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**The effect of using kinetic games exercises in a cooperative learning method
in learning the skill of shooting basketball**

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ABSTRACT:

The research problem lies in the researchers' observation that some methods of implementing the lesson depend on the teacher's academic experience and may not suit the capabilities of the learner or student when studying the game of basketball and practicing it in sufficient time and mastering the skills of the game, which makes the student receptive and fulfilling the teacher's orders and not providing adequate opportunities to develop his level Skills, which necessitated the need to use exercises of movement games in a cooperative learning method in order to gain mastery that may contribute to raising the level of performance and learning the skill of shooting basketball.

The research aims

The effect of using kinetic games exercises in a cooperative learning method in order to be able to learn the skill of shooting basketball .The two researchers used the experimental approach to suit the nature and problem of the research. As for the research community, it included students of the first stage in the College of Physical Education and Sports Sciences for the academic year 2020/2021. As for the research sample, it consisted of 30 students randomly divided into the two experimental and control groups, and by 15 students per group. The two researchers conducted exploratory experiments, identified the skills in question, and pre-tests, applied the exercise curriculum, kinetic games, and dimensional tests, and used the Spss statistical bag to extract the results of the research.

1-Introduction:

The process in the current stage faces many challenges and pressures as a result of scientific and technological development in all fields of life, as the vast amount of information

and the daily facts, knowledge and inventions that are reached in addition to the increase in the number of students that are expected to continue with a great acceleration. All these reasons called for specialists in the field of education To find modern ways and means to keep pace with these developments and changes, as well as the challenges that the world faces today and the rapid change that has occurred in all aspects of life. It has made it necessary for the institutions of the kinetic games to adopt modern means of education to achieve their goals and face these challenges, and the scientific and technological development has added many new means that can be used in preparing areas of expertise for learners so that the individual is prepared with a high degree of competence to qualify him to face the challenges of the times, and are based The teaching process is based on the means of transmitting information from the teacher to the learner, and this method is the method of teaching that whenever appropriate, the learning process is better, faster and less effortless, as diversification in teaching strategies and methods keeps boredom away from the student and contributes immediately to encouraging innovation for him.

Sports activity has enjoyed a large share of progress and development as a result of technological progress that swept through the various fields of human knowledge, which made workers in the field of physical education look to a better future to try to solve mathematical problems through modern scientific methods (Al-Nuaimi and Al-Jumaili: 1990: 74) as they appeared. In the recent period, new research in the field of physical education has contributed to the development of different methods and methods of education, which have become a unique and distinctive work, far from the traditional form of the method of teaching physical education.

In light of the foregoing, it has become a duty for all workers in the field of physical education to unleash the hand of development and innovation in order to reach the achievements with which we face the speed of the machine's movement in society and the inertia that accompanied it in the movement of students, so the teacher's tasks are no longer limited to the traditional role known to everyone, but has become a duty for him. Innovation and innovation to encourage students to engage in sports activity and practice it on scientific foundations that guarantee us continuity and continuity of education and practice of sport

Cooperative learning is considered one of the teaching and learning strategies in the educational field, which has contributed a great deal in preparing the teacher and training him to acquire teaching skills. It also makes the student the center of the educational process, that is, by providing the necessary opportunity to make him oriented towards information and a partner in the process.

Educational and dependent on himself in discussing issues, confronting problems, and providing opportunities for cooperative teamwork and freely expressing opinions. (Al-Fatlawi: 2004:101)

And since learning is an intentional activity by which the student is made to learn what he is studying, and accordingly, the feature of education is to find exercises that take into account individual differences in a way that leads to the greatest development in the behavior of the individual. From this standpoint came the learning exercises for mastery, or what is called (mastery learning), which confirms that more than 90% of students can comprehend what should be taught to them, as the teacher's task is to find the means that enable them to be able to master the subject to be studied and search for methods and materials that It helps the largest percentage of students to achieve this mastery. (Muhammad and Muhammad: 1991: 161-162).

