THE EFFECT OF ADVANCE ORGANIZERS’ STRATEGY (VISUAL - GRAPHICAL) IN LEARNING SOME ATTACK SKILLS IN BASKETBALL FOR STUDENTS

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KEY WORDS: ADVANCE ORGANIZERS: NON-WRITTEN ORGANIZERS (VISUAL - GRAPHICAL)

CHAPTER ONE

1-1 RESEARCH INTRODUCTION AND IMPORTANCE:

Recent years have witnessed tremendous development and steady and remarkable progress in the various aspects of life, especially in the educational process, knowledge and technical fields, and among the areas covered by this development and change are the curricula, strategies, and methods of teaching, as teachers in particular realized that teaching was not isolated from the successive changes which moves all segments of society, as interest in information is no longer the only goal of educational processes, and the teacher's role is no longer limited to transferring knowledge to learners only, but rather, to become one of his basic roles to work on developing learners' ability to think, explore and innovate, raise their level of motivation and consider the educational process as a distinct position by interaction between Two parties each have roles to play in order to achieve certain goals.

The theory of advance organizer or what is called “reception learning”, by David Ausubel, has emerged. It is a theory and an organizer with a vision that holds a right sense; Because it is concerned with meaningful education and the connection between what have been learned and what is being learned. Hence the importance of this theory, which we will talk about in these simple papers: Perhaps we will reach the desired goal of understanding and benefiting from the presentation and research of this theory. In order to develop our future educational performance and to be keen on everything meaningful in teaching and learning.

The advance organizer proposed by Ausubel (1969) to achieve meaningful education and improve the means of meaningful reception learning, an educational researcher famous in the mid-seventies suggested this organizer who believes that education is based on what the learner already knows. Ausbel provides, through this theory, a justification for the use of direct teaching by means of reception, which makes education more meaningful for the student, and compares between reception learning and discovery learning whichever one leads to fully meaningful learning.

What Ausbel means by the advanced organizer: It is “what the teacher provides his students with in terms of an introduction, or a brief introductory material, presented at the beginning of the educational position, about the structure of the topic and the information to be addressed, with the aim of learning concepts related to the topic, By connecting what the learner knows before, and needs to know.

As a result of modern theories and curricula, it has become the role of all teachers through the use of cognitive learning strategies and self-organized learning through social cognitive learning types using modern teaching methods, assignment of homework and guided discovery. In this type of educational methodology, teachers become mediators and managers of the educational process. (Rodriguez et al 2018)

The participation of students in the educational process is important by developing competencies and skills through a series of elements such as thinking, cooperation, participation, motivation and improvement of results. As learners become together with teachers, responsible partners for learning, gradually taking responsibility for
processes and steps, developing capacity for judgment, subjective and objective evaluation of performance on the quality of duty and work, as well as the work of others, according to agreed standards.

(Martínez: 2018)

As for the game of basketball, it is one of the team-based games with a wide audience and a popular base that is significantly practiced. It is also taught in all primary, intermediate and middle school levels, as well as colleges and departments of physical education, which depend for its mastery on following the appropriate strategy and method, as well as taking into account the organization and practice of exercises for the basic skills of basketball.

1-2 Research Problem

The two researchers, as they being specialists in the field of teaching, noticed through their perusal of scientific research and sources and through their experience in the field of teaching the lack of use of modern strategies and methods in the educational process as well as the lack of students' knowledge and practice of basketball, as well as the lack of teaching about modern strategies, methods and concepts that depend on the active participation of students. Which differs from indoctrination, which lacks motivation for students and creates an educational environment that excites the learner. Making the learner part of the educational process is an active and main focus by activating mental processes and thinking, investigating, analyzing and searching for information and linking previous concepts with new concepts and linking and forming conceptual relationships between the cognitive structure of the learner to reach meaningful learning, and that there is a clear neglect of modern strategies and methods in teaching physical education.

1-3 Research Objectives

1- Identify the effect of using the advance organizers’ strategy (non-written) in learning some attack skills in basketball for students.

2- Preparing educational units for advance organizers's strategy (written and non-written) for some attack skills in basketball for students.

1-4 Research Hypotheses

1- There were no significant differences at the indication level of (0.05) in the results of the pre and post tests between the experimental group and the normal group in learning some attack skills in basketball for students.

