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The impact of the generative learning strategy with different teaching methods to develop some mental variables and learn the skills of preparing and receiving volleyball for students

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Abstract

The aim of the study is to identify on impact curriculum educational using strategy learning obstetric by methods teaching learning mastery and style discovery router and style tracked in to learn my skill preparation and receive send with the ball The Plane and recognizing the influence of the method The best be informed my skill preparation and receive send with the ball Plane, and the importance of the study lie being a attempt By upgrading level Teach _ from Side And with a level the students from Side other from during Use strategy _ learning obstetrical phases of education, and the imposition of study is there spreads between the exams tribal and remoteness for aggregates The three be informed my skill preparation and receive send with the ball The Plane as well spreads in results the exams dimensionality between totals The three using strategy learning obstetric And my style You don't know mastery and style discovery router for my skill preparation and reception with the ball The Plane for students The researchers used the experimental method design groups equiv for its convenience nature The problem of the study, and the study population identified students of the second stage in the College of Physical Education and Sports Sciences / University of Al-Qadisiyah for the academic year 2021/2022, and their number is (125) students distributed into five divisions. Their number is (45), after which the researchers conducted a sample selection, the pre-tests, and then the implementation of the educational curriculum, which lasted for a period of (8) weeks. And the results of the study were presented and discussed, and the most important conclusions reached by the researchers were H and F that for my style Teaching (professional and discovery directed) to them impact positive more from method tracked in to learn my skill preparation And Reception send with the ball the plane.

Keywords: Generative learning strategy - mastery learning style - wave discovery style - volleyball

Introduction

The game of volleyball is one of the exciting and popular team games for a large number of sports fans, so the game has spread all over the world, and the public turnout for its practice has increased. new legal, Relying on the method used by the subject teacher does not mean the failure of the educational process in general and the process of motor learning in particular, and he has achieved a good level of learning and the principle of this method is based on the centralization of the teacher's control in making various decisions in the lesson, which are the pre-lesson and implementation phase The lesson, that is, during the application of the skill, and after the lesson, which is related to feedback and performance evaluation. Herein lies the importance of the study as it is an attempt to raise the level of teaching on the one hand and the level of students on the other hand through the use of the generative learning strategy in its various educational stages. teachers in The college teaches all motor skills, especially the skills of the game of volleyball, depends on the method used, and this is the method in which the teacher takes all decisions (planning, implementation and evaluation decisions), and the role of the student is to follow orders and obey them only. On the importance of using a strategy with teaching methods that provide the opportunity to involve students and make them think while stimulating them mentally as well as cultivating self-confidence in them, especially methods that depend on the student's mental excitement, research, investigation, thinking and experimentation. And the guided discovery in addition to the method used by the subject teacher to learn the skills of preparing and receiving

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volleyball, and the study aimed to identify the impact of the educational curriculum b Using generative learning strategy.

Teaching methods: mastery learning, directed discovery method, and the method used in learning the skills of numbers and receiving volleyball for students.

Methodology

The nature of the problem obliges the researchers In choosing the appropriate approach, therefore, the experimental approach was used, which is "the closest research methodology for solving problems in the scientific way and the most valid approach" (1:359) by designing equal groups for its suitability to the nature of the problem community and sample of the study: of Physical Education and Sports Sciences/University of Al-Qadisiyah for the academic year (2021/2022), whose number is (125) students.

As for the research sample, it was determined in a simple random way from among the ranks of the second stage, and by three people out of five people, so the choice fell on people (C, D, E). The researchers excluded a number of students who failed, deferred, sick, absent, and participants in the exploratory experiment. Three groups are:

- The first experimental group, represented by Division (C): consisting of (15) students, who practice learning in the followed manner.
- As for the second experimental group, which is represented by Division (D): it consists of (15) students who practice learning using the generative learning strategy and the wave discovery method.
- And the third experimental group, which is represented by Division (e): consisting of (15) students who practice mastery learning.

Tests used in the study

Test the skill of numbers close to the grid (2: 83):

The purpose of the test: Measuring the accuracy of the preparation skill close to the grid, center (2) towards center (4).

Tools used: volleyball court divided, goal setting tape, tape measure, 10 volleyballs

Performance specifications: The coach directs the ball to the laboratory, and he prepares it towards the center (4) of area (A).

Registration conditions: The laboratory has three attempts - (4) Points for each attempt within Zone (A), 3 points for each attempt within Zone (B), 2 points for each attempt within Zone (C), one point for each attempt within Zone (E), zero when the ball falls outside these zones, When the ball falls on a common line between two regions, the score for the higher region is calculated Attempt in case of committing a legal error.

Transmission Receiving Test (3:134)

The purpose of the test: To measure the player's skill in receiving the serve.

Tools: Divide the area into three equal areas.

