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The effect of the four-stage learning circle strategy (4ES) in learning some types of shooting among students in handball

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Abstract

The research aimed to identify the effect of a program based on the four-stage learning circle strategy in learning the skill performance of some types of handball shooting, and the researcher assumed that there were statistically significant differences between the pre and post tests for the two experimental and control groups and learning some types of handball shooting, as well as the presence of significant differences Statistically significant in the post tests of the experimental and control groups in learning some types of handball shooting, and the researcher used the experimental method to suit the problem of the study.) Student, As for the research sample, it was selected by total enumeration of the research community members, after excluding the absent and participants in the exploratory experiment. The sample would have constituted (76%) of the total population, and to measure the skills under study, skill tests were used (the shooting test by jumping high and forward and the test of shooting Correction of stability), and the exploratory experiment and the main experiment were conducted, and the statistical package (SPSS) was used to display the data processing, and the results of the study resulted in: the presence of the effect of the four-stage learning circle strategy (4ES). Where the members of the research sample, represented by the students, helped to learn some types of handball shooting, the researcher recommends the necessity of the four-stage learning circle strategy (4ES) in learning the skillful performance of some types of handball shooting, and also conducting similar research on different samples.

Keywords: Circle of learning strategy, learning, types of shooting handball

Introduction

The term “teaching strategy” is more recent in the educational vocabulary, and it includes those influences that interact with the teaching process, which can be controlled and directed by the teacher to achieve the educational and educational goals with a purposeful and programmed output. The term strategy means defining the purpose and objectives in advance and planning to reach the desired goal. (Saleh and Mahmoud, 1991) ^[1] Several studies have confirmed that the term teaching strategy means the art of using the available capabilities and resources in an optimal way that achieves the desired goals (Ibrahim *et al.*, 2019) ^[9]. It is a context of private and public teaching and learning methods appropriate to the objectives of the educational situation, through which the objectives of that educational situation can be achieved with the least potential and at the highest possible level. In reality, it represents what happens inside or outside the classroom of exploiting certain capabilities to achieve the desired outcomes for learners. A successful teacher is nothing but a successful strategy (Al-Badri *et al.*, 2020). (Bassem *et al.*, 2009), (Ibrahim *et al.*, 2020) ^[8]. That Teaching strategy is a set of steps, procedures, and organized activities and tightly planned to employ physical capabilities and humanity, so that it is comprehensive, flexible and considerate of the nature of learners, in order to achieve desirable educational outcomes. One of the strategies with a positive impact is the four-stage learning cycle strategy (4ES), which is: A teaching strategy consisting of a number of sequential steps, get up The teacher and the learner do a specific job in each stage according to what this stage requires, literature indicates The educator indicated that the learning cycle began with three solutions Then I modified the names and added a new solution, And there became a four - time learning cycle, and five times a solution and seven stages. (Al-Saeedi and Al-Balushi, 2009) ^[2] The Quadrant Learning Cycle (4ES) is a structure or a plan organizational innovator, helps on put strategy educational focus on building the learner for concepts sports, and help the teacher on planning for the lesson and provide it mechanism for education The quadruple learning cycle (4ES) strategy

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to learn and teach get up The boy is in it by themselves process investigation Which lead to me Learning, she is Translation For some ideas piaget at area teaching in the form of general, according to This form then proces teaching done with four stages are (and exploration, interpretation, expansion, and calendar), so that Complete in it moving in from stage first to me The fourth stage, respectively. (Zaytoon and Abdel Hamid, 2003) ^[7] It is a teaching strategy based on the active interaction between the teacher and the learner, and it consists of four stages in which it is practiced The learner takes turns answering _ _ _ In the course of educational situations, it will take place Opportunity for learners to investigate, practice and discover, as a result of the educational activities and attitudes that do it. In order to develop their scientific and practical skills. According to the above, the current study is important because it is a new attempt and a new qualitative addition in the field of teaching and learning. The four-cycle learning cycle and its effect on some handball skills. However, the contemporary task of the role of teaching methods for effective teaching events is to organize and direct the student 's effort during teaching for the purpose of investigating and discovering knowledge and teaching him how to think while dealing with the vocabulary of the subject. How to memorize vocabulary without understanding it or employing it in life .

Methodology

Participants

The research community was determined from the students of the second stage in the College of Physical Education and Sports Sciences / University of Samarra in the handball lesson And the number of them is (34) students, and the research sample was chosen by means of total enumeration of the members of the research community, after excluding the absent and participants in the exploratory experiment. By lottery, and thus the sample has constituted (76%) of the total population.

Tests and Measurement

Shooting accuracy test attached to the target (50) cm x (50) cm (Qasim and Jamil, 2011) ^[10]

A test of shooting accuracy from jumping forward (Jacob, 2012)

Test shooting accuracy from holding the target (40) cm x (40) cm (Qasim and Jamil, 2011) ^[10]

Measures

Before starting the application of the educational units, the researcher prepared a workshop for the assistant work team, the physical education teacher, to clarify the content of the educational units and to identify the educational program and the strategy of the four- course learning cycle, as well as the exercises The movement that will be used and the application of two educational units in order to familiarize them and inform them of it so that they have knowledge, a clear picture and proper work to avoid mistakes as much as possible.

As a result of the development of science curricula and strategies for its teaching, the three-cycle learning cycle was modified to the modified learning cycle strategy consisting of four circular stages prepared by Armenian non-linear called (4'ES) because its four stages begin with the English

letter (E), and it is according to (Ahmed, 2017) ^[3] that the stages of The form consists of. (Al-Zuhairi, 2017) ^[3]

1. **Exploration stage (guessing):** It is a stage centered around the educated student, and the cognitive imbalance raises the student's imbalance. The role of the teacher is to give students sufficient directions, materials and tools that interact in different ways, and have a relationship with the concept or principle to be explored and explored.
2. **The stage of interpretation (deepening in knowledge):** It is a stage in which attention is focused on the student during teaching, in that the teacher directs the students' thinking so that they build the concept in a self-cooperative way, and to achieve this requires the teacher to provide the appropriate classroom environment, and this stage is called the stage of concept extraction or creativity concept.
3. **Expansion stage (knowledge exchange):** It is a stage centered around the student as much as we can, and aims to help the student to actually organize and arrange experiences and encourage cooperative learning, and this is by finding the relationship or linking between new experiences and similar previous experiences, and to explore new applications for what it has been learned and this stage is sometimes called the application stage of the concept.
4. **Evaluation stage:** Evaluation must be continuous and not as it traditionally happens at the end of a unit or chapter, because it requires many measurements and assessments to form a total evaluation for students' learning and encourage building concepts and skills of science and evaluation processes. The syllabus only included its end

The program consisted of (12) an educational unit of two educational units per week on Mondays and Tuesdays, with a time of (90) minutes per educational unit in the light of the handball lesson. The following is the time distribution of the proposed curriculum :

The number of weeks (6).

The number of educational units per week (2) units.

The teaching unit time is (90) minutes.

The preparatory section (1 5 minutes) contains the administrative side,

The introduction (general preparation) and physical exercises (special preparation).

The main part (65) minutes, including (30) minutes for the educational part, which includes the (exploration and interpretation) phases, and (35) minutes for the practical part, which includes the two phases (expansion and evaluation).

The concluding section (10) minutes includes a small game and calming and relaxation exercises.

Note that the units were applied on 3/11/2019 to 12/26/2019.

Results

After the researcher to empty the data results of the pre and post tests for the research group and treat them statistically, the results were as shown in Table (1):

Table 1: The results of the differences between the pre and post-tests in the types of correction under consideration for the experimental group

T	Shooting skills	Measuring unit	Pre-test		Post test		Value (t)	Significance level (sig)	Morale
			s	p	s	p			
1	Jump high	Degree	1.923	0.640	4.153	0.688	-13.424*	0.000	moral
2	Jump forward	Degree	1.769	0.725	4.692	0.630	-10.156*	0.000	moral
3	Of persistence	Degree	2.076	0.954	4.769	1.235	-3.594	0.000	moral

N = 13 level of significance (0.05)

Table 2: The results of the differences between the pre and posttests in the types of correction under consideration for the control group

T	Shooting skills	Measuring unit	Pre-test		Post test		Value (t)	Significance level (sig)	Morale
			s	p	s	p			
1	Jump high	Degree	1.769	0.599	1.923	0.862	-0.562	0.584	insignificant
2	Jump forward	Degree	1.076	0.759	2.384	0.650	-4.250*	0.000	moral
3	Of persistence	Degree	3.153	0.8	3.307	0.947	-0.562	0.584	insignificant

N = 13 level of significance (0.05)

Table 3: The results of the differences for the post-tests in the types of correction between the two research groups (experimental and control)

T	Shooting skills	Measuring unit	Experimental group		Control group		Value (t)	Significance level (sig)	Morale
			s	p	s	p			
1	Jump high	Degree	4.153	0.688	1.923	0.862	7.288*	0.000	moral
2	Jump forward	Degree	4.692	0.630	2.384	0.650	9.186*	0.000	moral
3	Of persistence	Degree	4.769	1.235	3.307	0.947	3.385	0.003	moral

N1 = 13 n 2 = 13 level of significance (0.05)

Discussion

From the presentation and analysis of the results of tests and skills in the pre and posttest and for the two research groups (experimental and control), which were shown in tables (1) and (2), it was found that there are significant differences between the pre and posttests in favor of the post test, and this is what appears clear on the two research groups, especially on the experimental group. Which used the educational curriculum according to the strategy of the four-stage learning circle (4ES), and that the educational units that were organized in the curriculum play a basic role in learning the skill, as the educational strategy allows learners to freely choose the method or method of learning, using motor and skill exercises, applying them and observing the extent of their effectiveness Skill learning through instructional strategy. The researcher attributes this to the given exercises, which were suitable for this skill, and where individual differences in movement performance were taken into account and the correct path of motor performance was applied to them, as educational units were developed for the educational strategy in the skill of shooting and the appropriateness of the exercises and their gradation in terms of difficulty and ease and distributed in the form of methods and means And the student chooses it Which is commensurate with his abilities and potentials for this skill, as it is one of the basic skills that he needs to learn and master. A good attack comes through mastering simple or complex basic skills that are complex and accurately and easily as it is an indicator of the success of the players or the team. (Faris, 2017)

- As for the development in the control group, the researcher attributes it to the practice of exercises prepared by the subject teacher, which had an impact on the occurrence of this development.

From the presentation and analysis of the results of the skill tests in the post-test, which are shown in Table (3), it was

found that there are significant differences between the two research groups and in favor of the experimental group in the skill tests.

Therefore, mastery of these skills is (a basis for advancement and excellence, whether in training units, skill tests or competition) (Mohamed 1979), as the method of educational strategy that the researcher followed and using exercises that gave the student freedom to choose the method of their learning according to their abilities in terms of their differences. The individual experimental group made progress and improvement in performance.

The researcher adds that a skill of all kinds is one of the important and basic skills in the game of handball, and that the given exercise is highly effective, which was carried out by the experimental group so that it is similar to the performance of the skill during competition, which helped in improving motor abilities, including agility and others, have positively affected the Learn a skill They are taught how to properly link the skills together to become a complex, and various exercises must be chosen and developed that work to achieve the skills of the game and in accordance with what is happening in the match. (Muhammad 1979) Also, the exercises used in the educational units gave a positive effect in learning a skill by taking into account individual differences and interaction by students, and that the educational strategy gave the individual freedom to learn the skill and master it, as the fluidity in physical and skill exercises was given to students in the form of graduated exercises in terms of difficulty and appropriateness of these Exercises for students and note how their skill level progresses in a skill

Conclusion

The use of the four- cycle learning strategy has a positive effect on learning some Skills (shooting by jumping high, shooting by jumping forward, shooting from stability, Hand reel for the students of the experimental group, and the

proposed exercises that were developed in the form of complex exercises (kinesthetic - skill), (skillful - skill) led to the improvement of the learners' performance and their performance of skills in a consistent manner. In light of the results between the two tests (post-test and post-test), The researcher recommends using the four-cycle learning strategy in the physical education lesson for the university and secondary school stages to learn some Handball skills, as well as conducting similar research on different samples.

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