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Issa Essam Nouri
College of Physical Education
and Sports Science/University
of Samarra, Iraq

Jasim Saleh Majon
College of Physical Education
and Sports Science/University
of Samarra, Iraq

The effect of Jixo's strategy on learning some offensive skills with epee weapon for students

Issa Essam Nouri and Jasim Saleh Majon

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Abstract

The aim of the research was to identify the effect of Jixo's strategy in learning some offensive skills with a Epee weapon for students, and the researchers hypothesized that there were statistically significant differences in the results of the pre- and post-tests for the experimental and control groups in learning offensive skills with Epee weapon among students, and statistical treatments were carried out using Arithmetic mean, standard deviation, skew coefficient, percentage, t-tests between two arithmetic means and the Statistics Bag (SPSS), and after identifying the results by the researcher to a number of conclusions Including: The use of the Jixo strategy had a positive effect on the students' learning of some offensive skills with a Epee weapon, and through the conclusions, the researcher recommended a number of recommendations, including: The necessity of using the Jixo strategy to teach education in different academic levels.

Keywords: Jixo's strategy, deviation, skew coefficient, percentage

Introduction

Those in charge of the educational process seek to improve the traditional teaching process and increase the positive interaction between the teacher and the student, in line with contemporary educational trends and based on recommendations calling for the renewal of the used teaching methods, methods and strategies, and the adoption of teaching that makes the student the focus of the teaching process. Dividing learners into groups as well as assigning them individual and group activities and skills through Their meeting and cooperation in the hope of providing a comfortable environment in which their motivation is raised in the required manner and to avoid some shortcomings when using some members of the cooperation groups by relying on one student in the implementation of the activity and make each learner do what he can do from the presented study material.

It was experimenting with a contemporary teaching strategy, which is the collaborative (Jixo) strategy, which aims to achieve learning through the roles of its cooperative groups, which is to ask each student to perform a homework or task for an idea within the skill offered for learning. Understand and assimilate the required program vocabulary. This strategy emphasizes "the importance of students working as a team and developing their collaborative and social skills, through which students' needs and desire to learn are satisfied, as it challenges their ideas while doing this collaborative practice." (Ibrahim and Mahasin, 2009, 102) [2].

By experimenting with these variables, the researchers try to work on learning some of the skills of the Epee weapon with the activity of fencing for the members of the research sample. For the purpose of achieving this, the researcher tries, through the use of the stages of this strategy, to exploit the advantages of cooperative teaching between individuals of research sample to achieve the required learning outcomes, and highlights. The importance of the current research is that the two researchers use the Jixo strategy as one of the cooperative teaching strategies Co-operative and the effect of this by learning some offensive skills with an Epee weapon for the activity of fencing among students.

Method curriculum

Each research has a scientific method through which it is possible to reach the best way to solve the problem that makes up the research, so the researcher used the experimental method by designing equal groups with pre- and post-tests being the most appropriate approaches to solving the research problem, (The experimental method accepts a distinct method as it is understood in the best way Through comparison to demonstrate the existence of evidence of difference between the results of the groups). (Adnan, 2004, 85).

Corresponding Author:
Issa Essam Nouri
College of Physical Education
and Sports Science/University
of Samarra, Iraq

Participants

The research community was determined in a deliberate manner, represented by students of the third stage / College of Physical Education and Sports Sciences / Samarra University for the academic year 2021/2022, and about (20) students. (16) students for the control group and experimental, with a rate of (8) students per group, where the experimental group will implement the teaching

program using the teaching strategy (JIXO), while the control group will implement teaching using the usual method followed by the professor of the subject, and the total experimental and control research sample constitutes (80%) of the population of research, and (4) students who were used to conduct the exploratory experiment were excluded, as shown in Table (1).

Table 1: Shows the two research groups and sample size

The research sample	The experiment	The research community		N
8	Experimental	4	20	1
8	Control			2
16		The sum of the research sample		

To achieve parity between the two research groups, the researcher conducted equivalence tests in the research variables and physical abilities, which were conducted on Thursday, 11/18/2021 at (10:30) in the morning, and on the yard of the College of Physical Education and Multi-

Purpose Sports Sciences with the help of the assistant work team. Equivalence is to ensure that the two groups follow a convergent starting line in the research variables, as shown in Table (2).

Table 2: Shows the equivalence of the two research groups in testing some offensive skills with a Epee weapon and motor abilities

Indication type	Sig	Calculated T value	Experimental group		Control group		Unit of measure	Statistical coefficients	Variables
			± yh	x	± yh	x			
Not significant	0.149	1.528	0.517	3.375	0.462	3.750	Degree	Direct Straight Attack	Skill Variables
Not significant	0.107	1.722-	0.462	4.250	0.916	3.625	Degree	Attack by changing direction	
Not significant	0.350	0.966-	0.517	3.625	0.517	3.357	Degree	Indirect Cut Off	
Not significant	0.585	0.559-	0.969	4.027	0.546	3.852	m/sec	Speed	Physical abilities
Not significant	0.709	0.381-	0.215	6.546	0.313	6.495	m/sec	Agility	
Not significant	0.687	0.411-	0.068	1.946	0.129	1.925	Cm	Legs explosive force	

(*) Significant at the level of significance < (0.05).

