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## The effect of designing educational experiences to learn the skill of receiving volleyball to students

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### Abstract

The importance of the research lies in the use of the design of educational experiences based on the method of guided discovery and the method of small groups in teaching the skill of receiving volleyball to students of the second intermediate grade. And that the game of volleyball is one of the team games that is unique in its accurate performance and speed in concentration, and in which the skill is determined by only three touches, and thus it needs a variety of methods to teach its skill by modern teaching methods that work to absorb and learn the skill, thus mastering it to achieve the educational goals, and the researcher used the experimental approach to suit the nature of the problem, where the research sample consisted of students of the second intermediate grade, Al-Ajyal School for Boys in Dhi Qar Governorate, whose number was (36) students divided into (18) students for the first experimental group and (18) students for the group The second experimental, as the skill of receiving volleyball was determined, which was adopted by the research within the educational curriculum, in the prescribed period and according to the specified time.

**Keywords:** Educational experiences, skill, volleyball

### Introduction

The teacher is one of the most important pillars of education and the tipping point between the educational material and the learner in transferring positive scientific knowledge and various life skills and translating them in a smooth and palatable form for the learner to be an effective component in society and directing them towards differentiating between right and wrong and achieving the desired goals. The teacher is a pivot and a major element in providing an effective learning environment that reflects on the behavior of the individual and is supportive of him cognitively, physically and psychologically, which provides the learner with the ability to prepare and prepare to improve his behavior, capabilities and skills that arouse in him a sense of comfort to show his best abilities to achieve himself. The educational experience is a basic rule and a healthy necessity in the life of society, to which the educational aspects in general and the athletes in particular are linked, and an event and facility that has its positive effects, which creates an atmosphere that gives the character of perseverance in work and diligence in achieving educational and educational goals, and cultivates motivation as a reinforcer and driver of behavior and arouses desire for the learner's performance through design an educational product based on the experiences, practices and competence of the teacher in attracting the attention of the learner to interact with the knowledge and practical study material. And the process using methods and methods capable of meeting the learner's needs, inclinations, and desires according to his readiness and available capabilities, taking into account individual differences and the gradual presentation of information in a consistent and reliable manner, in order to acquire knowledge efficiently and effectively in an attractive, fun and inspiring manner. Through the educational experience of the teacher, his ability to adapt the knowledge material into a practical material emerges In an educational style or attitude commensurate with the ability of the recipient to apply the skill in the field, especially volleyball, which is unique in its advantage that requires agility, speed of movement, and correct timing between the one team on the one hand and the opposing team on the other hand, which is limited by a law that allows three touches that cannot be mistaken, allowing them to deal with a light weight ball and the skill of accurate finger movement, with high concentration and performing tasks between the team according to the location of each of them.

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Hence, the researcher decided to use the design of the educational experience, which represents an educational and cognitive dimension, and to provide a supportive atmosphere that contributes

**Research problem**

Most studies and research indicate that there are several reasons for the weakness of the educational process, so it is the responsibility of the teacher to search and investigate the reasons for the success of the educational aspect of knowledge and skills, as it represents a humanitarian and educational message, hence, the problem became clear that the preparation of materials theoretically and the overlapping of understanding its vocabulary during the field application within the stadium does not allow them to understand how to implement the duty or the task, which reflects negatively on the technical performance of the skill. An educational course that takes into account the theoretical material and how to implement it in the experimental field in teaching some basic skills in volleyball according to individual differences and is able to satisfy the desires of the learner and achieve his goals.

**Research objectives**

1. Designing educational experiences in teaching the skill of receiving volleyball to students.
2. To identify the effect of designing educational experiences in teaching the skill of receiving volleyball to students.
3. Identify the significance of the differences between the two experimental groups in the post tests.

**Research hypotheses**

1. There is a statistically significant relationship between designing educational experiences and teaching the skill of receiving volleyball to students
2. There are statistically significant differences between the two experimental groups.

**Research fields**

**The human field:** middle school students for boys - Dhi Qar Governorate for the academic year 2022-2023

**The spatial field:** Al-Ajyal Intermediate School for Boys

**Time field:** from 12/2/2023 to 16/4/2023.

**Define terms**

**Educational experiences:** means the set of attitudes and events that the learner lives in at a specific moment in his life, whether they are past or existing situations or events, provided that they affect his behavior and leave traces on his personality and make him a different formula from others. (Faraj Abdel Qader Taha & others, 1989, p. 38) <sup>[1]</sup>

**The procedural definition of the educational experience:**

It is a set of educational situations and events acquired by the teacher related to various sports activities, skills and activities, who in turn adapt these situations and events and deliver the educational experience to the learner.