2- There were no significant differences at the indication level of (0.05) in the results of the post-tests between the experimental group and the normal group in learning some attackskills in basketball for students.

1-5 Research Fields

1-5-1 The human field: a sample of first stage students in the College of Physical Education and Sports Sciences / Al-Mustansiriya University (2020-2021).

1-5-2 The time field: (for the period from 17/12/2020 - 14/2/2021)

1-5-3 The spatial field: the internal hall and classrooms in the College of Physical Education and Sports Sciences - Al-Mustansiriya University.

1-6 Defining terms

1- Advanced Organizer: It is “what the teacher provides his students with in terms of an introduction, or a brief introductory material, presented at the beginning of the educational position, about the structure of the topic and the information to be addressed, with the aim of learning concepts related to the topic, By connecting what the learner knows before, and needs to know.(1)

2- Visual Organizers: which uses visual aids - such as films - and they are more useful than the written organizations in the field of educating low-level students.(2)
3- Graphic Advance Organizers: in which the concepts and relationships that make up advance organizers are clarified through images and visual forms, and this type is very practical in its use, and perhaps the most prominent of them are illustrations of all kinds, as well as cognitive maps, such as concept maps, which is one of the most prominent and most popular photographic organizers in teaching, and we will discuss it later in detail. (3)

CHAPTER TWO

2 RESEARCH METHODOLOGY AND FIELD PROCEDURES

2-1 Research Methodology

The experimental curriculum is regarded one of the best as it gives real and tangible results on the effect of various educational strategies and methods and what distinguishes the accurate scientific activity is the use of experience. (4)

Glenn Zorpette points out that “the experimental design imposes on the researcher the foundations, conditions, and methodological steps that he adheres to in order to preserve his internal and external integrity from the influence of extraneous variables to ensure that his experiment hypotheses are verified without interfering with the effect of factors, and he is adhering to procedural and statistical precision of these foreign factors or variables.” (5)

2-2 Research community and sample:

The Available Research Population is “the community that refers to the available number of the target research community that the researcher can refer directly to in drawing the sample individuals from it” (1).

The research sample is the part that represents the community of origin, (it is a case study of a certain part or a certain percentage of the original community members, and then that ends by generalizing its results to the whole community) (2)

The research community has been determined by the deliberate method, and they are students of the first stage in the College of Physical Education and Sports Sciences, Al-Mustansiriya University, accepted for the academic year (2021-2020). The total research population is (298) students, represented by groups (A-B-C-D-E-F-G-H). As for the research sample, it was randomly selected by lot, and it was represented by groups (D - F). Group (D) represented the normal group and the number of its students was (40) students. Group (F) represented the experimental group and the number of its students was (41) students, and the percentage of the research sample from the original community was (27.181%) from the original community, and (12) students were excluded from the research sample due to their lack of commitment to the educational units and their absence for more than three educational units, students who had failed were excluded, and students who had experience were excluded as they were club and national team players and had previous experience, and they were (6) students from (D) group, (6) students from (F) group, and (10) students from (C) group were selected randomly to represent the exploratory experiment and the following figure shows the experimental design, how to distribute the research groups, and the steps that were followed by the researcher in the experimental design as shown in Figure (1).

Figure (1) shows the experimental design of the two research groups
2-3 devices, tools and means used in the research:

2-3-1 Devices and tools used in the research:
1- Lenovo laptop (1) 2- Nikon digital video camera (1)
3- A stop watch (2) 4- A Korean-made display screen (1)
5- Dribble test device (ADS-test) 6- Chest pass test device (ACP-test)
7- Official basketball (15) 8- CDs (50)
9- Colored tape measure 10- Cones (30 cm high plastic cones) (8)
11- Whistle (1) 12- Pens and papers
13- Camera stand (1) 14- Colorful floor sticker
15- Posters and illustrative pictures

2-3-2 The means used in the research
1- Personal interviews 2- Arab and foreign sources
3- An experts opinion survey form on determining the validity of exams and educational units.
4- Data collection form 5- Tests and measurements

2-4 Field research procedures:

2-4-1 Determining basketball skills:
The two researchers relied on the methodological skills approved by the college and the subject teacher for the first semester, which are attack skills (dribbling, passing, scoring), which are among the list of the first course.
2-4-2 Determining the candidate skill tests for research:
The two researchers selected a group of experts and specialists in basketball and the sources concerned with testing and measurement by choosing a number of tests related to the skill of (dribbling, passing, scoring) which have a high degree of honesty, stability and objectivity. The two researchers presented these tests to the experts and specialists to seek their views on the nomination of what they deem appropriate from the tests and skill variables. The tests that obtained an agreement of 70% or more were chosen.

