

The effect of the educational pillars strategy in improving some types of offensive handball skills

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ABSTRACT

In order to achieve the goal of the research, to know the effect of teaching strategic pillars in improving some types of offensive handball skills, the researchers used the experimental method on a sample of (20) players representing a school of football, which lasts forever in the governorate of Maysan Al-Omar (15-16 years). A sample of the priest into two experimental and control groups, each group comprised (10) players, and after the experiment and the processing of the data obtained by the researchers, the researchers reached the most important conclusions, including: the effect of an effective strategy for educational pillars on the improvement of some offensive skills with handball, and a varying level of the experimental group and the control group, Seitan recommends the following: Strategic pillars instruction should be used in the learning and training process to improve some basic skills for other team games. And conducting similar studies used on other sports and different age groups.

KEYWORDS: educational props strategy, offensive skills, handball.

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INTRODUCTION

Learning has become not merely the transfer of scientific knowledge to the learner in relation to the process of caring for the aspects (mental, emotional and skillful) of the learner and the integration of his personality from various aspects. The educational pillars are considered strategic for learning strategies that emphasize the dynamic learners, their movement and interaction in educational situations - learning, and the provision of the motor skills required to be learned according to their abilities. Learners and their abilities, so that the learning process is only done by looking at the learners' previous experiences, such as you can start from them to focus on the active learning process, and then start the process of arranging and organizing their experiences and then moving to the stage of self-reliance in learning in order to ensure the achievement of the continuity of learning, And provide support. And help. This is what has been confirmed (602, Convey, J, 1990) that his goal is to "help the teacher to the learner" and to develop his ability to solve problems that he cannot solve alone, represented by support. Provided for learners to engage them in educational situations.

And that the game of handball, like other differential games, has its own basic skills that

are the backbone of the game, and it is one of the difficult skills that needs a long training period in order to develop it, which includes all skills. Defensive and offensive movements made by the team in situations. Multimeter to reach good results. He was known (Muhammad Tawfiq 1989 and 111) on the basic offensive skills, which means all movements aimed at the economy that allow the continuation of playing in its multiple legal way, and it is essential skills for any game of the strong pillar sports that was built. The game is the basis of reservation for it and masters pause to end the great success of the player And the team.

The importance of research in the orientation to use a modern business learning strategy to provide information on the shape of multimedia technology pillars during the education or training process to contribute to improving the skill of offensive soccer players, addressing mistakes, correcting them and presenting them suitable for learners, whether by linking these skills together, or the ability to implement During competitions.

The research problem in the researcher's endeavor to prepare units of learning strategy steps includes educational pillars in order to have roles for learners and positive interaction in parts and stages of the educational unit between them

on the one hand, and with the coach on the other side, so the arrangement is to address the weakness in the correction performance of the players in the specialized school with a ball Hand. The research problem in question lies in the following: What is the effect of the strategy that supports education in improving some types of offensive handball skills?

The research aims to identify the effect of using the FORMAT model in learning some basic cylindrical basketball skills for second intermediate students and achieving knowledge.

2- Research methodology and field procedures:

1-2 Research methodology:

The researcher chose the method of equal experimental groups, and it depends on the

nature of the problem because it is more appropriate in achieving the research objectives.

2-2 Societal and Specific Research:

The association included the search for specialized handball school players in Maysan governorate whose ages range from (15-16) years and their number is 30 players. The researcher selected (20) players randomly representing the delegation of the research sample. (10) Players, and to know the validity of the sample selection and its homogeneity, the researcher used the torsion coefficient for the two groups (experimental and control).

2 - 2-1 The two research groups are homogeneous and equivalent:

2-2-1-1 Sample homogeneity:

The researcher performed a good homogeneity of the sample in the variables (height, mass, chronological age, training age).

Table 1: Show the mean, standard deviations, and convolution factor of all search variables

Coefficient of torsion	standard deviation	Mediator	The arithmetic mean	measuring unit	Variables	No
0.478	8.309	178.50	180.25	cm	Length	1
0.048	12,51	74.50	75.10	Kg	Mass	2
0.442	0.502	16	15.60	Year	Chronological age	3
0.218	0.510	1	1.45	Year	Age of training	4

2-1-2 - 2 equal research sample members:

After the homogenization process for both groups, the researcher proceeded with the equivalence process between the two groups in the variables. Table No. (2) shows the following details.

