The Rosenberg Model On The Development Of Perception - Kinesthetic For The Skills Of Chest Handling And Spinning Shooting Jumping With Basketball For Students

Rafid ali Dawood¹

¹University of Diyala - Faculty of Physical Education and Sports Sciences

¹rafid.ali@uodiyala.edu.iq

Abstract:Modern education has set a basic goal for it, which is the upbringing of students through its contribution to introducing them to the philosophy of society and that it is imperative that they learn the concepts of the curriculum and its content to create individuals who are able to do new things and not repeat what previous generations did, and thus be able to innovate. Society is changing in line with The tremendous change in the aspects of life, facts and information cannot be dealt with just by remembering them, but rather we must acquire knowledge and be able to understand and apply it in new situations that the learner has never experienced before, and this is what the student needs in the basketball lesson, as he must have new educational models It helps him develop the skill he uses in building new situations while playing, and the basketball game relies on basic skills as an important base on which this game is built in order to develop the level of performance, as the basic skills are of great importance that makes teachers spend most of the time training on the accuracy and performance of skills and their learning In the correct manner, therefore, attention must be directed to the stages of its learning, as it needs to spend a lot of effort and practice in order to master it, so the use of educational models can be Wen has a clear impact on learning basic skills in basketball and its development, and among these models is the Rosenberg model, which includes five stages that include (comprehensive analysis, design, development and production, implementation, and evaluation).

1. INTRODUCTION

Rosenberg believes that these four stages are the first stage, as they help in determining For a problem by identifying the necessary needs and transforming them into useful information to prolong the teaching and training process, then the appropriate teaching aids are chosen and the methods are defined during the design stage, then the educational process determines the method for presenting it to students through planning that is concerned with the characteristics of the learner and the characteristics of the educational aids and the standards of learning situations as it is concerned with the development phase It prepares the necessary educational materials and the accompanying teaching aids to present the material by the instructors or trainers, then the implementation phase of the skill, while the second phase includes the last phase of the model, which is the evaluation, and the purpose of the evaluation is to know how much of the goals have been achieved, and to diagnose learning to

know the weaknesses, so that the designer can improve The educational program and its modification, through the evaluation of the educational program itself and those who made it, the learners' evaluation, and an identifier The extent of their progress and the continuation of maintaining positions of strength in order to continue achieving it, and the basketball game is linked to a number of sensory perceptions (sensory-kinesthetic perception) that can be developed and developed in training, the most important of which is the perception of the sense of distance, time and place as well as the sense of the ball. Different areas of life due to its importance for all compatibility movements and this is called sensation-kinesthetic or receptive self-arousal It adopts the feeling that gives us the ability to perceive the position of the body and its members in a vacuum to the extent that we can know the negatives of movement without using our five senses (Al-Mufti, Rasheed: 131: 2003) and through the researcher's follow-up to the performance of the two skills of chest handling with both hands and shooting by jumping from the rotation for students. Weakness in their performance for several reasons, including the lack of use of models, so many different teaching models appeared, which provided an opportunity to choose the appropriate method for the nature and conditions of the learners' environment in order to be able to achieve its educational goals and work to develop and develop the capabilities of learners, as there is no teaching model that is the best, so we find for each model Certain objectives and applications, therefore, it was necessary to work according to strategies of multiple models to know the effectiveness of which is better in achieving a distinct result than others, and from here the problem lies, so the researcher decided to demonstrate the effect of the Rosenberg model in developing the sensory-kinetic perception of the skills of chest handling and shooting by jumping from rotation with the basketball for students. The aim of the research is to know the effect of the Rosenberg model in developing sensory-kinetic perception of the skills of chest handling and shooting by jumping from early rotation. The basket is for students, and the researcher assumed the existence of statistically significant differences between the experimental and control groups, the pre and post tests in favor of the post-tests, as well as the presence of significant differences between the two groups in the post-tests and in favor of the experimental group.

2. RESEARCH METHODOLOGY:

One of the basics of scientific research is choosing the appropriate approach that is more in line with the nature of the problem to be researched. Therefore, scientific research approaches have diversified so that the approach that fits with each research is used, and accordingly the researcher used the experimental method. research community:

The research community was determined by the intentional method, which was represented by students of the fourth year of middle school in Al-Mansour Prep for Boys for the 2019-2020 academic year and their number (180) were distributed among six classes. As for the sample, it was randomly selected by the method of lottery. The control group, and the researcher excluded a number of students from the two research groups, namely:

- Students who failed to learn these skills before, and their number is (4) students.
- Students who are not committed to attendance (frequently absent), and their number (6) students.
- Students practicing basketball and participating in sports teams due to their superiority over the rest of the students, who are (5) students.
- The students participating in the exploratory experiment, their number (15) students.