Performance specifications: The tester stands inside the circle (A) facing the net, and the teacher has to send the ball to him while it is in the place so that he receives it, provided

that he directs it into the area (1), and so on in the second five balls, so that he is directed to the area (2), and so on in The third five balls, so that they are directed to area (3), repeat the work with the same number of attempts from circle (B).

The conditions: Each tester has (15) attempts from circle (A) and (15) other attempts from inside circle (B). In all attempts, the skill of receiving from the bottom of the hands is used. The attempt in which the ball is sent from the coach to the tester in an inappropriate or out of the way is canceled. The circle in which the tester stands, the sequence of performing the attempts must be adhered to so that they are:

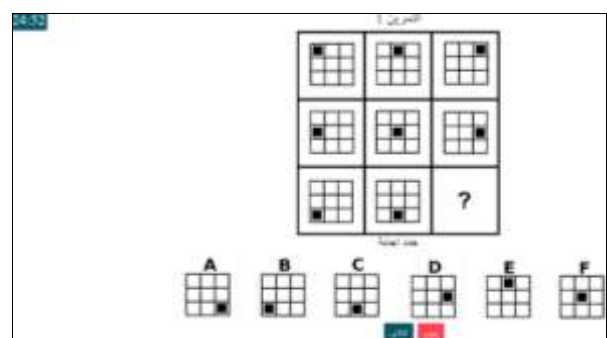
A From Circle (A): Five attempts for District (1), five attempts for District (2), five attempts for District (3).
(B) From circle (B): five attempts for area (1), five attempts for area (2), five attempts for area (3).

Registration: The laboratory records the total points obtained from the thirty attempts granted to it (15) attempts from each circle according to the following method: the ball falling inside the specified area is awarded 3 degrees, the ball falling outside the specified area and within the adjacent area gives the laboratory two degrees, the ball falling Outside the specified area and inside the stadium, the tester gets one score, except for the above, the tester gets zero. The final score for the test is (90 degrees).

A test of intelligence

Mensa full -scale test

In this test, it is required to determine the age of the laboratory and it contains 36 uncolored items that take 25 minutes and range from easy to more difficult. It requires a balance of time with answers so that you can move on to the rest of the tests, Figure (1)



Self-confidence test

Measure of self-confidence

The researchers used a measure of self-confidence.

The scale consists of 22 phrases that fall under five dimensions, which are as follows: (Linguistic fluency 1- 2- 3- 4/social aspect 5- 6- 8- 10- 13-15/The psychological aspect 7-11-14-16-20/The physiological aspect 6-9-12/Independence (17-18-19-21-22).

* Help measure self-confidence

In your hands is a questionnaire aimed at determining the individual's possession of the trait of self-confidence, which is a component From 22 phrases, there are three choices, which are (always-sometimes-rarely), and you only have to

choose one answer from them that you feel applies to you by placing a check mark.
 Alone only.
 Read each statement on the corresponding page carefully, and you must answer honestly by putting a check mark

under one of the choices.
 There is no right or wrong answers, all correct answers apply You honestly.
 Name and Surname
 Age: Education level

M	Phrase	Always	Sometimes	Scarcely
01	I speak fluently in front of others			
02	I find it difficult to express what is inside me			
03	My voice vibrates if I speak in front of a group of people			
04	I forget some words while speaking in front of others			
05	I feel good in public			
06	I feel short of breath if I speak in front of others			
07	I do not like to participate in any topic in the presence of others			
08	I like to participate in social activities			
09	Get confused when speaking in front of a group of individuals			
10	I don't like mixing with others			
11	I accept criticism of others without sensitivity or anger			
12	I sweat while speaking to others			
13	I love to meet new friends			
14	Others are better than me			
15	I like to participate in excursions			
16	I fear failure in life			
17	I do not waive my rights and defend them			
18	I agree with my colleagues without hesitation in all matters			
19	I rely on others to solve my problems			
20	I do not find it difficult to face any problem that I encounter			
21	I chose my friends after the approval of my parents and others			
22	I stick to my opinion and do not change it			

Pre-tests

Tribal tests were conducted on the research sample for the three groups for the preparation and reception test in the closed hall of the College of Physical Education and Sports Sciences / University of Al-Qadisiyah on 10/20/21/2021)

The main experience: the completion of the pre-measurement, during the period from 10/27/2021 and continued until 12/30/2022, at a rate of (8) weeks, two sessions per week, each with a time of (90) minutes. The three groups agree on performance, and the difference is only in the section. The main (educational and applied activity) of the lesson is as follows: first experimental group, Division (C): It is the one that implements the activity Teaching according to the strategy of generative learning and applied activity according to the method followed by the teacher of the subject, where the students apply the skill of preparing and receiving the transmission by following the teacher's directions.
 second experimental group, Division (D): It is the one that implements the educational and applied activity according to the generative learning strategy and the mastery learning method for the applied activity, as the researchers followed In this method, after verifying the validity of the educational plans for teaching the skills of preparing and receiving the transmission, by distributing the group into small groups according to individual differences in performance, i.e. a group with poor performance, a group with medium performance and the other with excellent performance, which makes it easier to determine the number of repetitions according to the level. Where students with poor performance are given a number of repetitions more than students with excellent performance and the involvement of distinguished students as assistants for weak students as a motivating factor for them to reach the level of proficiency,

and the use of formative tests to know students who are proficient from non-proficient and give students who are not proficient additional exercises, especially for the skill and additional time With the allocation of another formative test to see the degree of proficiency.