1- ADS TEST:
The purpose of the test: to measure the accuracy of a high dribble from standing.

2- ACP Test: Chest pass accuracy
The purpose of the test: to measure the accuracy of chest pass.

3- Free throw test
The purpose of the test: To measure the accuracy of the free throw's shot behind the free throw line.

2-4-3 The scientific foundations for the cognitive achievement test and the skill tests with basketball.
In line with the research objectives, the main goal of conducting the tests is to obtain real and accurate results through which the researcher can make judgments, and in light of them the appropriate decisions are taken. Therefore, the researcher found the scientific parameters represented (truthfulness, consistency, objectivity) Which is one of the most important features of a good test.

2-4-4-1 Tests validation:
"The apparent honesty is one of the most important characteristics compared to other characteristics because of its association with the goal or objectives expected of the measuring instrument to achieve it, and the extent of its connection with the type and importance of the decision that will be taken accordingly."
The validity of the test is "the validity of the test or scale in measuring what it was designed for." There are several types of test validity, so the researcher extracted the validity by way of validating the content of the skills tests by presenting the skill tests to a group of experts and specialists in the field of basketball, testing and measurement.

2-4-4-2 Tests Stability:
It means, "If a test is performed on a sample and then this test is repeated on the same sample and under the same circumstances, the results that appeared the first time are the same results the second time." Therefore, the two researchers used the re-test method as it is one of the good ways to measure stability, as skills performance tests were applied with the basketball candidate on the sample of the pilot experiment on Sunday 17/12/2021 on a sample of (10 students) from the research community and from outside the research sample and after (7) days, the tests were repeated at 9:30 a.m. on Sunday 24/12/2021 and applied again under the same circumstances. The researcher processed the data statistically through the use of the simple correlation coefficient (Pearson) through half-partitioning. It was found that all the tests have a high degree of correlation. The degree of stability of the skills was as follows (0.884) for the skill of the high dribble, and for the skill of chest pass, the degree of stability was (0.863), as well as for the shooting skill from fixed position was (0.857)

2-4-3-3 Objectivity:
Objectivity is one of the important conditions for a good test, which means researcher subjective judgments have no influence, provided that the objectivity is without discrimination and self-interference by the experimenter and is not affected by the subjective judgments, thus the value of objectivity has increased. Therefore, the tests used in the research were evaluated by specialized arbitrators, as the value of the objectivity of the tests was extracted using the simple correlation coefficient (Pearson) between The results of the arbitrators, as the degree of objectivity of the three skills (high dribble, chest pass, and shooting from fixed position) reached (0.93, 0.94, 0.96), so that all the tests used were highly objective.
2-4-4 Exploratory Experience:

“The exploratory experiment is a preliminary study that the researcher conducts on a small sample before undertaking a research with the aim of choosing research methods and tools.” In addition, the researcher can identify the obstacles that may be faced during applied research procedures, because the exploratory experience is a practical training for the researcher to stand on the negatives and positives that are encountered during the conduct of the tests in order to avoid them, and in order to give a clear and accurate picture of the list of the tests used for the research service, after determining the research sample, the test is an initial experiment on a sample representative of the community to be tested. The researcher conducted the two exploratory experiments with the assisting work team.

The exploratory experiment aimed at:

1- To verify the validity and safety of devices and tools.
2- Knowing the ability of the assisting work team to conduct the tests.
3- Efficiency of the assisting work team.
4- Knowing the difficulties that researchers may face in the course of their work and developing appropriate solutions to them.
5- Knowing the time spent in performing skill tests.

