PalArch's Journal of Archaeology of Egypt / Egyptology

The effect of an educational curriculum with practical presentations on developing the cognitive aspects of volleyball for fourth-year students, Faculty of Physical Education and Sports Sciences, Diyala University

Nabeel mahmoud shaker [1], Aseel ibraheem shehab [2], Ahmed Jalel Ismael [3]

[1,2] University of Diyala / College of Basic Education, Department of Physical Education and Sports Sciences
[3] University of Diyala / College of Physical Education and Sports Sciences

Corresponding Author Email: Dr.nabeelalibdan@yahoo.com

Nabeel mahmoud shaker [1], Aseel ibraheem shehab [2], Ahmed Jalel Ismael [3], The effect of an educational curriculum with practical presentations on developing the cognitive aspects of volleyball for fourth-year students, Faculty of Physical Education and Sports Sciences, Diyala University, Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(7). ISSN 1567-214x.

Keyword: practical presentations in developing legal

ABSTRACT:
The current study aimed at using practical presentations in developing legal knowledge of the basic rules of volleyball for students of the fourth stage of the College of Physical Education and Sports Sciences at Diyala University, and this development is measured by the efficiency of modern methods and methods, and scientific development has added many new ways and means that the teacher can benefit from in Preparing areas of expertise for learners so that they are prepared with high efficiency, if the teacher's task is no longer limited to explaining, clarifying and following traditional methods in educational science, but rather the first and main task is to draw a blueprint for the educational unit strategies, in which the educational methods work to achieve limited goals, and the learning aims Physical education and sports science to prepare students to reach their simple abilities to the highest possible level, and in order to achieve these goals, the vocabulary of educational curricula must be developed according to scientific foundations and strategies commensurate with the modern variables of students' ideas, so scientific presentations are among the strategies that make students able to transfer experience to others This makes the information stored in the learner's memory for a long time as well Counting students to develop thinking skills and information retrieval, and scientific presentations are performed in the manner of presentation to students, which is an educational method that the teacher performs to present a presentation of a scientific fact or concept or a specific scientific generalization or to present a specific technological skill such as publishing and installation tools and so on to achieve certain educational goals, and from The

sports that are taught in the Faculties of Physical Education and Sports Sciences The volleyball game is one of the differential games that have witnessed a wide development that included all its vocabulary. It requires us to find alternative methods and modern methods in order to keep pace with these developments of the game.

Research objectives: -

1. Identify the impact of the educational curriculum by way of practical demonstrations of legal knowledge of volleyball for fourth-stage students of the College of Physical Education and Sports Sciences.

Research hypothesis: -

1. Significant differences in the post-tests of the control and experimental research groups in the legal knowledge of volleyball for fourth-stage students and in favor of the experimental group.

Using the experimental method of tight control by designing the equivalent groups of pre and post test to apply the vocabulary of the method of practical presentations.

The research community was represented by students of the College of Physical Education and Sports Sciences, the fourth stage, Diyala University, of which (197) were divided into five divisions (A, B, C, D, E). A random sample of the population was selected in an irregular random method (the lottery method). Division (B) was an experimental group (38) students and (23) students were excluded, and Division (C) was a control group (31 students) and (16) students were excluded, and a division (E) An exploratory group, and pre and post tests were conducted for the sample in cognitive achievement (legal knowledge). Work was done by using the curriculum using the method of practical presentations by an educational unit per week, the total of which is (11) units. The results were reached by the researcher using tables and figures, and then discussed.

In light of the above results of presenting, analyzing and discussing the results, the researcher concluded the following:

1. Using the cognitive test of the legal and kinetic aspects when applying it gives us high objectivity and is reflected in other skill aspects.
2. The application of the vocabulary of the educational curriculum followed by the researcher by the method of practical presentations contributed to the development of knowledge of the basic rules of volleyball.

In light of the researcher's conclusions, he recommends the following:

1. Adopting the cognitive test in order to conduct the control process and experimental judgments, and it gives a high position.
2. Using the educational curriculum in the manner of practical presentations to develop legal knowledge and aspects of special knowledge for students in the Faculties of Physical Education and Sports Sciences.
3. The effectiveness of the educational curriculum by means of practical presentations to develop legal knowledge and aspects of volleyball knowledge in blended education in light of the Corona pandemic
4. Confirming knowledge of the theoretical aspect in the educational units and harnessing aspects of technology by presenting its vocabulary immediately.
5. Conducting studies using an educational approach by way of practical presentations for other events and other practical lessons for events with an open environment.