It is possible through these exercises to reach learning for the sake of mastery, as recently a new trend has emerged that combines learning to mastery, and cooperative learning is called (cooperative learning until mastery) (Ibrahim, 2004a, 737) and the basketball game is one of the games that contribute Effectively and directly in preparing the individual and developing his physical abilities as well as providing the opportunity for the talented to show their artistic

abilities in performance through unlimited creativity and innovation, there is no sport that can move the body beautifully and with a high degree of compatibility (Beverly: 1980: P.423) so it requires methods. And special methods of learning, and following appropriate teaching and teaching methods and methods in basketball gives the learner a great opportunity to learn and assimilate many simple and complex motor skills, and at the same time allow progress in giving new and compound motor skills.

On the level of college students, the researchers believe that trying to experiment or use new and modern methods in learning some skills of the correction skill may facilitate the learning of these skills and accelerate them for students of faculties of physical education and all sports sciences, for all these reasons, the researchers found a strong motivation to enter this field and from here it appeared. The importance of research in the contribution of the research in giving a perception of the specialty of teaching basket on cooperative learning in order to be able and the possibility of its impact on the level of performance of the shooting skill of the first stage students in the College of Physical Education and Sports Sciences. Physical education and sports science, which includes a set of movement skills that the student must learn and perform, as the researchers believe that basket skills require a set of factors that must be available in the student and work synergistically, so that the skill is learned from them related to physical fitness, skill and psychological as well as values and trends. Associated with cooperation, therefore most students have many difficulties in learning skills.

The skill of shooting in the basket, due to some of the aforementioned factors, in addition to the fact that it consists of several skills that must be linked at the end of learning to form the movement chain.

Through the researchers' experience with basketball, they noticed that the teacher is the main focus of the educational process, as well as that most students cannot obtain high marks in learning the skill of correction, so the researchers decided to use exercises of movement games in an educational manner that make the student or the learner as a focus. Basically and effectively in the educational process, to help him obtain better learning, from here the need to use exercises for mastery that may contribute to raising the level of performance in the skill of shooting basketball.

The research aims to reveal the effect of kinetic games exercises using the cooperative learning method in order to be able to perform some skills of correction for students of the first stage of the Faculty of Physical Education and Sports Sciences, Diyala University. As for the imposition of the research, there are statistically significant differences between the average scores of the two research groups in the level of performance. Some shooting skills for first-stage students of the College of Physical Education and Sports Sciences, Diyala University.

2-1 Research Methodology:

The nature of the problem to be studied is what determines the nature of the curriculum, and in this research the researchers used the experimental method for its suitability and the nature of the problem.

2-2 Research community and sample: -

2-2-1 Research Community: -

The research community consisted of students of the first stage of the Faculty of Physical Education and Sports Sciences of Diyala University for the academic year (2020/2021).

2-2-2 Research sample: -

The two researchers randomly selected the two divisions (A-B) to represent the research sample, and then the selection was made by lottery, Division (A) to be the control group, and Division (B) to be the experimental group, and for the purpose of parity of the sample, students who had failed, postponed, teachers, those with medical reports and absentees were excluded,

and thus The research sample became (20) students by (15) students for each group.

2-2 Equivalence of the two research groups: -

In order to reach the equivalence of the two research groups, the researchers conducted parity in some of the variables that they consider affect the results of the experiment and of these variables.

- Chronological age as measured by month.
- Height measured in centimeters.
- Mass is measured in kilograms.

2-2-1 Equivalence of the two research groups in the variables (age, height, mass, intelligence)

Table 1. It shows the arithmetic mean- standard deviation, and the calculated value (t) for the variables (age- height- masses)

T Tabul ar	T Calculated	Control		Experimental		Measru ing unit	variab les
		The standar d Deviati on	The Arithmet ic Mean	The standa rd Devia tion	The Arithm etic mean		
2.05	0.257	12.052	254.555	12.81 9	252.85 5	month	Age
	0.192	4.822	171.122	4.547	170.80 1	S,m	Height
	0.527	5.022	57.557	5.272	58.585	Kg	Masse s