2-4-5 Pre-tests:

The test is (it is the means of evaluation, measurement, diagnosis and guidance in the different curricula, programs and plans for all levels and ages, as it clearly indicates the extent of progress and success in achieving the objective goals) (Kamal Abdel Hamid, Mohamed Sobhi: 1997). The pre-tests were conducted under the supervision and assistance of the assistant work team, and the procedures for each test, the number of attempts in it, how to calculate and score points and the conditions for the test, were explained on (Thursday) 24/12/2020 to conduct skill tests for the two experimental research groups and the normal group.

<table>
<thead>
<tr>
<th>indicatio n</th>
<th>sig</th>
<th>Calculated T value</th>
<th>Experimental group</th>
<th>Normal group</th>
<th>measurin g unit</th>
<th>skill</th>
<th>variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-indicating</td>
<td>0.09</td>
<td>1.67</td>
<td>1.16</td>
<td>6.69</td>
<td></td>
<td></td>
<td>dribble</td>
</tr>
<tr>
<td>Non-indicating</td>
<td>0.08</td>
<td>1.76</td>
<td>0.81</td>
<td>1.51</td>
<td></td>
<td>point</td>
<td>Chest pass</td>
</tr>
<tr>
<td>Non-indicating</td>
<td>0.80</td>
<td>0.25</td>
<td>8.83</td>
<td>33.17</td>
<td></td>
<td>point</td>
<td>Score from fixed position</td>
</tr>
</tbody>
</table>

2-4-6 The content of the curriculum units plan

The teacher prepares the scientific material and the method of presenting the advance organizers (non-written). The teacher works to present advance organizers through pictures, educational videos and instructional models and link them to previous information and new information. The students’ application in the gymnasium permeates every part of their performance through practical application, and placing it in the notes column of the lesson plan and asking for an answer in a scientific, explanatory way by demonstrating the skill through the presentation, models and pictures that the teacher presents to the students, by asking questions to the students as a whole or individually, and by raising the questions of the students themselves, and by rewarding the correct answers and correcting the wrong ones in an educational manner that encourages understanding them, and these
questions stimulate students towards competition for the answer, and the teacher takes immediate feedback after the performance, correcting the answers and morally proving them in the lesson to make the classroom environment exciting and interesting and more interactive. The teacher also prepares questions, and it is possible for them to ask questions in a way that is interesting and excite the learners, so that the activation of teaching is associated with the practical performance of the student.

2-4-6-2 Notes on implementing educational units

The two researchers prepared educational units according to the advance non-written organizers strategy (visual-graphic) and began applying the educational units to the experimental and normal research groups on 31/12/2020 to 11/2/2021. Thus, the researchers applied (7) educational units with one educational unit per week.

1- The lesson included the units of the practical lesson for each of the preparatory section, the main section with its two parts (educational and application), and the final part with a time of (120) minutes. It included the implementation of the advance organizers' strategic plan in the main section of the plan.

2- On one academic week, one educational unit is applied on(Thursday) only.

3- The time period for the implementation of the practical educational units plan reached (7) consecutive academic weeks, and the total number of practical units in it reached (7) educational units.

4- The preparatory section of the lesson reached (10) minutes, with all its parts, administrative, general warm-up, and physical exercises.

5- The time for the main section of the lesson reached (100) minutes, distributed over the two parts of the main section

- The educational aspect: It has reached (15) minutes
- The practical aspect: it has reached (85) minutes.

6- The final section of the lesson plan was (10) minutes

7- The role of the researchers was to follow the progress of practical lessons and follow up on the experience, and the subject teachers themselves applied the subjects of the educational units.

2-4-6-3 Application of the educational program according to the educational units

The researcher presented the educational units to experts and specialists in the field of teaching and specialists in basketball for the purpose of modifying it, giving notes and adjusting it in an appropriate manner, and the days that the researcher will adopt to implement the educational units, where the skills were distributed according to the available educational units as they reached (7) educational units and the educational units were divided as follows:

The first educational unit: applying the skill of high dribble.

The second educational unit: applying the skill of passing (chest and counter).

The third educational unit: a practical application of the skill of passing.

Fourth educational unit: applying the skill of shooting from a fixed position (free throw).

Fifth educational unit: applying the skill of shooting from a fixed position

Sixth educational unit: applying the two skills of shooting from a fixed position and layup shot.