Introduction: -

Learning is one of the most important processes that plays an important role in the progress of most peoples, and among the sports that are taught in the College of Physical

Education and Sports Sciences, volleyball is one of the differential sports that its students are required to have a high level of legal knowledge in order for them to lead Its matches are in the academic field or professional life, so the researchers decided to choose the test the skill, legal and planning knowledge of technical skills and this knowledge qualifies him to perform his duties towards the volleyball game and the extent to which this knowledge relates to the skillful, legal and linear performance of the volleyball game, and the importance of research in identifying the correlative relationships between variables The study represented by (knowledge, skill, legal, and schematic test), which can be known through the application of the tests and their measurements, as well as the importance of the contribution rates between those variables, the skills aspect, the legal aspect, and the schematic aspect.

And the main source that the researchers got to the problem is that there is a lack of prior knowledge of the player's playing situations from the cognitive aspects until the other aspects of the skillful, planning and legal aspect are complete, so the two researchers decided to study the problem and develop solutions by working in the way practical offers of cutting and producing paragraphs of the official rules of international law Volleyball (legal knowledge) related to playing in the form of illustrations and videos of an attempt by students to apply it on the field, if he stresses (Hara: 1990: 244), "so the exchange of information between the athlete and the coach (teacher and the learner) as well as receiving information before and during the movement performance. It provides an opportunity to accurately control and organize behavior in proportion to the facing or desired situation despite knowledge of performance requirements. The importance of the research lies in developing students' cognitive capabilities of the basic rules of volleyball law, linearity and cognitive skills, and the aim of the research is to prepare an educational curriculum with practical presentations in developing the cognitive aspects of volleyball for students of the fourth stage of the Faculty of Physical Education and Sports Sciences,

And identifying the effect of the educational curriculum with practical offers in developing the cognitive aspects (legal, planning, and skillful) of the fourth stage students of the College of Physical Education and Sports Sciences.

Research hypothesis: -

2. The presence of significant differences between the pre and post tests of the experimental group in the cognitive aspects (legal, plans, skills)
3. The presence of significant differences in the post-tests of the control and experimental research groups in the cognitive aspects of volleyball and in favor of the experimental group.

The two researchers used the experimental method of tight control by designing the equivalent groups of pre and post test to apply the vocabulary of the method of practical presentations.

2- Research methodology and field procedures

1-2 Research Methodology:

The researchers used the experimental method of tight control by designing the equivalent groups of pre and post test to apply the vocabulary of the practical presentations method.

2-2 Society and its research sample:-

The research community was represented by students of the College of Physical Education and Sports Sciences, the fourth stage, Diyala University, of which (197) were divided into five divisions (A, B, C, D, E). A random sample of the population was selected in an irregular, random way (the lottery method), so Division (B) was an experimental group, Division (C) was a control group, and Division (E) was an exploratory group, and Table (1) shows the details of the community and the research samples.

Table 1.shows the total number of people, the poll sample, the experimental sample and the control sample

Exclusion	**Sample control**	**Experimental sample**	**Survey sample**	**the total number**	**Division**
-	-	-	-	26	A
23	-	15	-	38	B
16	15	-	-	31	C
-	-	-	-	34	D
9	-	-	20	29	E
48	15	15	20	158	Total
14.55	9.49	9.49	12.65	%100	Percentage

2-2-1 Equivalence of the research sample:

The researcher made a parity for the sample in the volleyball cognitive test for the experimental and control groups in light of the pre-test. The researcher used the T-test for independent samples of equal number, which also showed in the table the error rate is greater than the significance level at (0.406), which indicates To the absence of significant statistically significant differences between members of the two groups in those variables mentioned, which indicates the parity of the two groups in those variables, as shown in Table (2)

Table 2. shows the equivalence of the sample to cognitive achievemen

mistake percentage	T	standard deviation	Arithmetic mean	N	GROPS	
0.406	0.843	2.890	35.267	15	Experimental	Cognitive test in the name of Ibrahim
		3.167	36.200	15	Control	
0.39	0.873	5.740	75.333	15	Experimental	Final degrees
		5.553	73.533	15	Control	