Since the tabular value of (t) is reached at an error ratio $<(0.05)$ and in front of the degree of freedom $(28) = 2.05$

From Table (1) it is evident that the differences were not significant between the members of the two research groups in the variables (age, height, mass) since the calculated value of (t) is smaller than the tabular value of (t) at an error ratio $<(0.05)$ and in front of the degree of freedom (28) Which indicates the equivalence of the two groups in those variables

2-3- Determine the research variables and how to adjust them:

One of the characteristics of the experimental work is that the researchers implement the experiment relying on certain factors under carefully controlled conditions in order to verify how a case or accident occurs and thus limit the causes of its occurrence, in addition to that the dependent variable is affected by multiple factors other than the experimental factor, and for this it is necessary to control these factors And allowing the independent (experimental) variable alone to influence the dependent variable. (Van Dalen: 1984: 242-248)

As the search includes the following variables: -

- 1- The independent variable (experimental): It is represented by exercises for movement games.
- 2- Dependent variables: It is represented by the skill of correction.

2-4 Exploratory experience:

The two researchers conducted their exploratory experiment before implementing the main experiment on a sample from the research community outside the scope of the main sample, which is (10) students, in order to find out the negatives and positives faced during the

conduct of the main experiment (which is considered a mini experiment for the main experiment) that must meet the same conditions And the circumstances in which the main experiment is, and the aim of the exploratory experiment is: -

- 1- Ensure the validity of prepared exercises.
- 2- Knowing the extent of students' response to the implementation of the exercises.
- 4- Avoidance of errors that may occur during the application of the experiment.
- 5- Ensure the validity of the devices and tools.
- 6- Identify the obstacles encountered by the researchers.
- 7- Adjusting the performance time for each exercise and its repetition.

2-5 pretest: -

Before starting the implementation of the main experiment, the pre-tests for the two research groups were applied on Sunday 5/1/2020 in order to identify the level of correction skill for each student, as well as to divide the students into heterogeneous cooperative groups through the grades of this test. The test was carried out on the closed gymnasium, where it was explained how to carry out the test and its instructions when the test was carried out.

2-6 Implementation of the experiment: -

After testing the research sample and distributing it to two groups (control and experimental) and conducting the parity process and pre-testing and preparing the necessary requirements for the implementation of the experiment, (12) kinetic games units were implemented to demonstrate their impact on the level of performance with skill of correction. As the units were given the kinetic games by two educational units per week and for each group, and the units for the two research groups were similar in the preparatory section represented by (introduction, general and special warm-up), educational activity and the final (final) section. The difference was only in the applied activity as a sample was practiced. Find auxiliary exercises to learn the skill of correction.

7-2Post test:

After completing the implementation of the prepared educational program, the two researchers conducted the post-test for the two groups, and the same procedures were followed that they used in the pre-test and under almost the same spatial and temporal conditions, and a number of experienced and specialized holders of arbitration certificates were used to evaluate the level of correction skill for some of the correction skill and for each Student .

8-2 Statistical means:

The researchers used data analysis using the Statistical Analysis System (SPSS)

3. Presentation and discussion of results: -

Table 2. It shows the arithmetic mean, standard deviations, and the value of (t) calculated between the two tests (pre and post) for the control group in the level of shooting skill

T Calculated	T Tabular	Post test		The pretest		Measuring unit	Variables
		The standa rd Devia tion	The Arithm etic Mean	The standa rd Devia tion	The Arithm etic mean		
4.585	2.14	1.655	6.592	0.682	4.472	Degree	Skill Of Phrasing

As the tabular value of (t) is reached in front of the degree of freedom (14) and the error ratio $<0.05 = 2.14$

Table 3. It shows the mean, standard deviations, and the value of (t) calculated between the two tests (Pre and Post) for the experimental group in the level of correction skill

T Calculat ed	T Tabul ar	Post test		The pretest		Measuri ng unit	Variabl es
		The standar d Deviati on	The Arithmet ic Mean	The standar d Deviati on	The Arithmet ic mean		
12.284	2.14	0.646	8.100	0.780	4.596	Degree	Skill Of Phrasin g