Table (2) shows the parity between the two groups in the research variables

The result	Values sig	TValues Calculated	Experimental group		Control group		Unit of measurement	Skill
			P	O ⁻	P	O ⁻		
Immoral	0. 854	0. 187	1.159	18.300	1.229	18.200	Degree	Handling and receiving
Immoral	0.602	0.531	1.149	11. 871	1.394	11. 585	Time	The curvy chuck
Immoral	0.200	1.342	1.398	3.2000	0.866	4.000	Degree	Shooting after performing deception
Immoral	0.556	0. 600	0.788	1.800	0.699	1.600	Degree	Shooting from jumping forward

4-2 Scope of Action Research:

2-4-1 determining offensive skills:

The researcher identified the basic offensive skills, which are part of the training curriculum prepared by the specialized school coaches for handball, which are the following basic skills (correction after deception, correction from jumping forward and dealing with the ball and receiving it).

2.4 2 Tests of offensive skills used:

The researcher used references, sources, studies, experts and specialists in the game of football in hand to determine the most appropriate tests for the research sample.

First - handling and receiving the test:

Objective of the test: To measure compatibility and wall scroll speed:

Gadgets: Hand card, flat wall, stopwatch.

Performance mode: standing on the player after (3) meters or (4) meters from the wall, where the player passes the ball on the wall and continues to pass for the largest number of time specified.

Scoring: The number of passes is counted in the specified time. The number of times the ball is received is counted.

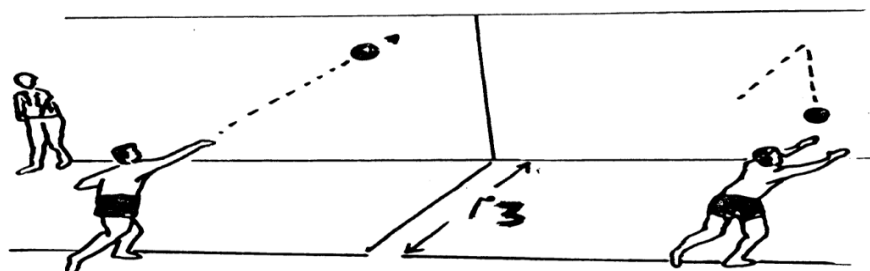


Figure (1) shows an illustration of how the handling and receiving test is performed

2- The third test: the tabbah in a winding direction for a distance of 30 meters. (1)

The purpose of the test: to measure the skill level of chicks.

- Tools: hand balls, stopwatch, handball court, banners.

- Test procedures: proof of five who is most important in the handball court at a straight line

distance between each two (3 m) and draw the start and end line at a distance of (3 m) from the first player standing behind the starting line, when the player is signaled to start the ball with a zigzag run. Between flags, back and forth, until you cross the finish line.

Scoring: The time that the stopwatch scores back and forth from the starting line until the player crosses the finish line, as shown in Figure (2).

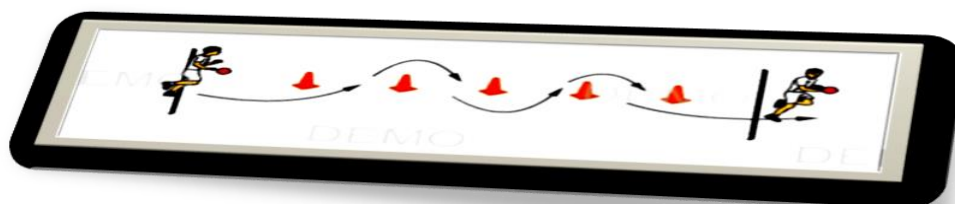


Figure (2) shows how to perform the flap test in the direction of winding for a distance of 30 m

3- The second test: a patch test (10 balls) after deception.

The purpose of the test: to measure the accuracy of aiming after a deception.

Planning and distribution of tools: High jumping device + curtain 1 with a height of 5 meters placed on the beam of the jumping device + curtain to close the goal with (4) squares each of 40 x 40 cm representing the angles of the goal + 10 balls.

Assistant: An assistant is standing in the middle of the jumping device half a meter with a ball on his outstretched palm.