Thus, the number of members of the main experiment sample is (30) students divided into two divisions, and each division consists of (15) students. And that the sample is homogeneous as it is of the same age and school stage, and in order to equal the studied

sample for students, parity of the control and experimental groups was conducted in the skill tests and the calculated (T) value and their statistical significance

Table (1) The control and experimental groups were equivalent in the skill tests and the calculated (T) value and their statistical significance							
Variable s	Groups	the sampl e	Arithmeti c mean	standard deviatio n	The calculate d (t) value	error percentag e	Significanc e
Chest handling test	Experiment al group	15	6.533	2.066	.637	.529	random
	Control group	15	6.067	1.944			
Jumping Aim Test	Experiment al group	15	2.400	.507	.637	.529	random
	Control group	15	2.333	.724			

Devices and tools used in the research:

Basketball court, basketball goal, legal balls, count (5) size (7), tape measure, eye blindfold, registration form for chest handling and jumping shots.

Tests used:

Perception, perception, movement with distance, for chest handling (Al-Khashali: 2018: 72)

Perception, feeling - move the place to aim by jumping from the rotation (Al-Khashali: 2018: 76).

Main experience:

The pre-test: The pre-tests were conducted on Sunday at ten o'clock in the morning, 10/20/2019 for the skill of chest handling with both hands, and on Sunday 10/11/2019 for the skill of shooting by jumping from the rotation under the supervision of the researcher, as the conditions related to the tests were confirmed in terms of time, place and tools Used.

Instructional design:

After the researcher examined many sources and scientific messages, including (Al-Diwan, Sheikh: 2016), (Mahjoub: 2002), the researcher developed the educational design prepared according to the Rosenberg model, which included five stages that include (comprehensive analysis, design, development and production, implementation, evaluation) Includes special exercises for sensory perception - kinesthetic to help students develop the skills of chest handling and jumping shooting, and the instructional design included the following stages (Al-Diwan, Sheikh: 111: 2016):

The first stage: the comprehensive analysis stage: This stage aims to identify the problem through the necessary needs and turn it into useful information for the development of the teaching and training process. An analysis of such needs and determining their correct nature is usually done through needs assessment. The analytical process is used in both the educational and training environment as an individual. Whether with the data bases being different, the input includes several components, the most important of which are organizational needs, learners' needs, job needs, tasks and competencies, and it is explained as follows:

1- Organizational needs: It refers to all the needs that affect important decisions, such as which teachers will receive training? What works that will be exposed to development? And the number of scientists required, and their presence to achieve the work, and the necessary resources for analysis, and others?

2- The needs of the learners: it is necessary to know the characteristics of the learners and their characteristics in a practical matter for learning and training, and the most important characteristics that are taken into consideration in this field (cultural and intellectual backgrounds, previous educational and teaching experiences, existing knowledge and capabilities of the learner and the trainee, motivation, career orientation, age and gender, And physical capabilities, and any other matters related to teaching individuals).

3 - Job or task needs: These are the tasks and competencies that members of the target group prepare for, and the purpose of this process is to determine the analysis of the work or task.

The second stage: the design stage: we mean by design, drawing up plans and drafts, preparing the materials to be taught, choosing the appropriate teaching aids, defining the methods, and by defining the four basic components a, and the design stages include the following:

1- Formulating the objectives of the course or the educational program in a spoken way.

2- Preparing and writing needs questions.

3- Arrangement of the elements of the subject or educational material in a logical, sequential order.

4- Developing a plan for the course evaluation process or educational program.

The third stage: the stage of development and production: This stage is an extension of the previous design stage, in which the teaching design is converted into real teaching materials. At this stage, the classification of education begins according to the categories of learning that define the main and necessary lines, so the new learning takes its place, and the educational process determines the method Presenting it to students through the planning process is concerned with the characteristics of the learner, the characteristics of the teaching aids and the standards of learning situations, and this stage is also concerned with preparing the necessary educational materials and the teaching aids accompanying the presentation of the material by the teachers, and organizing the various activities, and at this stage the learners 'evaluation documents and the educational program evaluation documents are prepared. And documents evaluating activities, educational aids, training and costs.

The fourth stage: the implementation stage: It is the stage in which the educational program is actually implemented, where classroom teaching begins using pre-planned and prepared educational materials through which the activities are well and fully prepared, and at this stage the team that conducted the design process provides an idea, about the extent The validity and suitability of the program, its components and its educational content in real conditions, then presented in the development stage.