2-2-2 homogeneity of the research sample:

The researcher made homogeneity for the research sample in the variables that may have an impact on the research results, and these variables included: (cognitive achievement), by using the torsion coefficient as shown in Table (3)

Table 3.shows the sample homogeneity in variables

Cognitive test	Cognitive test		
30	30	Valid	N
0	0	Missing	
74.433	35.733	Arithmetic mean	

1.027	0.551	Standard error
5.624	3.016	standard deviation
-0.379	0.242	Coefficient of torsion
0.427	0.427	Std. Error of Skewness

2-3 means, devices and tools used in the research:

2-3-1 Methods of gathering information:

Scientific sources (Arab and foreign).

International Information Network (Internet)

Tests and measurements.

Forms for recording test results.

2-4 Defining research variables:

2-4-1 The cognitive test (Dina Asaad) 2020

The researcher used the cognitive test that included (skills - my plans - legal) prepared by the researcher (Dina Asaad) and in final form in accordance with our experience in order to deliver the benefit to students, and the test included (50) questions covering all the curriculum for the sectors of higher education and global research sample Experimental students of the fourth stage of the College of Physical Education and Sports Sciences, and the test includes a set of questions, and each question includes three answers and includes a correct solution and one of the three options is chosen from which the correct one is chosen with the need not to leave any paragraph without an answer and the time for answering the questions is (30) Accurate.

Also, we placed the cognitive test form with a link in the electronic classroom assigned by the college and department of team games for the fourth stage students for the experimental and control sample, and after completing the test we received the test answers via the official mail of the researcher and the assistant team and under the supervision of the thesis supervisor, and the test answers were corrected in a tight and technical manner after controlling And the provisions of the mechanism of action, and the cognitive test has achieved the scientific foundations of validity, stability and objectivity.

The consistency of the test takes a place no less important than its validity, as it represents one of the characteristics of a good test, which is the degree of test coherence, meaning that the test indicates the same results if it is repeated on the same sample and in the conditions of the first test itself, as it is an essential element of the success of the test. Its stability means “stability, meaning that if the measurement processes of a single individual were repeated, his degree would show something of stability.” Including that, finding the correlation between the results of the first and second application of the test reflects the image of the stability parameter, so the selected skill tests were applied to the pilot sample of (10). (A student on Tuesday 1/14/2020, and after 7 days had passed, the researcher repeated the exam on 1/21/2020. A correlation was found between the results of the two tests and it was statistically significant, so the tests are stable

A measure of knowledge skill performance in volleyball

For the fourth stage students, the final version (Dina Asaad)

Test Instructions:

1. The questionnaire includes a set of questions, each question has three answers that include a correct solution and one of the three options is chosen from which the correct one is chosen.
2. When answering the question, the student is required to surround the correct answer in a circle around the correct answer, with the need not to leave any paragraph without an answer.
3. Read the skill, legal and written questions well and choose the correct answer by enclosing the appropriate number for the correct answer.
4. The time to answer the questions is (30) minutes

Answers	questions	T
A. Center 5 B Center 3 C.Center 1 ✔	Serving skill is the movement of putting the ball into play by the right-back player who acts:	1
a.The sending player ✔ B. Presser player C. Prepared player	The receiving player has to watch	2
a. Two hands together B. With one hand ✔ C. Head	Spiking is hitting the ball with:	3
a. Seconds B . Seconds C. Seconds ✔	The transmission is executed within a period of	4
a. To dislodge the opposing team's attack B. To disturb the numbers C. To loosen the rust wall	The crushing importance of the backcourt is:	5
a. The sending team B. 5 Future ✔ C. On both teams	A wrong service reception gives the team the opportunity to gain a point:	6
a. Moves to the stadium B. Standing in his place C. Moves to the center of the stadium ✔ .	The player after hitting the transmitter	7
a. To resist the opposing team's offensive plans B. To parallel offensive plans C. To break and unsuccessful offensive play ✔ plans of the opposing team	Defensive tactics are used in volleyball for the purpose of:	8

2-5 Exploratory experience:-

The two researchers conducted an exploratory experiment (morning) on 6/12/2020 on a sample consisting of (20) students from the fourth stage, Division (e) College of Physical Education and Sports Sciences / University of Diyala, and the purpose of the experiment was the following:

1. Application of an educational unit for the method of practical presentations, and knowledge of the difficulties and obstacles facing the researcher in presentation and application, and the sample in the extent of response to the method.
2. Knowing the validity of the devices and tools used in the application of the educational unit and the preparations for the application of the curriculum decided for fourth stage students, and

informing the assistant staff about the nature of work in the manner of practical offers.