Method of performance: The player stands at the starting point by moving the player to capture the ball from the hands of the forearm, then the movement is reversed to move the first within the three-step limit to the barriers and then correct one of the boxes from a distance.

The rules: Do not drip the ball.

Scoring: Gives a score for each correct shot within the specified box.

The dismissal shall be canceled in the event of any legal violation (3, 3 steps).

The score will be canceled in the event of a dribble.

4- The fourth test: the front correction test: ((1))

- Tools: a playground, 6 handballs, two squares (60 x 60 cm) attached to the top corner of the goal.

- Performance specifications: the correction is made from a point located at a right angle with the middle of the goal line 10 meters away from it, provided that the correction is preceded by a preparation by running in a double and triple rhythm, noting that the shooting is done at two specific targets located in the upper two corners of the goal so that their dimensions are (60) X 60 cm) as in figure (3).

The conditions:

- The limited correction point may not be skipped.

The shooting is carried out once at the right corner of the target and once at the left target corner.

- Shooting by jumping forward.

- Each player has 3 attempts (for each suspended goal in the goal).

Scoring: The correction is correct when it hits the target or hits its limits, that is, the total number of balls that hit the target and its limits are calculated out of a total of 6 attempts.

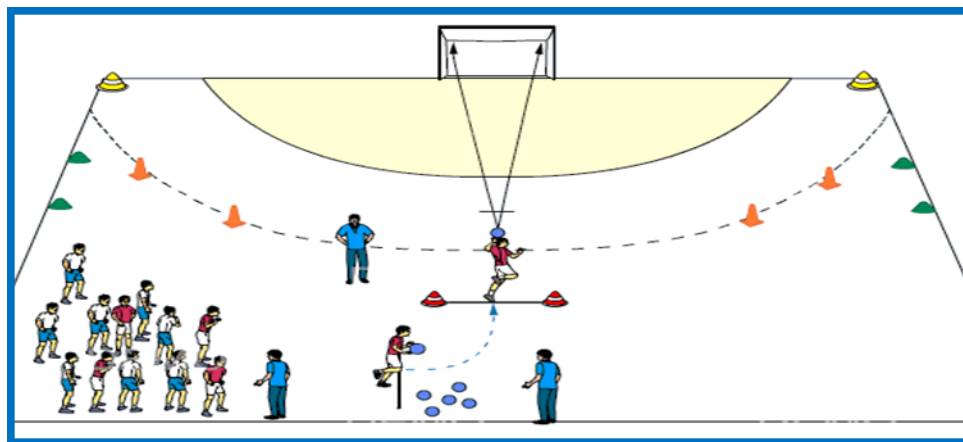


Figure 3 shows how to perform a correction test for a forward jump

2-4-3 Preliminary tests of offensive skills:

The researcher conducted pre-tests for offensive skills under study on the sample at (10) a.m. on Friday 01/2/2021 in the hall of the College of Physical Education and Sports Sciences - University of Maysan in partnership with the

auxiliary team, and the supplies were prepared. The test tools are data collection and use in the equivalence process for the research sample.

2-4-4 Key Experience:

An educational unit according to the pillars of the educational strategy:

The researcher prepared the educational strategy units in the educational pillars in the experimental handball game in the experimental group reality (16) educational units starting from Saturday 01/23/2021 by two units an elite educational week for a period of two days (Saturday and Tuesday) at the time of each educational unit. (90 minutes) were divided into three sections: the preparatory section, the main section, and the last section, and the exercises were implemented gradually according to the educational pillars strategy from easy to more difficult.

1- Preparatory Department:

Where the time for each educational unit is divided as follows: (5) minutes The goal is to establish all functional body systems for this by preparing the main section of the educational unit, and it includes

A- Introduction: It is the educational aspect and its duration (5) seemed decent. It includes the shape of the parking players and one with the coach registering for the presence of tools to prepare for absence and crises.

B - General and private warm-up: for a period of (15) minutes, during which general warm-up exercises are practiced at a time of (5) minutes to prepare the entire body and private parts and organs. Warm-up time (10) minutes, depending on the skills to be taught.

2- The main section: at a time of (60) minutes.

A- The educational part: in a period of (20) minutes. This section includes the coach's explanation of the skill while presenting it to the players, and how to perform the correct technique of the skill, with the use of pictures and presentations by the coach and some players and hints according to the steps of the educational pillars. The strategy, which is the introduction phase.