The seventh educational unit: applying the previous skills and linking them to the dribble and chest pass.
Where the educational curriculum was compressed, according to the directives of the Ministry of Higher Education and Scientific Research, that the time of the educational unit was 120 minutes, and the number of educational units was reduced to (7) educational units, and the time was distributed in a way that allowed the teacher to intensify exercises and repetitions for learners and in the educational unit, this is due to the precautionary measures taken by the Crisis Cell and the Ministry of Health by stopping the attendance hours and converting it to E-learning, which led to the cessation of attendance and the inability to fully implement educational units, hence the researcher confirms that the use of advance organizers had an effective role in improving the level of learners' performance through using advance organizers (written and non-written).

2-9 Post Tests:

After the end of the educational units prepared by the researcher, the researcher conducted the post-test on the research groups on Sunday 14/2/2021 at 8:30 a.m. and the two researchers paid the same attention for the circumstances of the pre-test itself, and on the same playground, as the researcher was keen to create the same conditions for the test in terms of time, Location, the same assisting work team (in the pre and post tests) and the tools and devices in order to fix the variables as much as possible.

2-10 statistical methods:

Statistics is the "science that searches in collecting, presenting, classifying and analyzing data and using the results in forecasting, reporting or investigation. To provide electronic programs, the researcher used the ready-made statistical package (SPSS v21) to analyze the results statistically.

CHAPTER THREE

3 Presentation, analysis and discussion of the results:

3.1 Presentation and analysis of the results of the pre and post test of the experimental group:

In this chapter, the two researchers will deal with presenting and analyzing and discussing the results, through the results that the two researchers have reached through the statistical processes and the results they have reached, which we will present and analyze first, and then discuss the results reached by the two researchers as shown in Table (2).

Table (2) represents the arithmetic means, standard deviations, the calculated (t) value, mean difference, deviations, and the (t) value calculated for the experimental group with basketball

3-2 Presentation and analysis of the pre- and post-test results of the normal group:

<table>
<thead>
<tr>
<th>indicator</th>
<th>sig</th>
<th>calculate d (t) value</th>
<th>F Y</th>
<th>F X</th>
<th>post Y</th>
<th>post x</th>
<th>pro Y</th>
<th>pro x</th>
<th>measuring unit</th>
<th>skill</th>
</tr>
</thead>
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<td>1.56</td>
<td>1.02</td>
<td>1.59</td>
<td>2.54</td>
<td>0.81</td>
<td>1.51</td>
<td>point</td>
<td>shooting from a fixed position</td>
</tr>
<tr>
<td>Indicating</td>
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<td>6.55</td>
<td>0.63</td>
<td>0.70</td>
<td>1.09</td>
<td>6.34</td>
<td>1.16</td>
<td>6.69</td>
<td>sec</td>
<td>High dribble</td>
</tr>
<tr>
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<td>5.37</td>
<td>9.40</td>
<td>8.54</td>
<td>5.80</td>
<td>41.71</td>
<td>8.83</td>
<td>33.17</td>
<td>point</td>
<td>Chest pass</td>
</tr>
</tbody>
</table>
Table (3) represents the arithmetic mean, standard deviations, the calculated (t) value, the mean difference, the deviations, the calculated (t) value, and the moral significance of the normal group for basketball skills.

<table>
<thead>
<tr>
<th></th>
<th>sig</th>
<th>calculated (t) value</th>
<th>F X</th>
<th>F Y</th>
<th>post X</th>
<th>post Y</th>
<th>pre X</th>
<th>pre Y</th>
<th>measuring unit</th>
<th>skill</th>
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<td>1.14</td>
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<td></td>
<td>Chest pass</td>
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</tbody>
</table>

3-3 Presentation and analysis of the post-test results of the experimental and normal group with basketball:

Table (4) shows the arithmetic means, the standard deviations, the calculated value of (t), and the significant difference of the post-test with the variables.