As the tabular value of (t) is reached in front of the degree of freedom (14) and the error ratio $<0.05 = 2.14$

The researchers attribute the reason for this difference in the results of the control group to the positive effect of the basket lessons that were carried out by the group over a period of (6) weeks, as well as the role of the teacher in using the used teaching method, as it was not as bad as it did not show positive results, but had benefits In education and the method used by the teacher in teaching during lectures so that it results in acceptable results in teaching students some motor skills. And since the method used is the current method used in teaching motor games subjects in all academic fields, there is no doubt that it is a good and practical method that is feasible in its use, but the ambition to learn does not stop there because it is an old method that allows the student to use only a small part of his abilities and thinking, as well as The student's attitude is negative about the learning process, as he is a recipient of information and does not make an effort to obtain it.

The researchers also attribute the difference in the results of the experimental group to the fact that the cooperative learning exercises for mastery had the effect of increasing the level of performance of some of the correction skill in the correction skill of the first stage students more than the method used because the cooperative groups have shown their students cooperation, enthusiasm and actual participation in the implementation of the tasks The movement games assigned to them, as well as the initiative and collective responsibility, each in his group during the implementation of the motor skills, and this is consistent with what (MANNING AND LUCKING, 1991) indicated that the use of cooperative learning method works on active participation among students and shows constructive cooperation between members of the same group and between Groups as a whole and achieving a collective goal, so they accept learning with great effectiveness and enthusiasm more than the method used that is devoid of cooperation and meaningful participation and generates a kind of selfishness. " (MANNING.

In addition, the reason for the improvement in the level of performance is the conducting of mastery tests that show the able and incapable students, as well as the extra time (extra lesson) that includes enrichment programs and corrective feedback (treatment) in order to ensure that most students reach the level (degree) of mastery and confirms (Lavi 2006) "Learning to mastery aims to raise the level of learners and reach a high degree of mastery of the lessons learned. To reach the appropriate degree of mastery or mastery (LaVey: 2006: 212)

Table 4. It shows the arithmetic mean, standard deviations, and the calculated value of (t) for the level of correction skill between the control and experimental groups in the post-test.

T Calculated	T Tabular	The standard Deviation	The Arithmetic mean	Measuring unit	N	Groups
2.282	2.05	0.646	8.100	Degree	15	Experimental
		1.655	6.592	Degree	15	Control

As the tabular value of (t) is reached in front of the degree of freedom (28) and the error ratio $<0.05 = 2.05$

Accordingly, it can be said that the use of kinetic games exercises in the method of cooperative learning in order to gain mastery leads to raising or increasing the level of correction skill of the students more than the method used, and this is due to the positive mutual interaction between the members of the group as the student is active and participates in the learning process and not just a future of information from the teacher

These exercises also benefit in overcoming the problem of large numbers in the same class and reduce the responsibility of the teacher in class management, as the teacher deals with small groups that make up the class instead of dealing with each individual separately as used in the method used, and these exercises make students feel They are responsible for the achievement of each student, and students contact their leader only, and not the subject teacher except in some of the difficulties facing the group.

In this regard, (Al-Fatlawi: 2004) affirms that "cooperative learning prepares learners to work with each other in groups and help each other to achieve a common educational goal in order for all group members to reach the level of mastery." (Al-Fatlawi: 2004: 101)

He also emphasized (LaVey: 2006) that in cooperative learning, learners in the group realize that they are seeking to achieve a common goal and are trying to reach it, and there is a sense among them that what benefits the group benefits the individual and what benefits the individual benefits the group, which helps them to work and accomplish. (LaVey: 2006: 194)

4- Conclusion:

The educational program of the experimental group has made positive progress in the level of correction skill between the two tests (pre and post) and in favor of the post-test. Being able to teach practical subjects in general and the basket in particular, and the need to urge and direct those in charge of the process. Kinetic games to conduct tests after each leaving period to identify the level of skill retention

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