Part B applied: a period of (40 minutes) and includes the exercises that the researcher said in their numbers, where J (6) exercises were carried out for each limit of learning, then the use of the educational pillars strategy, and the division A for the players according to each exercise. To small groups the total of each paper assignment prepared by the trainer includes the exercises and the number of repetitions to be applied, and then it is done individually and responsibility is transferred to the learners who become more difficult for the player in the performance and the exercise such as increasing the number of iterations with the feedback estimates that occur when doing the application exercises, Hence it is the evaluation process after the performance of Swan Warren by the coach.

3-4-5 subsequent tests:

After the female DONC from the implementation of the experiment of the chief researcher who conducted the dimensional test of the control and experimental groups at 10 am on Wednesday, 03/24/2021, the subsequent tests were carried out in the same conditions with the sequence of tests and with the help of the team assistant using the equipment and tools that were used in the pre-tests.

3-4-6 statistical methods:

The researchers used the Statistical Package (SPSS) to deal with the data obtained from these methods. (Arithmetic mean, standard deviation, T-value of correlative sampling, torsion modulus).

3 - Presenting, analyzing and discussing the results.

3-1 Presentation of the pre-test results and the dimensions of the experimental group in the basic offensive handball skills and analysis:

Table No. (3) Shows the presentation and analysis of the results of the pre and post tests for the experimental group in offensive handball skills

Skills	measuring unit	Test	Mean	Std. Deviation	No	sig
Pass and receiving	time	Pre-test	18.300	1.159	30.769	0.00
		Post-test	23,000	1.154		

Dribbling	time	Pre-test	11.871	23,000	5.671	0.00
		Post-test	9.106	0.670		
Shooting from jumping forward	Degree	Pre-test	1.800	0.788	8.835	0.00
		Post-test	4.100	0.737		
Shooting after performing deception	Degree	Pre-test	3.2000	1.398	9.127	0.00
		Post-test	7.000	0.816		

Table (3 and Figure 4) illustrates the experimental tests estimates for the tribal statistical group and its dimensions by means of arithmetic arguments and standard deviations and calculating the value of (t) and the value of

sig which amounted to (0.00), which indicates a significant presence when comparing the level of significance (0.05) and through it indicates to this difference in the statistical significance in favor of the post-test.

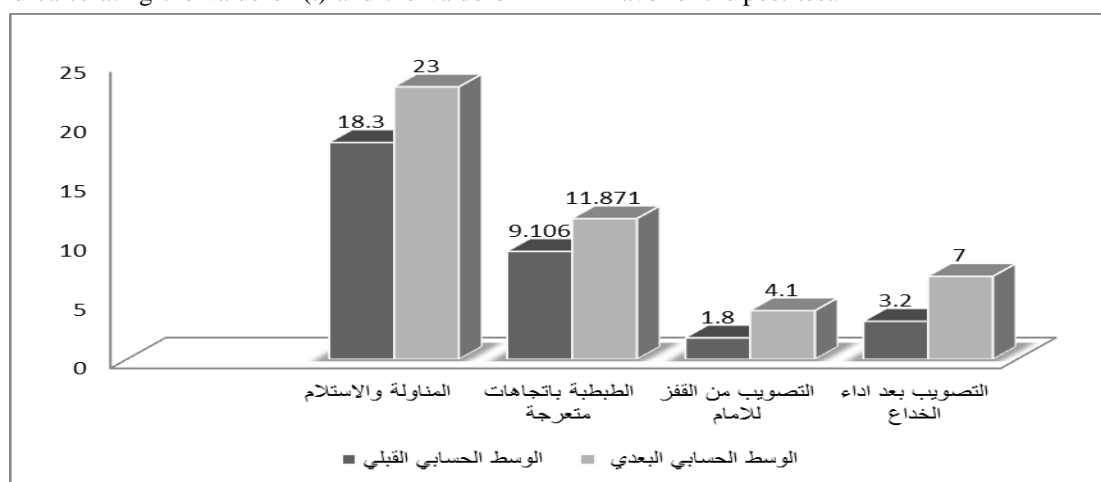


Figure (4) shows the arithmetic mean, standard deviations, and past and long-distance tests of the experimental group in skills (passing and receiving, dribbling, shooting from jumping forward, shooting after deception)

3-1-2 The results of the pre-tests and dimensions of the experimental group appear in the basic offensive handball skills and analysis:

Table No. (4) Shows the presentation and analysis of the results of the pre and post tests for the experimental group in offensive handball skills.