The third experimental group, Division (E): It is the one that implements the educational and applied activity according to the generative learning strategy in the wave discovery method, which relies on preparing questions for the directed discovery method. Students about the movement form of the skill to be learned, and the student responds in a dynamic way to these questions, and the lesson ends with a whistling game and then leaving.

Post exams: Post-tests were conducted on the research sample and for the three groups on 3-4/1/2022, and after a period of (8) weeks had passed since the implementation of the main experiment, the researchers were keen To establish the conditions and tools used and the method of implementation of the tests themselves in the pre-tests.
 Statistical means: Use the spss statistical bag to extract the results.

Results

Table 1: It shows the arithmetic mean, standard deviations, and the value (t) of the pre and post-tests of the skill numbers and for the three aggregates

Totals	tribal		remote		t value	Sig
	Middle	Deviation	Middle	Deviation		
The first	2.47	1.35	5.73	1.16	8.80	0.000
the second	2.40	0.99	6.60	1.12	11.42	0.000
Third	2.33	1.05	7.47	0.83	23.84	0.000

Table 2: It shows the arithmetic mean, standard deviations, and the value (t) of the pre and post -tests of the skill Transmission reception and for the three aggregates

Totals	Tribal		Remote		t value	Sig
	Middle	Deviation	Middle	Deviation		
The first	12.73	2.31	24.33	7.57	5.78	0.000
the second	18.60	3.16	42.27	10.33	10.12	0.000
Third	20	5.72	58.33	10.85	18.36	0.000

Table 3: It shows the arithmetic means, standard deviations, and (t) value for the pre and post-tests of self-confidence and for the three groups

Totals	Tribal		Remote		t value	Sig
	Middle	Deviation	Middle	Deviation		
the control group	45.20	4.75	48.53	4.80	2.30	0.000
The first experimental	49.13	5.45	55.33	3.61	4.33	0.000
The second experimental	49.60	5.52	60.53	2.87	9.40	0.000

Table 4: It shows the arithmetic means, standard deviations, and the value of (t) for the pre and post-tests of fluid intelligence and for the three groups

Totals	tribal		remote		t value	Sig
	Middle	Deviation	Middle	Deviation		
the control group	102.27	7.16	107.40	7.24	2.34	0.000
The first experimental	103.20	7.31	113.33	7.24	4.51	0.000
The second experimental	102.73	6.77	119.33	7.24	8.80	0.000

From the results of the two tables (1, 2, 3, 4) there is an indication of the presence of significant differences in the pre and post tests and in favor of the post test, so the

researchers resorted To analyze variance between groups View and analyze the results of the post-tests for my skill (numbers - receiving the transmission)

Table 5: The analysis of variance (F) shows the significance of the differences for the numbers and reception skills of the post-tests of the research sample

Preparation skill	Source of contrast	The general sum of squares	degrees of freedom	mean of squares	The calculated F value	significance level	Significance of differences
	between groups	34, 133	2	17, 067	17, 626	0.000	moral
	within groups	40, 667	42	0.968			
Transmitter receiving skill	between groups	8, 678, 711	2	4, 339, 356	46, 215	0.000	moral
	within groups	3, 943, 600	42	93, 895			
Self confidence	between groups	1, 086, 400	2	543, 200	34, 318	0.000	moral
	within groups	664, 800	42	15, 829			
Liquid intelligence	between groups	1, 080, 000	2	540, 000	9, 626	0.000	moral
	within groups	2, 356, 000	42	56, 095			

(LSD) test was used.

View and analyze LSD test results for two numbers skills transmission reception.