Tests and Measurement

Testing the motor speed of the stabbing movement of the fencing players.

- Test the simple attack by changing the direction with the weapon installed and the performance of the stabbing movement.
- Simple and categorical attack test with the installed weapon and the performance of the stabbing movement.
- Speed test (Running test (20m) from high start)
- Strength test (Stability wide jump)
- Agility test (Running zigzag between obstacles) (Abbas, 2021, 45-50)

Procedures

Prepare tutorial

The two researchers prepared the educational program by looking at the sources and references and communicating with specialists and people with relevant experience in the field of teaching methods, motor learning and sports psychology, and through personal interviews appendix (1) conducted by the researcher on the preparation of teaching units for fencing skills with a Epee weapon according to a strategy (Jixo) and applied to the experimental group After completing the introductory unit and to achieve the objectives of the research, the educational program began to be implemented in cooperation with the assistant work team on Wednesday 24/11/2021 and ended on Wednesday 5/1/2022 with a duration of (43) days.

Main experience

The start of the educational program for the experimental group began on Wednesday, November 24, 2021, with two educational units per week, which were implemented on (Wednesday and Thursday) of each week for a period of six weeks and according to the schedule. The program was implemented by the researcher in cooperation with the professor of the subject and the team Assistive work by teaching (Jixo) strategy to learn some offensive skills with a weapon. For the experimental group and on the multipurpose yard of the College of Physical Education and Sports Sciences / University of Samarra, the program was implemented on the experimental group within the allotted day and time with the provision of tools and supplies for the educational units for this strategy, while for the control group, the educational material was implemented in the manner prepared by the professor of the subject, The implementation of the educational program for the two groups was completed on 5/1/2022.

Statistical means

For the purpose of processing the obtained data, the researchers used the Statistical Package for Social Sciences (SPSS) version (25) using the following laws: (arithmetic mean - standard deviation - skew coefficient - percentage - t-test between two related and unrelated arithmetic means). Al-Tikriti, 1999, 101) [3], and the statistical bag was used in all laws except for the percentage Results.

Table 3: Shows the results of the pre and post tests for the experimental group to learn some of the skills of the Epee weapon in the effectiveness of fencing:

Grade	Level of significance	Value (T)	post test		Pre test		Unit of measurement	Variables	T
			Y h	X	Y h	x			
Moral	0.000	12.220-	0.744	7.375	0.517	3.375	Degree	Direct Straight Attack	1
Moral	0.000	12.830-	0.517	7.625	0.462	4.250	Degree	Attack by changing direction	2
Moral	0.000	22.913-	0.462	7.750	0.517	3.625	Degree	Indirect Cut Off Score	3

(*) Significant at the level of significance < (0.05).

Table 4: Shows the results of the pre and for the control group to learn some of the skills of the Epee weapon in the effectiveness of fencing

Grade	Level of significance	Value (T)	Post-test		Pre-test		Unit of measurement	Variables	T
			Y h	X	Y h	x			
Moral	0.000	12.689-	0.744	6.625	0.462	3.750	Degree	Direct Straight Attack	1
Moral	0.000	11.000-	1.060	6.375	0.916	3.626	Degree	Attack by changing direction	2
Moral	0.000	12.689-	1.035	6.250	0.517	3.375	Degree	Indirect Cut Off Score	3

(*) Significant at the level of significance < (0.05).

Table 5: Shows the results of the post-tests between the experimental and control groups in learning some of the skills of the Epee weapon in the effectiveness of fencing:

Grade	Level of significance	Value (T)	Post test		Pre test		Unit of measurement	Variables	T
			Y h	X	Y h	x			
Moral	0.015	3.211-	0.462	6.250	0.744	7.475	Degree	Direct Straight Attack	1
Moral	0.019	3.035-	1.060	6.375	0.517	7.625	Degree	Attack by changing direction	2
Moral	0.003	4.583-	1.035	6.250	0.462	7.750	Degree	Indirect Cut Off Score	3

(*) Significant at the level of significance < (0.05).