Skills	measuring unit	Test	Mean	Std. Deviation	No	sig
Pass and receiving	Degree	Pre-test	18.200	1.229	4.311	0.00
		Post-test	19.800	1.135		
Dribbling	time	Pre-test	11,585	1.393	6.123	0.00
		Post-test	11.080	6.123		

Shooting from jumping forward	Degree	Pre-test	1.600	0.699	8.510	0.00
		Post-test	2,900	0.875		
Shooting after performing deception	Degree	Pre-test	4.000	0.866	8.315	0.00
		Post-test	5.100	0.875		

Table (4 and Figure 5) shows statistical estimates for the group of officers in the pre-tests and their dimensions by calculating the arguments and standard deviations and calculating the value of (t) and the value of sig that amounted to (0.00),

which indicates a significant presence when comparing the level of significance (0.05) and through it Indicates the difference of statistical significance in favor of the post test.

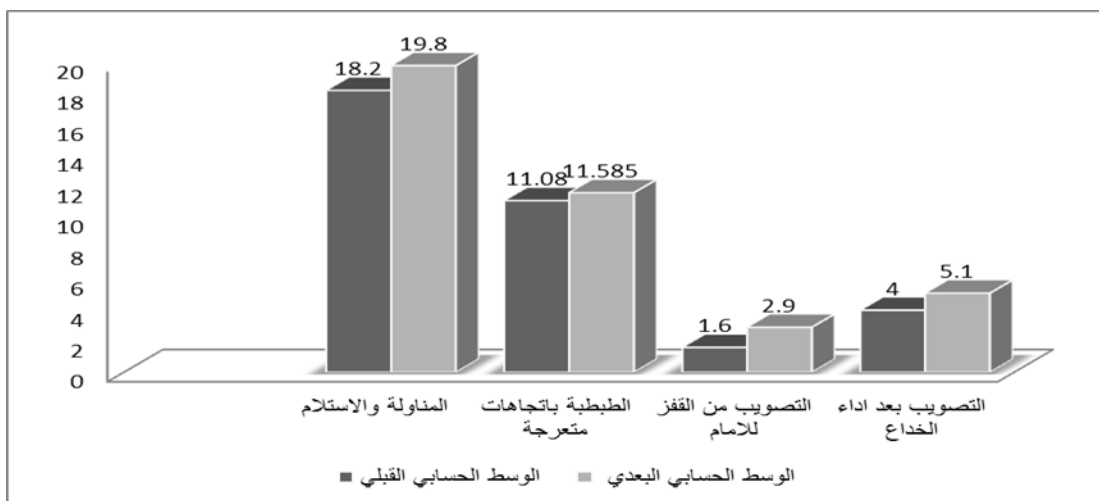


Figure (5) shows the arithmetic mean, standard deviations, and the control group before and after tests in skills (passing and receiving, dribbling, shooting from jumping forward, shooting after deception)

3-1-3 Presentation and analysis of the results of the experimental and control group in the post-tests to test the basic skills of the manual offensive ball:

Table (5) shows the arithmetic mean, standard deviations, (T) value, and Sig. Between the experimental and control groups in the post-test.

Skills	GROUP	Mean	Std. Deviation	t	Sig.	Statistical decision
Pass and receiving	Experimental group	18.200	1.229	6.249	0.00	moral
	Control group	19.800	1.135			
Dribbling	Experimental group	11,585	1.393	4.074	0.001	moral
	Control group	11.080	6.123			
Shooting from jumping	Experimental group	1.600	0.699	3.314	0.00	moral

forward	Control group	2,900	0.875			
Shooting after performing deception	Experimental group	7.000	0.816	5.019	0.00	moral
	Control group	2,900	0.875			

Table (5 and Figure 6) shows statistical estimates between the experimental group and the control group in the post-tests of offensive skills with a cylindrical hand through media calculations, standard deviations and calculation of (t) value

and sig value, which reached (0.00), which indicates a significant presence when comparing the level of significance. (0.05), and through it, a statistically significant difference appears in favor of the experimental group.