Table 6: Shows the results of the (LSD) test to find out the least significant difference to test my skills (numbers - receiving transmissions). For the three research groups

Variants	Groups	Medial difference	Indication	LSD value	
preparation	control	The first experimental	-1.06667 *	0.005	-1.7918
		The second experimental	-2.13333 *	0.000	-2.8584
	The first experimental	control	1.06667 *	0.005	0.3416
		The second experimental	-1.06667 *	0.005	-1.7918
	The second experimental	control	2.13333 *	0.000	1.4082
		The first experimental	1.06667 *	0.005	0.3416
transmitter receiver	control	The first experimental	-17.93333 *	0.000	-25.0739
		The second experimental	-34.00000 *	0.000	-41.1405
	The first experimental	control	17.93333 *	0.000	10.7928
		The second experimental	-16.06667 *	0.000	-23.2072
	The second experimental	control	34.00000 *	0.000	26.8595
		The first experimental	16.06667 *	0.000	8.9261
Self confidence	Control	The first experimental	-6.80000 *	0.000	-9.7318
		The second experimental	-12.00000 *	0.000	-14.9318
	The first experimental	control	6.80000 *	0.000	3.8682
		The second experimental	-5.20000 *	0.001	-8.1318

	The second experimental	control	12.00000 *	0.000	9.0682
		The first experimental	5.20000 *	0.001	2.2682
Liquid intelligence	Control	The first experimental	-6.00000 *	0.034	-11.5191
		The second experimental	-12.00000 *	0.000	-17.5191
	The first experimental	control	6.00000 *	0.034	0.4809
		The second experimental	-6.00000 *	0.034	-11.5191
	The second experimental	control	12.00000 *	0.000	6.4809
		The first experimental	6.00000 *	0.034	0.4809

It appears from Table (4) that there are statistically significant differences in the use of the three methods to learn my skill (numbers - receiving transmission)

Discuss the results

Through the results presented in Table (1, 2) related to the results of the pre and post tests for the two skills, it is clear that the value of (t) calculated for the three groups is greater than the value of the tabular (t), amounting to this, and this indicates that the three groups of research have achieved their goals in obtaining learning. And the researchers attribute This refers to the optimal use of learning methods in accordance with the degree of difficulty of the skill and the age level of the students, and the use of feedback.

This is confirmed by Abd al-Fattah Lutfi, "The correct adaptation of the method and method depends on a proper understanding of the factors and principles that are relevant to the subject in order to prove their impact and value in certain educational situations" (4: 235) and this is consistent with the hypothesis of the research that there are significant differences between Pre and post tests for the three totals to learn the skills of numbers and reception.

As for what was shown by the results of Table (3) for the comparison between the groups in the post tests and for the skill of numbers and reception of transmissions through the use of the law of analysis of variance between groups and extracting the value of (F), it became clear that this value is greater than the value of (F) tabular, and this indicates There is a discrepancy in the rates of learning between the groups, and to find out which method is the best, the researchers resorted to using it LSD, as in Table (4), which indicates that the second experimental group, which practiced mastery learning, outperformed the first experimental group, which practiced the teacher's method according to the generative learning strategy, as Iqbal Abdul Hussein and Nabil Kazim confirm that the strategy is The art of using the capabilities and means available in an optimal way to achieve the desired goals in the best way, in the sense that they are ways to address a problem with practical methods to achieve the goal" (5: 79) as well as the superiority of the third experimental group, which practiced the guided discovery method, and the researchers attribute the superiority of the second experimental group to the first group To the student 's use of self-feedback through the assignment sheet that was prepared by the teacher, and this helps him to increase the period of practicing effectiveness and skill during the lesson, in addition to reducing the number of times the teacher repeats the skill, because the student, when applying the skill, depends on the assignment sheet that is one of the most important purposes of the assignment sheet. Reducing the number of times the teacher demonstrates the skill in order to increase the effectiveness of the allotted time and its efficiency to perform the motor skill or duty (6: 75). When comparing the third experimental group, we notice its superiority over the first and second

experimental group. The researchers attribute this to the nature of the guided discovery method. Which depends on taking into account the individual differences of the student by dividing the motor skill into multiple duties, and the learner can choose what is appropriate to his abilities and preparations as a first step, and then moves from one level to another. It is gradual with them until it reaches the rule of generalization (7: 280), and the nature of this method is that it gives an opportunity for the student to perform the event or activity in proportion to his ability and gives him opportunities to start from any level that is appropriate to his ability to perform according to the phases of the generative learning strategy and the transition from one phase to another. Another sequentially, this is confirmed by Lamia Hassan, "The guided discovery method takes into account all grade levels in a specific work or a specific performance. The student performs the movement from the level that is appropriate to his skill abilities within the same work for all students. The teacher divides the skill into sub-activities or sub-levels. The student performs the movement at the level that is consistent with the limits of his capabilities (8: 221).

Conclusions

1. The two methods of teaching (mastery and guided discovery) have a positive effect more than the method used in learning the skills of numbers and receiving serve in volleyball.
2. For the artful style It is better than the other two methods in the process of learning numbers and receiving skills.

Recommendations

1. The need to apply the guided discovery method when teaching volleyball skills in physical education and sports science lessons.
2. Conducting training courses for physical education teachers on how to use teaching methods, including mastery teaching and wave discovery.

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