**Research methodology and field procedures**

**Research Methodology**

The experimental approach (with two equal groups) has been used due to its suitability to the nature of the problem to be solved, as the experimental approach is the closest and most true to solving many scientific problems practically and theoretically. (Allawi, Muhammad Hassan & Ratib, Osama Kamel, 1999, p.217) <sup>[2]</sup>

**The research community and sample**

The research community is represented by students of the second intermediate grade \_ Al-Ajyal School for Boys for the academic year 2022-2023 AD, whose number is (76) students, and the sample was chosen randomly and by drawing lots from the research community, as the "A good sample must represent the original community in a true way that is consistent with the nature of the studied phenomenon and the required information and allows for the generalization of its results" (Majeed, Risan Khraibet, 1987, p. 41) <sup>[3]</sup>, The size of the research sample was (36) from Divisions (A) and (B) of the original research community, with (18) students for each group, as (18) students represent the first experimental group and (18) students represent the second experimental group. The sample is a percentage of (47.36%) of the original research community, which is a good percentage to represent the research community in a real and honest way. Table No. (1) shows this.

**Table 1:** shows the details of the distribution of the research sample.

Research community	Experimental sample	Main research sample	Excluded	first experimental group	second experimental group
76	10	36	30	18	18

**Homogeneity and equivalence of the sample**

**Homogeneity of the sample**

For the purpose of finding out the homogeneity of the

research sample in some of the variables related to the research, the researcher extracted the coefficient of variation for each of (age, Length, and mass), as shown in Table (2).

**Table 2:** Shows the mean, standard deviations and coefficient of variation in terms of (age, Length, mass).

Variables	Measuring unit	Mean	Std. deviation	difference coefficient
Age	Mounth	172.6	3.25	1.882
Length	Cm	147	3.021	2.055
Mass	Kg	49.49	4.354	8.797

\* The coefficient of variation values were all less than 30%, indicating that the sample as a whole was homogeneous for the aforementioned factors.

**The equivalence of the sample**

For the purpose of finding out the equivalence of the research sample in the reception skill, the researcher

extracted the arithmetic mean, the standard deviation, and the calculated (t) value for the skill mentioned above.

**Table 3:** shows the equivalence of the two research groups in reception skill.

Variables	Measuring unit	First experimental group		Second experimental group		Calculated (t) values	Sig level	Sig type
		Mean	Std. deviation	Mean	Std. deviation			
Receiving	Degree	1.70	0.675	1.60	0.699	1.709	0.620	Non sig

Gathering information, devices and tools used:

### Means of collecting information

Arabic and foreign sources, observation and experimentation, information network (Internet), technical performance test evaluation form.

### Devices and tools used

Volleyball court, legal volleyball (10), video camera type (Canon 7100), camera tripod. Manual calculator (DELL), 18 DVD discs, 1 scale, measuring tape, and 2 stopwatches.

### Identifying some basic volleyball skills and determining the test for each skill under study

The skill was determined according to the Ministry's approach, and the research required conducting tests for the reception skill, and it was presented to a number of experienced and specialized experts. And despite the use of tests in the Arab environment and in ancient times, and despite the fact that their scientific transactions are verified and reliable, the researcher has extracted the scientific basis for the test. And their agreement was obtained by 100%, and this is what achieves the apparent validity of the tests.

### Exploratory experience

The exploratory experiment was conducted on a sample of the original research community other than the main research sample, who are (10) students from the second intermediate grade, to verify the stability of the tests through the application and reapplication of the tests, as well as to ensure their positionality by placing two arbitrators, and the correlation coefficients were high, which is What achieves stability and objectivity.

**Designing the Learning Experience:** (Rashid bin Abdulaziz Abu Rashid & Khalid bin Nasser Al-Sir, 1426 AH)

**1. The name of the educational experience:** reception skill:

**2. The student's acquired experiences:** the skills that the student must acquire before learning the experience in order to benefit from it, such as reception.

**3. Goals:** An educational goal and an educational goal that the student must achieve after gaining experience

**4. The studied group:** students of the second intermediate grade

**5. The method of organization:** It is the appropriate method for dividing the students in the field and organizing their distribution in an appropriate manner and the nature of the skill studied.

**6. Devices and tools:** They are the devices and tools required to gain experience, which help the student and the teacher to gain good experience.

**7. Teaching Methods:** (Guided Discovery Method) (Small

Groups Method).

**8. Observing performance:** It is the elements related to the educational objectives and is often the responsibility of the teacher.