The fifth stage: the evaluation stage: The purpose of the evaluation is to know the amount of the goals that have been achieved, and to diagnose learning to find out where the weaknesses are, so that the designer improves and modifies the educational program, by evaluating the educational program itself and those in charge of it, evaluating the learners, and knowing the extent of their progress and continuing to maintain positions of strength to continue Achieved.

This educational design was applied in practical reality and educational plans were developed in a way that allows students to apply and practice these stages, and ensures the development of sensory-kinetic perception of the skills of chest handling with both hands and shooting by jumping from rotation, and accordingly the educational design was implemented according to the Rosenberg model for the period of 10/20 / 2019 until 12/4/2019, as the implementation of the program took (7) weeks at a rate of two educational units per week (4) educational units to teach the skill of chest handling with both hands, (6) educational units to teach the skill of shooting by jumping from rotation.

3- Post-test: The post-test was conducted on Sunday at ten in the morning, 11/6/2019 for the skill of chest handling with both hands, and on Sunday 12/4/2019 for the skill of shooting by

jumping from rotation under the supervision of the researcher, as the conditions related to the tests were confirmed in terms of time And location and tools used.

Statistical treatments:

SPSS statistical bag was used

3- Presentation of the results, their analysis and discussions: After the researcher completed the collection of data resulting from the pre and post -tests, the treatment was done by appropriate statistical means and the nature of this data was identified and then discussed.

Display the results of the arithmetic mean differences, standard deviations, and standard error of the pre and post -tests of the experimental and control group in the skill tests.

Groups	Variables	Type of tests	Arithmetic mean	the sample	standard deviation	Standard error
Experimental group	Chest handling test	Pre-test	6.533	15	2.066	0.533
		Post-test	9.333	15	2.160	0.558
	Jumping Aim Test	Pre-test	2.400	15	0.507	0.131
		Post-test	5.400	15	1.298	0.335
Control group	Chest handling test	Pre-test	6.067	15	1.944	0.502
		Post-test	6.733	15	2.052	0.530
	Jumping Aim Test	Pre-test	2.333	15	0.724	0.187
		Post-test	3.400	15	0.632	0.163

Display the differences of the arithmetic mean, standard deviations, the calculated (t) value, the error rate, and the significance of the differences between the results of the two pre and post -tests of the experimental and control groups in the skill tests and their analysis.

Groups	Variab les	The Test s	Differenc es A	Differenc es STD	H	T	error percenta ge	Significan ce
Experiment al	Chest handlin g test	Pre- Post	2.800	1.859	0.480	5.832	.000	Sign
	Jumpin g Aim Test	Pre- Post	3.000	1.363	0.352	8.526	.000	Sign
Control	Chest handlin g test	Pre- Post	0.667	1.047	0.270	2.467	.027	Sign

	Jumpin g Aim Test	Pre- Post	1.067	0.258	0.06 7	16.00 0	.000	Sign
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Below a significance level of 0.05 and a degree of freedom (14)

It can be seen from Table (3) that the significant differences between the pre and post -tests of the two experimental and control groups in the skills of chest handling with both hands and shooting by jumping from rotation show that the error rate reached (0.00) and it is less than the level of significance (0.05).

Presentation of the arithmetic mean, standard deviations and standard error of the two post -tests of the control and experimental groups in the skill tests and their analysis:

Table (4) the arithmetic mean, standard deviations and standard error of the two post-tests for the control and experimental groups in the skill tests

Variables	Groups	the sample	Arithmetic mean	standard deviation	Standard error
Chest handling test	Experimental group	15	9.333	2.160	.558
	Control group	15	6.733	2.052	.530
Jumping Aim Test	Experimental group	15	5.400	1.298	.335
	Control group	15	3.400	.632	.163

It can be seen from Table (4) that the arithmetic mean and standard deviation of chest handling in the post test of the experimental group are (9.333) and (2.160). As for the arithmetic mean and standard deviation of chest handling in the post test of the control group (6.733) and (2.052), while the arithmetic mean and the standard deviation For correction by jumping in the post test of the experimental group (5.400) and (1.298), as for the arithmetic mean and standard deviation of the correction by jumping in the post test of the control group (3.400) and (0.632).

Display the differences of the arithmetic mean, the standard deviations, its calculated value (T), the error rate, and the significance of the differences for the two post-tests and for the control and experimental groups in the skill tests.

Table (5) shows the differences of the arithmetic means, the standard deviations, its calculated value (T), the error rate, and the significance of the differences for the two post-tests and for the control and experimental groups in the skill tests.