<table>
<thead>
<tr>
<th></th>
<th>sig</th>
<th>calculated value of (t)</th>
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<th>normal group</th>
<th>measuring unit</th>
<th>variables</th>
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<th>post X</th>
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<th>pre Y</th>
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<td>shooting from a fixed position</td>
</tr>
<tr>
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<td>13.29</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>High dribble</td>
</tr>
<tr>
<td>indicating</td>
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<td>0.83</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chest pass</td>
</tr>
</tbody>
</table>

3-4 Results discussion

Table (2,4,3) shows the differences between the results of the tests for skills of (high dribble with the dominant arm, chest passing, and shooting from a fixed position) for the experimental and normal groups, as the results showed that all the differences are significant and in favor of the experimental group, and this indicates the effect of the advance organizers’ strategy non-written (visual - graphic) which had a positive effect in teaching attack skills in basketball.

The researchers attribute the reason for the superiority of the experimental group to the effectiveness of the advance organizers’ strategy (non-written) by guided practice and the method of presenting the organizer through its comprehensiveness and to be thorough, concise and original in its content, in addition to providing the educational material and the participation of the learner in the educational process and raising his inclinations and desires, which helped to accelerate education learners and investing time and effort in a better, faster, more acceptable, interesting and enjoyable way through the use of different strategies through feedback and joint work between the learner and the teacher and giving a wider space to the learner through his absorption of ideas and information and organizing prior knowledge through previous knowledge and the formation of ideas in addition to the self-evaluation of the learner, which helped the learners to identify the correct knowledge and experiences, identify mistakes and work to correct them, had a positive effect in obtaining these results.
(Rodríguez-Gómez et al. 2018) emphasizes that by using education in which students take charge of the teaching and learning process, teachers become mediators, operations managers, environmental designers of learning, and promoters of independent learning of students, helps them receive and learn faster.

Both Bartman and Ruegs (2011) view the concept of perceived competence as building self-efficacy to measure students' perceptions of their own competencies.

(Fernández et al. 2013) defines self-efficacy as one of the main factors in the implementation of learning self-regulation strategies, and it shows that for students who see themselves as more capable benefiting from being more strategic and committed to their learning, compared to those whose awareness is less efficient.

(Ibrahim Ahmed, 2007) asserts that structured learning is the process by which the learner sets goals, uses specific strategies to achieve those goals and directs his learning experiences and modifies his behavior to facilitate the acquisition of information and skills.

This is confirmed by (Ahmed Walid, 2003) that learning in advance organizers is a planned, evaluated and adaptive process consisting of processes and strategies that students start and organize in a planned manner, which helps them to deal more effectively with school tasks and students usually strive to be successful in the classroom, this requires them to have a skill and this is what self-organized learning does).

(Zimmerman, 2008) has presented three components of structured learning that active students practice during their learning processes, making them more aware of the functional relationships between their thought patterns and actions and the socio-environmental outcomes. In addition to the effect of advance organizers' strategy non-written in learning attack skills in basketball, the researchers concluded that the educational units prepared by the researchers using the non-written advance organizers' strategy have a positive effect on learning attack skills in basketball. The diversification, which is allowed by the advance organizers' strategy, in the use of many sources, techniques and evaluation has effectively contributed to teaching attack skills with basketball, the active participation of learners and considering them part of the educational process and stimulating their ideas, with the strategy of advance organizers, which is characterized by focusing on the learner himself, not on those around him, and the process of linking old information with the new ones is the process of linking the previous concepts existing in the learner’s memory, directing them and correcting their paths with the new direction, which works on linking previous concepts with new concepts and bridging the gap between both concepts the previous and the new.

**CHAPTER FOUR**

**4 Conclusions and Recommendations:**

**1-4 Conclusions:**

1- The effectiveness of the non-written advance organizers’ strategy (visual and graphic) in learning attack skills with basketball.

2- The researchers concluded that the educational units prepared by the researchers using the non-written advance organizers' strategy (visual - graphic) have a positive effect on learning attack skills with basketball.

3- The diversification, which is allowed by the advance organizers’ strategy, in the use of many sources, techniques and evaluation has effectively contributed to teaching attack skills with basketball.

**4-2 Recommendations:**

1- The two researchers recommend the need to use the non-written advance organizers’ strategy (visual - graphic) in teaching other age groups.
2- The two researchers recommend the necessity of using non-written advance organizers’ strategy (visual-graphic) in teaching other skills in basketball.

3- The two researchers recommend the need to use non-written advance organizers’ strategy (visual-graphic) in teaching other sporting activities (football, swimming, handball, volleyball).

ARAB AND FOREIGN SOURCES

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