2-6 Main Experience:-

After the results of the pilot experiments confirmed the safety and correctness of the implemented procedures, as well as the conditions and scientific specifications of the educational curriculum for the fourth stage of volleyball for students of the fourth stage, according to the headquarters in the sectors of higher education and scientific research, Faculty of Physical Education and Sports Sciences, Diyala University, for the method of practical presentations as well as the suitability of the research sample for fourth-stage students The educational units were implemented by the teachers of the volleyball subject consisting of (11) actual units, including the performance of the post tests for the experimental group, starting from 12/6/2020 until 11/2/2021, with an educational unit per week and in the closed hall of the martyr and Lahan Hamid.

2-6-1 pretest:-

The tests "are the means of evaluation, measurement, diagnosis and guidance in the curriculum, the various programs and plans for all levels and stages of age, as they play an influential role and clearly raise the extent of progress and success in achieving objective goals." For the purpose of attributing the results, which appear after applying the scientific presentations to the independent variable, the researcher conducted the pre-tests on (Tuesday) on 12/8/2020 at nine o'clock in the morning in the Hall of the Martyr and Lahan College of Physical Education and Sports Sciences, Diyala University, and the test was previously applied. An introductory lecture on the nature of the test, its importance and the need to apply it with a goal and objectivity for the cognitive test (Bassem Ibrahim test: 2019) that includes the official rules of international volleyball law,

2-6-2 Application of offers:-

The curriculum of practical presentations prepared on the experimental sample of volleyball for students of the fourth stage, Division (B), College of Physical Education and Sports Sciences, Diyala University, was applied on 12/10/2020 on Thursday of every week according to the schedule announced by the Department of Team Games, and keeping the control group On the method of teaching followed by the subject teacher, and the blended education was applied according to the instructions of the Ministry of Higher Education and Scientific Research through the performance of the practical lesson in attendance in the classroom at exactly 12:30 in the morning and in the presence of the teaching material professors, and according to the approved curriculum for the education sector regarding the aspects of knowledge (Legal, Skilled, Plans)

2-6-3 post test:-

After the researcher finished applying the curriculum by the method of practical presentations on the experimental research sample, the two researchers conducted the post-test for the experimental and control groups, which included the cognitive aspects (legal, skill, and plans) for the experimental and control groups at exactly ten o'clock in the morning in volleyball in the computer lab of the College of Education Physical and Sport Sciences on 2/10/2021, link to the cognitive test.

2-7 The statistical methods used:-

The two researchers used the statistical bag (SPSS), as the following statistical methods were used to extract data related to the research.

1- Standard Deviation

2- The arithmetic mean
3- Independence chi square
4- T-test for independent samples
5- Difficulty, ease and distinction transactions

3-1 Presentation of the results of the cognitive test (Dina Asaad) in volleyball in the dimensional measurement between the two groups of experimental research (practical presentations) and control (the method used) and their analysis:

Table 4. It shows the arithmetic mean and standard deviations by post-measurement and in the cognitive test of the experimental and control group

Standard error	standard deviation	Arithmetic mean	N	Variable - groups - statistical means	
0.875	3.390	37.267	15	Experimental group	Cognitive test Dina Asaad
0.660	2.558	33.600	15	Control group	
50			% Great class		

(4) The table shows the descriptive statistics of the two research groups by dimensional measurement and in the cognitive test of Dina Asaad, and through it, the group's superiority appears in the practical offers through the value of the arithmetic mean as well as taking into account the individual differences of its members. 74,534%) of the value of the maximum score, while the method group used improved by (67.2%), a difference (7.334%) in favor of the offers that the researcher made fun of throughout the experiment.