**9. Procedures for implementing the educational experience:** It is the application of the designed experience through which experiences are gained to achieve the previously established educational goals. The procedures are divided into three sections, namely:

- Before implementing the experience: examining the previous experiences of the students through direct observation by the teacher
- During the implementation of the experience: it is the application of all the previously mentioned procedures and the application of the two teaching methods mentioned above.
- Advancement of experience: It is all actions taken by the teacher in order for students to acquire experience for the skill studied according to the capabilities of the students.

**10. Benefiting from educational situations:** These are the opportunities and moments in which the student is ready to learn during the lesson or after class.

**11. Additional activities that enhance learning experience:** we mean competitions and games that are implemented or supervised by the teacher.

**12. Experience Evaluation:** It is a form that includes the important elements of the skill and the specific information in the field cognitive and observation of student behavior.

### Pre-tests

The researcher conducted the pre-tests on the main research sample on Thursday, 23/2/2023, in the school yard, in the presence of the subject teacher and the assistant work team.

### Main experiment

After all the requirements of the main experience were identified, the researcher gave an introductory educational unit to the two research groups before entering the main educational curriculum. Its purpose is to introduce students to aspects of the educational experience that will be applied by them and under the supervision of the teacher. order to identify the nature of the skill to be learned, as well as to achieve the goals that were previously set by the researcher, the educational curriculum was started as follows:

- The main experiment started on Tuesday 28/2/2023.
- The end of the main experiment on Thursday, 30/3/2023.
- The number of educational units during the educational curriculum (8) educational units for each group, at the rate of two educational units per week, the time of the educational unit is (45) minutes, and the work of the two groups is divided as follows:

**The two experimental groups**

Individuals of the two groups applied educational units for teaching basic skills in volleyball a set of educational exercises according to the method of guided discovery and the method of small groups that were established in the middle generations for boys, and the work of the two experimental groups was according to the design of educational experiences as follows:

**Preparatory section:** It lasts (10) minutes and consists of an introduction and a general and special warm-up.

**The main section:** its duration is (28) minutes for one educational unit, and in turn it consists of two parts:  
The educational part: It has a time of (10) minutes per educational unit.  
This part includes two aspects:

**The first side:** It includes an explanation of the skill according to the two methods mentioned, and all technical aspects of the skill are explained.

**The second side:** identifying the difficult parts of the skill with the involvement of students in explanation and clarification as a model.  
B- The applied part: its time is (18) minutes for one

educational unit, and this part includes the following division:

1. Supporting the learner with a variety of educational content.
2. Feedback.
3. Transfer of responsibility to the student.
4. Provide an independent practice

**3. The concluding section:** It lasts (7) minutes, and in it the learners perform a light jog around the field with a small game.

**Post-tests:** The post-tests were conducted on Sunday 4/2/2023, and the researcher was keen to ensure that the conditions are similar to the pre-tests in terms of place, time, presence of the assistant work team and under the direct supervision of the researcher, and the same steps were used in the pre-test.

**Statistical means**

The statistical results were extracted by the researcher using the statistical program (SPSS).

**Presentation, analysis and discussion of results**

**Presentation and analysis of the results for the two experimental groups**

**Table 4:** shows the arithmetic means, standard deviations, and the calculated (t) value for the pre and post tests for the two groups:

Groups	Variables	Pre-test		Post-test		Calculated (t) values	Sig level	Sig type
		Mean	Std. deviation	Mean	Std. deviation			
First experimental group	Receiving	1.70	0.675	7.30	0.675	15.087	0.000	Sig
Second experimental group	Receiving	1.60	0.699	7.60	0.516	28.460	0.000	Sig

\* Significant at the level of significance < (0.05) with a degree of freedom (35).

Table (4) shows the means, standard deviations, and the value of (t) calculated between the results of the pre and post tests in the skill of receiving volleyball for students for the two experimental groups, as the results presented in the table showed that the value of the significance level calculated in the tests for the groups is less than the value of

the significance level (0.05). This indicates that there are statistically significant differences between the pre and post tests and in favor of the post tests for the two groups.

**Presenting and analyzing the results of the post-tests for the two experimental groups**

**Table 5:** shows the arithmetic means, standard deviations, and the calculated (t) value for the post-tests for the two groups:

Variables	First experimental group		Second experimental group		Calculated (t) values	Sig level	Sig type
	Mean	Std. deviation	Mean	Std. deviation			
Receiving	7.30	0.675	7.60	0.516	6.866	0.000	Sig

Significant at the level of significance < (0.05) and with a degree of freedom (34)

Table (5) shows the arithmetic mean, standard deviations, and the value of (t) calculated between the results of the post-tests in the skill of receiving volleyball for students for the two experimental groups. This indicates that there are statistically significant differences between the post-tests of the two groups, in favor of the second experimental group, which was used by the small groups method.