Discussion

Tables (3) and (4) show that there are significant differences between the results of the tribal and remote tests for the experimental and control groups in the results of evaluating the apparent shape of the skill of the Epee weapon in fencing and in the interest of the post tests, and the researcher attributes this to the effectiveness of the program prepared using the (Jixo) strategy. For the experimental group, where (Al-Zuhairi, 2017) ^[4] believes that the strategy of (Jixo) makes teaching exciting for learning events, attractive and interesting, relieving the introversion of some of the learners, as well as developing initiatives of affection and intimacy among them, in addition to benefiting from each other through their cooperation and increasing their ability to express themselves by expressing their opinions through dialogues and discussions to achieve the objectives of the lesson (Al-Zuhairi, 2017, 318) ^[4], as well as the method followed by the control group, as the proportion of the educational units that consisted of it and allocated to those skills, in addition to the total time of the program, contributed to the emergence of those positive results, which had an impact on learning some of the fencing skills of the study sample, where (Al-Hayali, 2012) ^[6] pointed out that one of the natural and expected phenomena is to obtain positive results when subjecting raw learners at the beginning of learning to educational programs to work on developing their motor abilities and skills in non-practicing sports events, as the effect of learning appears clear and clear despite the absence of prior learning

"Practice and performing repetitions are necessary for the raw beginner in the learning process, as it is the process of the individual's interaction with skills and their performance while achieving motor coordination when performing in subsequent attempts and repetitions" (Al-Hayali, 102, 2012) ^[6], while (Mahjoub and others, 2013) ^[7] added that "the main factor for increasing Effectiveness of performance for skill is exercise and practice with learning and experience, which leads to performance that obtains the satisfaction of

specialists (Mahjoub and others., 42, 2013) ^[7] there for, doubling the practice repetition of the skill performance has helped to learn the skills related to the effectiveness of the fencing under discussion in proportion to the level of expertise of the research sample members, and (Al-Masry, 2000) ^[8] believes that the experimental and sometimes traditional programs have an impact on developing aspects of the learners' motor performance, even if the experimental ones have an the largest effect The largest when compared to the methods used by the professors of the subject, while the personality and experience of the subject professor plays an influential role through teaching in his style (Al-Masry, 121, 200) ^[8], and accordingly the researcher believes that those positive changes have become tangible in the current research sample and in terms of the moral differences between the results of the tests Tribal and dimensional in evaluating the motor performance of the skill of the Epee weapon In the effectiveness of fencing for the research sample, whether experimental or control, and thus the first hypothesis of the study was realistically achieved, supported by those results that were reached.

It is evident from the two tables (5) that there are significant differences in the post-tests between the experimental and control groups in learning some Epee weapon in the effectiveness of fencing. The nature of these exercises is proportional to the targeted abilities and skills, which led to the emergence of those positive results As it is a natural phenomenon for the learning process to occur, there must be tangible learning for the members of the sample, especially if sound scientific steps and foundations are followed when applying them, and where the steps of the strategy were followed and through which the experimental research sample was subjected to the teaching positions prepared for each educational unit with diversity and gradation in the level of difficulty The sufficiency and appropriateness of the time and repetition allocated to each skill with the level of the research sample members, which reinforced the emergence of differences between the post tests. Learning

some of the skills of the blind weapon in the effectiveness of fencing and in the interest of the post tests for the experimental research sample, where (Al-Habous, 2018) ^[9] sees that the strategy of (Jixo) is open to the student The area to take a positive and active stance during the teaching process due to what he does during the implementation of the stages of this strategy The student becomes the focus of the teaching process with enhanced self-confidence, and the results of teaching are effective and fruitful learning. Through teaching positions with this strategy, it is easy for the student to identify facts and information on his own, which creates an incentive for the student to research and inquire in a way that satisfies his inclinations and needs by creating a direct interaction between the student and what he learns and with what It achieves required learning outcomes. (Al-Habous, 2018, 76 .)^[9]

While (Magle, 1998) mentions that the diversity of teaching positions and their organization at various and changing times, targeting the preparation of skills for the relevant event helps to increase the learning experience through mastering these skills and employing them to achieve the required performance in a better way and in real teaching situations (Magil, 1998, 230) ^[11]. In the opinion of (Afaneh and Youssef, 2009) that the Jixo strategy makes the learner an expert with his own personality and bears him responsibility in leading the groups and in what produces the required learning events cognitively and skillfully. And Youssef, 2009, 184) and this is in line with the results of the current research, as the use of this strategy has had a positive impact on the stages of learning the skills under study.

Conclusion

By discussing the results of the research, the researchers concluded that the use of the Jixo strategy had a positive effect in learning some offensive skills with Epee weapon in the effectiveness of fencing for students, and the method used by the subject teacher had a positive effect in learning some offensive skills in the effectiveness of fencing for students, the superiority of the group Experimental in the outcomes of learning some offensive skills with a fencing weapon with the effectiveness of fencing for students on the outcomes of learning the control group for the skills under research, and based on the conclusions reached, the researchers recommend the need to use the Jixo strategy to teach physical education in different school stages, as well as conduct similar research according to teaching strategies Diversity in learning different sporting events.

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