Variables	measuring unit	the group	the sample	Test	Post	The calculated (t) value	error percentage	Significance
				Differences of means	Difference of standard deviations			
Chest handling test	Degree	Experimental	15	2.600	.769	3.380	.002	Sign
		Control						
Jumping Aim	Degree	Experimental	15	2.000	.373	5.363	.000	Sign

Test		Control						
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Below a significance level of 0.05 and a degree of freedom (28)

It can be seen from Table (5) that the differences of the arithmetic mean and standard deviations of chest handling in the post test of the experimental and control groups (2.600) and (0.769), and after using the (T) test to identify the significant differences between the two groups (experimental and control), the value of (T) was calculated. (3.380) which is greater than the tabular value of (T) below the level of significance (0.05) and the degree of freedom (82), which indicates the existence of significant differences between the two groups in favor of the experimental group, as for the differences in arithmetic mean and standard deviations to correct by jumping in the post test of the experimental and control groups, it was (2.000) and (0.373), and after using the (T) test to identify the significant differences between the two groups (experimental and control), the calculated value of (T) reached (5.363), which is greater than the tabular value of (T) under the level of significance (0.05) and the degree of freedom (82). This indicates the existence of significant differences between the two groups in favor of the experimental group.

Discussing the results of the pre and post tests for the experimental and control groups in the skill tests of basketball:

It is evident through the results presented in tables (3, 4, 5) that the experimental and control groups have achieved their goal of learning in terms of the moral effect, with significant differences between the two groups. The reason for this is the effectiveness of the educational curriculum units that were applied to the group that studied the Rosenberg model. The teaching of this model contains stages that start with a comprehensive analysis of the skill, where the teacher identifies the problem that may be encountered during teaching students the skills of chest handling with both hands and correction by jumping from rotation by identifying the necessary needs and correct procedures to solve the problem performance by identifying the various exercises necessary for the ease of teaching method As for the second stage, which is the design stage, where the teacher collects basic information related to the topic of the lesson that works to stimulate students 'motivation to learn to master knowledge, concepts and facts, then the teacher seeks to review the new vocabulary as well as the previous lessons related to the new lesson in order to prepare students' minds to absorb the developments in the current lesson To be meaningful learning. When the teacher formulates the goals of the educational units in a spoken way of the reference, then the elements of the educational material are arranged in a logical order sequentially by reviewing the new information in the new vocabulary or the content of the lesson and this is what made the curriculum more effective because the explanation, presentation and giving instructions and instructions for each of the units' vocabulary led to the strengthening of education And the achievement of the goals, and this led to the students of this group achieving better results in the post-test, as the technical performance of each of the basic skills was explained and presented by the teacher or the model, which led to the students acquiring a perception of the performance of these skills, through the student's sense of the movement of his body and the tool (The ball), and the extent of control over the changing position of the body in the ball or without the ball according to the requirements of the motor duty, as the working muscles in each skill require a certain strength for the movement performance according to the muscle contractions and the sense of muscle effort, movement speed and balance (Abdel Fattah and Hassanin: 175: 1997) because when the performance is applied by the students, the actual learning will start, as the stages of learning begin with understanding the assignment to be learned from the learner and this is done by u During and presenting the movements, and at this stage, the learner gets an insight about the progression of skills (Minel: 1987: 157) and as a result of the practical application and practice of performance within the development, production and implementation phases, in which the student begins to implement the contents

of the educational units and the practical performance after he receives several questions and receives hints of feedback from The teacher using pre-planned educational materials prepared in advance through the activities in a good and complete way, and then they provide assistance and assistance to their colleagues when they perform the skills.

It helps her in reaching the duty required to be practically implemented, which contributed to the development of the level of performance of the skills of chest handling and correction by jumping well and achieving better results in the post-test as, the practice and exertion of effort with training and continuous repetitions are necessary in the process of education and training and an auxiliary and necessary factor in the process of individual interaction with The skill and control of his movements and the achievement of coordination between the movements that make up the skill in performing a proper sequential performance at a suitable time (Shalash and Subhi: 129: 2000). The researcher also attributes this development to the regularity and continuity of the training educational units for a period of (7) weeks in which the students practiced the Rosenberg model with the use of special exercises By sense perception - moving and performing the chest handling while blindfolded, which was not known in the educational units, which increases the time invested in the skill performance and this is what (student 41: 2000) indicated that teaching methods and their methods are of great importance in the educational process and that these methods and methods affect fast learning . In addition, the suitability of the method used for the ages of students, which increases the learner's enjoyment and suspense, and eliminates boredom during exercises, has helped to speed the learner.

3. CONCLUSION:

In light of the results of the study and its discussions, the following researcher concludes, that the Rosenberg model has a direct effect on the development of sensory-motor perception of the skills of chest handling and shooting by jumping from spinning with basketball for students, as well as there are significant differences between the pre and post -tests of the experimental and control groups in both skills and in favor of the experimental group.

4. REFERENCES:

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