**Discuss the results**

By presenting the results in Table (4), the development of the two experimental groups in teaching the skill of receiving volleyball to students. The researcher attributes this development to several reasons, including the impact of the educational curriculum using the design of educational experiences, which had a great impact on consolidating the information in the student’s mind, which motivated students to take the initiative. To practice and repeat in high spirits when applying the educational curriculum, correct learning

is able to raise the level of motivation and get rid of anxiety and tension when implementing the skill through continuous reinforcement and encouragement and avoiding mistakes. That "one of the natural phenomena of the learning process is that there must be a development in learning as long as the teacher or trainer follows the steps and sound foundations of the learning process and rehearses the correct performance and focus on it and on continuous iterative attempts until the performance is consolidated and stable" (Magill, A., 2004) [5].

It is well known that the teacher, when applying the curriculum in its proper and correct manner, inevitably leads to positive results, as when implementing the curricula effectively, the general performance of the student improves a lot in terms of learning or teaching, and this is what was confirmed by (Zafer) “that one of the natural phenomena of the learning process is that it must be There is a development in learning as long as the teacher follows the

steps of sound foundations for learning and teaching. (Al-Kadhimi, Dhafer Hashim Ismail, 2002, pg. 102) [6]  
 By presenting the results in Table (5), we notice the superiority of the second experimental group over the first experimental group that used the method of small groups, and here the importance of teamwork and joint interaction between students and the quality of exercises in harmony with the influential scientific methods that ensure student interaction with the educational material in theory and practice emerged to achieve the same and the development of the role of the learner in shaping his personality and his ability to perform the task to the fullest extent and satisfy his desires and inclinations through the use of educational experiences, and this is confirmed by (Al-Sami') that "learning in this method is an educational plan in which work takes place within small groups of homogeneous achievement in which the principle of teamwork takes place in a clear educational manner that leads as a result to the consolidation of the basic characteristics of the socialist personality of the student and consolidates the correct educational relationship between the teacher and the student." (Abdel-Samie, Saleh, 2000, p.48) [7]  
 The positive interaction between students creates a kind of competition to perform the task in the best way, and this is confirmed by (The trick). This method of dividing students into groups of homogeneous achievement leads to mastering the skills of the learner, which is the primary goal of the group, and the efforts exerted to achieve this individual achievement are often competitive. (Al-Haila, Muhammad Mahmoud, 1999, p. 342) [8]

**Conclusions and recommendations**

**Conclusions**

1. Working with educational methods has proved successful in developing educational and scientific work.
2. The superiority of the group work method over the guided discovery method.

**Recommendations**

1. Using the small groups method with another level of students.
2. Applying the method of educational experience with activities other than volleyball.



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**Appendix No. (1)**

**Learning objective**

**Educational objective:** Learn the skill of receiving volleyball Emphasis on order and restraint A small game of skill Emphasis on cooperation and teamwork

Plan sections	Time	Motor and educational activities	Organization	Notes
Preparatory section 10 min	Introduction 3 min Warm-up 3 min Private warm up 4 min	Preparing lesson tools, students standing to take attendance and explaining vocabulary. General preparation for all body parts Skill exercises	***** x 	Work in order and quietly, then walk and jog
The main section 28 min	educational activity 10 min	The method used is guided discovery for the first group and the method of small groups for the second group, where the skill is explained by the teacher with a presentation of a sample of students and giving immediate feedback and answering questions for both methods.	**** ⊖ ****	Correct mistakes
	applied activity 18 min	The researcher designed the educational experience using two teaching methods, namely guided discovery and small groups, and he applied three exercises for each of the two experimental groups, the duration of each exercise was (5) minutes, then a rest period was given for (1) minutes, and then the three groups performed within one experimental group alternately applied mentioned exercises. * Perform the entire skill without using balls * Throwing the ball by a colleague and trying to perform the reception skill * The same as the previous exercise by changing the direction of reception, right to left * Performing the transmission on the wall, and the learner receives the transmission from below	***** ⊖ 	* Cognitive questions about the correct performance of the skill * Discovering mistakes by colleagues and performing the skill correctly
Concluding section 7 min	Small game 5 min Dismissal 2 min	Cool down exercises and a mini game	***** ⊖	Regularity during dismissal