Table 5. It shows the mean of the differences and the value of their standard errors with the dimensional measurement and in the cognitive test of the experimental and control group, the calculated value of (t) and the statistical error rate..

mistake percentage	Degree of freedom	t	Standard error of differences	Average differences	of the test
0.002	28	3.344	1.097	3.667	Cognitive test ((Dina Saad)

Table (5) shows, in order to verify the statistical significance of the differences or not, and to determine the direction of the differences to find out which methods are more effective. It is less than the level of significance (0.05), and this indicates that there is an advantage of the experimental research group, which used scientific presentations, over the control group that used the method used by the teacher with a percentage of (7.334%), and it was caused by the practical presentations.

3-2 Discussing the results of Dunya Asaad's cognitive test (skill, legal and linear) with volleyball in the post-measurement between the two groups of experimental research (practical presentations) and control (the method used) and analyzing them:

Through the results presented in Table (4) (5), it showed us the achievement of the first goal in identifying the effect of scientific presentations on the legal cognitive aspects of volleyball, as well as verifying the first hypothesis test between the two groups in the post test.

The reasons for the superiority of the experimental group over the control group in the

dimensional measurement are attributed by researchers to the clarity of the general goal of the educational units of the curriculum and its coherence with the students' abilities led to a clear improvement and this is what (Fouad Soliman: 1989) indicated that “the clarity of objectives and their identification in behavioral images or levels of performance Certain it is meaningful and effective. ”

The method of practical presentations that were used facilitated the task of perceiving important information that researchers can remember by observing a fact that was reflected on the cognitive level in two dimensions. The first dimension: It is the theoretical aspect of the material, which includes the precise classification of the official rules of international law, while the second dimension is: the practical aspect, through which the material is transformed into field decisions in the field, and this also applies to the interaction between legal knowledge and the mechanism of movement between a group The student player, in which they used their spatial intelligence to improve and modify the tactical aspects of the skills.

As "mathematical knowledge is no longer a secondary product, or accompanying education, or linked in the mathematical education curriculum, but rather has become a basic education, so the mathematical learner must first know, then practice secondly, and mathematical knowledge is organizing movements and arranging them into ideas and information, in order to The athlete uses them to form responses to meet the different and changing demands of the game.

The research attributes the superiority of the group of practical offers over the control group in cognitive aspects for reasons that the researcher divided from the beginning of the work the members of the experimental group into groups, each one forms a team that starts from the beginning of the experiment to the end of the experiment in order to reduce the dispersion of individuals and increase the information circulating between them as well as the high harmony in The application of playing situations with very high perfection and perform the correct transition between the attack and defense movement, and taking the appropriate position on the field, and the correct stance to face the balls hit by the opponent, as well as that the spatial ability is divided into two parts, the first of which is: defensive positioning against overwhelming strikes with a single blocking wall, or Double, or triple, and the second part: in covering the attacker or the blocking wall of the team itself, as well as taking the correct place to fill the gaps when forming the blocking wall for the team.

This is consistent with what (Afaf Ahmad Tawfiq and Azza Omar Abdel Halim, 1988) concluded that “the traditional method relies on explanation and model and the transfer of experiences and information without effort and thinking by the student whose role is limited to listening, attention, training, repetition, and imitation of performance or behavior. The locomotion provided by the teacher while following his instructions and directions in order to be able to improve performance. "

Contrary to what (Samir Abdul Salem al-Khraisat) indicated, “The method of practical presentations is numerous and varied, as it includes every meaningful educational activity carried out by the teacher or in which some students participate and does not depend mainly on recitation and verbal explanation, but rather depends on watching what is presented in terms of activities that are used It contains educational aids and tools. "

Moreover, the researcher attributes the superiority of the group of scientific presentations to the idea of practical presentations made by the researcher in the experiment that greatly contributed to the convergence of the cognitive level among the students and increased the triple moves, not the mechanism of the players inside the arena in the case of attack and defense, as any sporting activity, including volleyball is a sentence. One of the changing circumstances and immediate problems, which require appropriate and appropriate solutions, whether related to teaching the foundations and steps of technical skills and mastering them, knowledge of the rules of international law, or what is related to various planning strategies, so knowledge plays a vital effect in providing players with the ability to acquire and modify

skills, and to control In motor performance.