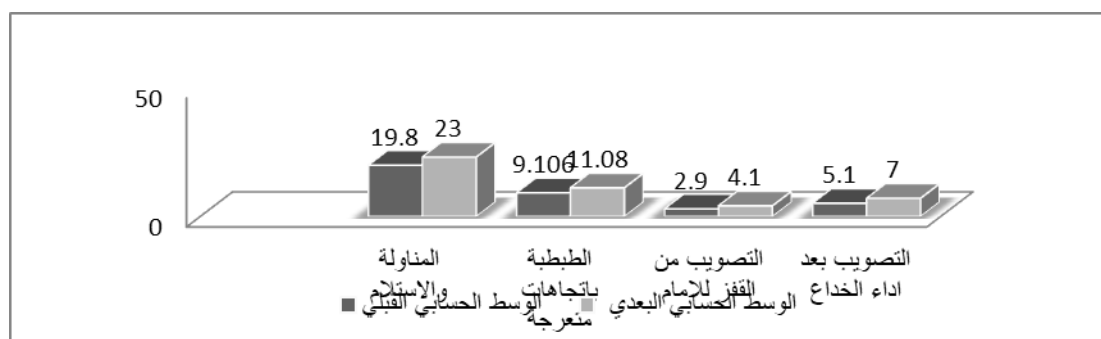


Figure (5) shows the arithmetic mean, standard deviations, and (T) value. Between the experimental and control groups, in the tasks in skills (passing and receiving, dribbling, shooting from forward jumping, shooting after deception).

DISCUSSING THE RESULTS:

3-2-1 discussing the results of the pre and post tests for the experimental group and the control group in the offensive handball skills tests:

It was found through tables (4.3), where the results showed that there are significant differences between the pre-tests and the post-tests, and in favor of the post-tests in the offensive handball skills tests studied for the two experimental groups and the control group, as follows:

The experimental group has developed with them in the post tests in offensive skills (handling and receiving, curly chuck, correction from jumping forward - correction after performing deception).

The researchers attribute the development of the experimental group to the use of the sample for the educational units according to the educational pillars strategy, through which the trainer provided support to the learners during the process of explaining the skill such as

models, pictures and feedback, and then leaves the learner to perform the exercises on his own from what he previously learned. This was confirmed by (Nahed Abd Zaid, 2018, 100). The pillars strategy "works to provide temporary support to the learner during learning with the help of others, and then leaves to complete the rest of his learning of motor skills individually, depending on his own abilities. It also works to satisfy the needs of the learner, and enables him to develop his information in order to help him absorb information and specific details. With the motor skills to be learned, where the teacher must use the appropriate means, methods and methods that help the learner to assume responsibility.

4-3-2 Discussing the results of the posttests between the experimental group and the control group in tests of some offensive handball skills.

From Table (5) the results of the post-tests of the skills that were identified in the research for the experimental group and the control group were shown, indicating the presence of significant

differences between the two groups and in favor of the experimental group. Where the researchers believe that the development that took place in the performance of the offensive skills of the experimental group compared to the level of the control group. The researchers attribute the development that took place to the use of educational units according to the strategy of the educational pillars of the experimental group and the possibility of using this strategy according to its steps, as it focused on dividing the players according to each exercise, either individually or into small groups with the delivery of each group of duty sheets prepared by the coach, and increase The difficulty for the player to increase the number of repetitions of the exercises required to be applied, the transfer of responsibility to the learners and delegate the powers to learn on their own, provide continuous feedback when performing the exercises, and then carry out the evaluation process after completing the performance of the educational unit, as mentioned (Rashid Ali, 1996, 63) The pillars strategy "keeps the learner away from lethargy and boredom and is concerned with providing support to the learner, as the teacher uses it to provide support in a gradual manner and through which he provides a set of activities and tools that increase the level of understanding of the learner."

Conclusion: The two researchers reached conclusions that there is an effective effect of the educational pillars strategy in developing some types of basic offensive handball skills under discussion at a varying level for the experimental group and the control group. Diversification in the educational units of the educational pillars strategy shows its impact on learning offensive handball skills. The researchers recommend providing educational supports for the major role that contributed to learning offensive handball skills. Conducting other studies and research to identify the impact of the educational pillars strategy on learning skills in other team and individual games.

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Margins

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