As success in the field of sports depends on a combination of knowledge and practice, and it is very important for every athlete to become familiar with the knowledge and information about the game he is practicing, as any athlete must know first and then practice secondly, so mathematical knowledge is: "The organization of movements and their arrangement into ideas And information, for the athlete to use in shaping responses to meet the different and changing requirements of play.

In addition to the fact that working with presentations provided great opportunities for students to carry out the process of analyzing the material into main and subsidiary concepts and discussing it with the teacher or trainer, which helped to enhance their positive role in the educational unit, and this is what (Muhammad and Muhammad, 1991) indicated that "analyzing the material into its components and elements helps To understand its organizational structure, and thus provides the learner with a higher mental capacity of comprehension and application.

The researcher attributes that working with presentations in dividing the vocabulary of the material decided within the sectors of the Ministry of Higher Education and Scientific Research in the form of real clips from the inspiration of the games and displaying them according to their arrangement within the vocabulary in the form of video slides and the application that can be applied in a practical way contributed greatly to the clarity of knowledge of the structural goal of the idea of work and the effect positively In spreading the spirit of enthusiasm and making students face achievable goals and this is what Al-Amin referred to. "The clarity of knowledge in the field of any academic subject at any time is one of the most important factors affecting meaningful education. If the knowledge structure is clear, stable and appropriately organized, it works to facilitate Learn the article. "

4- Conclusion:-

In light of the above presentation, analysis and discussion of the results, the researchers concluded that the application of the vocabulary of the educational curriculum followed by the method of practical presentations contributed to the development of the cognitive aspects (legal skills of my plans) and is reflected in aspects of knowledge of other cases of play and that the application of the vocabulary of the educational curriculum followed by the researchers in the manner of presentations The process contributed to the development of knowledge of basic rules; Therefore, the researchers recommend using the educational curriculum by the method of practical presentations to develop the knowledge aspects of students in the Faculties of Physical Education and Sports Sciences and to conduct studies using an educational approach in the manner of practical presentations of other activities and other practical lessons related to activities with an open environment.

References

1. Dina Asaad; Building and codifying the test of knowledge requirements for skill performance and its impact on some technical skills of the fourth stage of volleyball students: (Master Thesis / College of Physical Education and Sports Sciences, University of Baghdad, 2020).
2. Mustafa Hussain Bahi; Scientific Transactions between theory and practice, i 1: (Cairo, Al-Kitab Center for Publishing, 1999).
3. Jalila Goer Abdullah Jassim; The effect of special exercises using visual stimuli in developing the strength of concentration and accuracy of some offensive skills of volleyball players: (Master Thesis, University of Diyala / College of Physical Education and Sports Sciences, 2016).

4. Basem Ibrahim; Quantitative assessment of selective attention and spatial intelligence and their relationship to the significance of cognitive achievement and accuracy of technical skills in volleyball for third-stage students (PhD thesis / College of Physical Education and Sports Sciences, University of Diyala, 2019).
5. Fouad Suleiman Pendant; Educational objectives and teaching curricula: (Alexandria, New Publications House, 1989 AD).
6. Amin Al-Khouli and Muhammad Anan; Mathematical Knowledge, i. 1: (Cairo, Al Kitab Center for Publishing, 2001), p. 15.
7. Afaf Ahmed Tawfiq and Izzat Omar Abdel Halim; A comparative study of the effectiveness of two teaching methods at the skill and cognitive level of volleyball: (Journal of Theories and Applications, Issue (4), Alexandria, Helwan University, College of Physical Education for Boys, 1988) p.72.
8. Samir Abdul Salem Al-Khuraisat; Effective Teaching Methods: (Amman, Dar Al Masirah for Publishing and Distribution, 2013), p. 196.
9. Yogesh Hole et al 2019 J. Phys.: Conf. Ser. 1362 012121
10. Hole, Y., & Snehal, P. & Bhaskar, M. (2018). Service marketing and quality strategies. Periodicals of engineering and natural sciences,6 (1), 182-196.
11. Muhammad, Daoud Maher and Muhammad Mahdi Muhammad; Fundamentals of Teaching Methods: (Mosul, University of Mosul Press, College of Education, 1991), p. 96
12. Al-Amin, Ismail Mohamed (1995); A proposed model for developing mathematics teaching for the first year of middle school using the advanced organizer method: