THE EFFECT OF INTEGRATING THE STRATEGIES OF COOPERATIVE LEARNING AND LEARNING BY PLAYING ON IMPROVING SKILL ABILITIES IN VOLLEYBALL AT MUTAH UNIVERSITY

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ABSTRACT

This study aims to identify the effect of the strategies of cooperative learning and learning by playing in improving the skill of volleyball at Mutah University, and the experimental method was used in a semi-experimental manner. Incorporating the strategies of cooperative learning and learning by playing in volleyball, where the students were divided into two groups: the first was a control group and numbered (20) students, and they were taught using the usual strategy (commandatory), and the second group was experimental, and they were taught using the strategies of cooperative learning and learning by playing and their number was (20) students. The program was implemented in eight weeks, with four educational units per week, and the duration of each unit is (50) minutes, and the (SPSS) program was used for statistical analysis to reach the results.

The results of the study showed that there were statistically significant differences in the achievement of students of the College of Sports Sciences at Mutah University in improving skill abilities in volleyball between the pre and post measurement, in favor of the post measurement among the members of the experimental group, and there are also statistically significant differences between the pre and post measurements, and in favor of the post measurement. The study found that the experimental group improved in improving the skill abilities of volleyball and in favor of the experimental group.

INTRODUCTION:

Educational institutions have taken care of diversity in teaching strategies to serve the student in the balance of his physical, mental, social and psychological personality, and achieve his role in the teaching process, effective participation in the lesson, and the development of various aspects of a balanced personality. Hanna (2015) points out that the positive educational method is of paramount importance in the success of the learning process, and effectively contributes to raising the level of skillful performance of those motor skills to be learned. Therefore, the success of any team depends on the ability of its players to perform skillfully with the least number of mistakes, and from here the novice must learn the motor skills and master them perfectly. Cooperative learning contributes to making the learner more effective, active and positive, thus allowing students to discuss within their groups and express their opinions, and overcome Many studies and researches (Abu Al-Naga, 2000; Al-Miqdadi, 2006; Abu Naim, 2013; Al-Anbaki, 2009) indicated the importance of this method in influencing the social, emotional, cognitive and skill development of learners. (Al-Rubaie, 2008 Saadat and Al-Harbi, 2015) that the cooperative learning method is one of the most prominent contemporary trends in the field of learning, as in order for the individual to learn better, he must first identify his companion who helps him in learning, and students benefit more when they exchange learning roles among themselves in working groups. Students are collectively responsible for achieving success and failure, as each of them is affected and influenced by what others do, and students exchange roles: (group leader, rapporteur, observer, encouragement, critic). Cooperative education teaches small groups of students (2-6), so that it allows students to work together and effectively, and help each other to raise the level of each one of them, and achieve the common educational goal, and evaluates the performance of students by comparing it with pre-prepared criteria; To measure the progress of group members in performing the tasks assigned to him (Zaki, 2012). The method of learning through play is to exploit play activities to acquire knowledge, expand their knowledge horizons and bring the principles of science closer to students, and through it the student learns the concepts of things, classifies them, and generalizes among them on a linguistic basis. It distinguishes between shapes, objects and words, and activates the motor and mental abilities, and improves the creative talent of the student (Bani Hani, 2010). Playing learning also contributes to organizing learning, individualizing it to face individual differences and educating students.
according to their potential and abilities, and it creates a spirit of positive competition among students (Salama, 2010).

Volleyball is one of the activities in which learning is carried out according to the principles of kinetic learning, as its skills vary from simple to complex, and from easy to difficult, and all skills in volleyball depend on each other.

In light of the foregoing, each strategy has characteristics and tasks that lead the student to an advanced position in learning, and contribute to achieving skill requirements in volleyball in general.

Statement of the Problem:
The problem appears through the researcher’s experience in the field of volleyball, as a player and coach, that the volleyball game needs strategies in learning, and through the researcher’s knowledge of theoretical literature, and through the survey of previous studies, it was found that all strategies work on a single principle, and that a few studies confirm that Integrating the strategies at once, and the single strategies focus on one growth channel compared to the other growth channels in the volleyball lesson.

In order to take into account the individual differences among students, it is necessary to diversify the teaching strategies; In order to achieve the results of the lesson as quickly as possible; Therefore, the researcher decided to integrate the strategies of cooperative learning and learning by playing; For the purpose of improving the performance level of students in the skill abilities under study with the help of their classmates, leading to active and balanced learning, based on participation among students, and with the guidance and direction of the teacher.

Importance of the study:
1- The effect of integrating the strategies of cooperative learning and learning by playing on improving the skill abilities of volleyball among students of the College of Sports Sciences at Mutah University.

2- The effect of the regular teaching program on improving the skill abilities of volleyball among students of the College of Sports Sciences at Mutah University.

3- The differences between the members of the experimental and control groups in improving the skill abilities of volleyball among students of the College of Sports Sciences at Mutah University.

Questions of the Study:
1- Are there statistically significant differences for the members of the experimental group in improving the skill abilities of volleyball among students of the College of Sports Sciences at Mutah University

2- Are there statistically significant differences for the members of the control group in improving the skill abilities of volleyball among students of the College of Sports Sciences at Mutah University?

3- Are there statistically significant differences between the members of the experimental and control groups in improving the skill abilities of volleyball among students of the College of Sports Sciences at Mutah University?

First, Arabic studies:
Amin and Younes (2004) conducted a study aimed at identifying the effect of using the cooperative learning method on the skill performance level of some volleyball skills for students of the Department of Physical Education at Al-Azhar University. The sample of the study is (60) students, and the researcher used the experimental method by designing two groups: the first is a control and the other is an experimental group, where the experimental group outperformed the control group in learning volleyball skills.

Light (2005) conducted a study aimed at knowing the effect of small games in developing some basic volleyball skills for youth (12-13) years old. The researcher used the experimental method for one group in the way of pre- and post-measurement. The proposed program was applied to the experimental sample. The implementation of the proposed program took (8) weeks. The results indicated that the proposed training program had a positive impact on some basic volleyball skills for young people, and there were statistically significant differences between the measurements. Pre- and post-measurement in the basic skills of volleyball juniors in favor of post-measurement.

Hamdan's study (2010) aimed to identify the effect of using the cooperative learning method in learning some basketball skills for second-level students at the Faculty of Physical Education and Sports at Al-Aqsa University.) students for the first semester of the year (2009-2010), and they were divided equally into two
groups, one of them was an experimental group that was taught using the cooperative learning method, and the other was a control group that was taught using the traditional method. The most important results indicated the superiority of the experimental group over the control group in learning basketball skills.

Hussein & Alhayek (2012) conducted a study aimed at identifying the impact of volleyball small games on improving some life and motor skills and skill performance for sixth grade students. The experimental method was used, and the study sample consisted of (52) students in a school The Freer of the Directorate of Private Education - Amman. The researchers prepared a program in small games for volleyball, and the program was implemented in four weeks, with three educational units per week, and the duration of each unit is (45) minutes. The researchers used the (SPSS) program for statistical analysis to reach the results of the study, and after the statistical treatment of the measurements, the study concluded that the small games of volleyball had a positive impact on improving the life, motor and skill skills of the sixth grade students between the pre and post measurement and in favor of the post measurement, and the results indicated that That the members of the experimental group improved in the performance of life skills, motor and skill in volleyball compared to the members of the control group.

Ibrahim (2017) conducted an objective study to identify the effectiveness of a recreational educational approach with small games in developing some motor abilities and learning the skills of passing and sending volleyball for students aged (10-9) years. The researcher followed the experimental approach by designing the two equivalent groups for the research sample of (40). Pupils from the original research community of (130) students representing the students of Safi al-Din al-Hilli Primary School for Boys in the center of Babil Governorate. Recreation based on the use of small games has a positive role, important in developing motor abilities and learning the skills of passing and serving from below with the volleyball.

This study was distinguished from previous studies by its attempt to research the integration of the impact of cooperative learning and learning by playing strategies in improving the level of students in learning basic volleyball skills, on a sample of Jordanian society.

Study methodology:
The researcher used the experimental method in a quasi-experimental manner for its suitability and the nature and procedures of the study and its objectives.

Study community: The study community is made up of students from the College of Sports Sciences who are enrolled in the volleyball course (1), and their number is (57) students, divided into three divisions according to the statements of the Admission and Registration Unit at Mutah University in the summer semester 2018/2019.

Study sample: The study sample consisted of (40) students enrolled in the volleyball course (1), and the sample was chosen in a deliberate way, with (40) students, they were distributed among two divisions, the first was taught using the strategy of cooperative learning and learning by playing and their number (20) students, and the second using the usual (commandatory) strategy, and their number was (20) students.

- Equivalence between the members of the two groups in the skill abilities in volleyball:

Table (1) shows the equivalence of the members of the two groups in the skill abilities in volleyball

<table>
<thead>
<tr>
<th>Volleyball skills</th>
<th>experimental group</th>
<th>control group</th>
<th>T Value</th>
<th>The level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>standard deviation</td>
<td>Mean</td>
<td>standard deviation</td>
</tr>
<tr>
<td>Scrolling accuracy from top</td>
<td>49.2</td>
<td>5.63</td>
<td>49.4</td>
<td>5.58</td>
</tr>
<tr>
<td>Reception accuracy from the bottom of the forearms</td>
<td>7.95</td>
<td>1.96</td>
<td>7.8</td>
<td>1.24</td>
</tr>
<tr>
<td>serve from the top of tennis</td>
<td>13.8</td>
<td>2.67</td>
<td>13.4</td>
<td>3.57</td>
</tr>
<tr>
<td>Straight Accelerator</td>
<td>2.35</td>
<td>0.49</td>
<td>2.5</td>
<td>0.51</td>
</tr>
</tbody>
</table>
The table shows the calculated t-test results between the averages of the two research groups (experimental and control) in the variables of skill abilities in volleyball. These skill variables are therefore equivalent.

Tests of basic volleyball skills are under study.

- The accuracy of passing from the top (Hassanin and Abdel Moneim, 1997).
- The accuracy of scrolling from the bottom with the forearms on the wall for a period of (30) seconds. (Hassanin and Abdel Moneim, 1997).
- Sending from the top (tennis) on the rectangles (Hassanin and Abdel Moneim, 1997).
- Smashing straight punch towards the target (ranked) (Taha, 1999).
- The individual defensive blocking wall towards the target (Taha, 1999).

The exploratory study: The researchers conducted an exploratory study on the exploratory sample of (8) students from the same community as the original study and from outside the sample of the basic study, during the period from Tuesday 9/6/2019 to Thursday 11/6/2019.

The study aimed to identify: the validity of the place designated for conducting the tests and arranging their performance, ensuring the safety of the devices and tools used, the appropriateness of the skill, kinesthetic and life tests used for the level of the sample members, and knowing the time taken to conduct the tests.

Content validity: The tests were presented to a group of referees specialized in the field of volleyball to express their opinions and suggestions, and they were modified based on their observations.

Test stability: The researchers calculated the reliability coefficient using the test application method and then re-applied it with an interval of seven days between the two applications on the same first exploratory sample (Test-Reetest) numbering (8) students, which is from the study community, and from outside the original study sample. The correlation coefficient between the first and second applications using the correlation coefficient (Spearman) and Table No. (2), showing the stability coefficients of the skill tests under study:

**Table No. (2) The stability of skill tests in volleyball by the method of applying the test and re-application to the members of the exploratory sample (n = 8)**

<table>
<thead>
<tr>
<th>skill tests</th>
<th>The first application</th>
<th>The second application</th>
<th>R value</th>
<th>The level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>standard deviation</td>
<td>Mean</td>
<td>standard deviation</td>
</tr>
<tr>
<td>Scrolling accuracy from top</td>
<td>47.88</td>
<td>4.47</td>
<td>47.50</td>
<td>4.14</td>
</tr>
<tr>
<td>Reception accuracy from the bottom of the forearms</td>
<td>7.50</td>
<td>1.20</td>
<td>6.75</td>
<td>1.28</td>
</tr>
<tr>
<td>Send from the top of tennis</td>
<td>11.00</td>
<td>2.93</td>
<td>10.75</td>
<td>3.01</td>
</tr>
<tr>
<td>straight smash hit</td>
<td>2.75</td>
<td>1.04</td>
<td>3.25</td>
<td>0.89</td>
</tr>
<tr>
<td>blocking wall</td>
<td>6.13</td>
<td>1.25</td>
<td>6.00</td>
<td>1.69</td>
</tr>
</tbody>
</table>

Table (2) shows the results of the stability of skill performance tests in volleyball using the Spearman correlation coefficient for ranks on the members of the pilot sample, and by reviewing the stability values, it is found that it reached (0.958) the accuracy of passing from the top and reached (0.839) for the skill of reception from the bottom, and it reached (0.972) for the skill The transmission from the top, and it reached (0.856) for the skill of straight smash hit, and the stability value between the two applications of the wall skill test was (0.949). It should also be noted that all values of the significance level were less than 0.05, which indicates that these relationships and correlations are statistically significant, and accordingly it can be concluded that the skill performance in volleyball is stable.
Use the educational program proposed by the researcher in line with the nature of the study.

The researchers determined the basics of the program through the students’ understanding of the content of cooperative learning and small games, based on the reference survey of scientific references in cooperative learning and small games such as: (Al-Heila, 2007; Al-Rubaie, 2008; Abu Naim, 2013; Hussein, Abdel Salam, 2006) and studies The scientific studies related to the subject of the study, the most important of which are: (Amin and Younes, 2004; Hussein & Alhayek, 2012; El-Sayed, 2015; Al-Sahrawi, 2017).

Then the researchers developed the proposed educational units by integrating the strategies of cooperative learning and learning by playing to improve the motor, skill and life abilities of volleyball by four units per week, and the unit time is 50 minutes. Through cooperative groups, the teacher and student each had roles in applying the educational units as follows:

**Teacher’s role:**
Preparing the work of groups and educational materials and identifying the resources and accompanying activities. The teacher also gives an idea of the topic of the lesson and gives instructions that must be adhered to during the application of the lesson, and explains the game that will be applied, and provides guidance if the group encounters difficulty at some point, then encourages learners to cooperate and help each other and emphasizes the interaction of group members, and evaluates students’ performance and discuss their progress in their cooperation together.

**Student role:**
**Group Leader:** He is responsible for guiding his colleagues towards achieving the goal of performance.

**-Explainer:** He is responsible for the model’s performance of the skill to be learned.

**-The course:** who is responsible for recording everything that goes on in the lesson.

**The cheerleader:** he is responsible for identifying and enhancing the correct performance and correcting the wrong performance and ensuring the progress of the group to achieve the goal.

**Critic:** He is responsible for correcting mistakes and showing strengths and weaknesses

The proposed educational program took eight consecutive weeks to implement, which aims to improve the students’ level of motor abilities in volleyball (agility, flexibility, coordination, and accuracy) and basic skills in volleyball (passing from the top, receiving from the bottom with the forearms, serving from the top (tennis), straight ace, single blocking).

**Study Variables:**
**First:** the independent variable, which includes: merging the strategies of cooperative learning and learning by playing.

**Second:** the dependent variable: the skill abilities in volleyball.

**Statistical methods used in the study:**
The researcher used a number of statistical transactions from the statistical package Spss to extract the results using: arithmetic mean and standard deviation. Independent Samples T-Test.

**View results**
**The first question:** Are there statistically significant differences for the members of the experimental group at the significance level (0.05≥α) in improving the skill abilities of volleyball among students of the College of Sports Sciences at Mutah University?

<table>
<thead>
<tr>
<th>Volleyball skills</th>
<th>pre-measurement</th>
<th>telemetry</th>
<th>T Value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean standard</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>deviation</td>
<td>deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scrolling accuracy from top</td>
<td>49.2 5.63</td>
<td>69.75 6.05</td>
<td>15.20</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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The accuracy of scrolling from the bottom with the forearms

<table>
<thead>
<tr>
<th>The accuracy of scrolling from the bottom with the forearms</th>
<th>7.95</th>
<th>1.96</th>
<th>13.75</th>
<th>1.80</th>
<th>8.91</th>
<th>0.000</th>
</tr>
</thead>
<tbody>
<tr>
<td>send from</td>
<td>13.8</td>
<td>2.67</td>
<td>29.50</td>
<td>6.67</td>
<td>11.45</td>
<td>0.000</td>
</tr>
<tr>
<td>tennis top</td>
<td>2.35</td>
<td>0.49</td>
<td>6.45</td>
<td>1.57</td>
<td>12.67</td>
<td>0.000</td>
</tr>
<tr>
<td>Straight Accelerator</td>
<td>6.25</td>
<td>1.07</td>
<td>11.55</td>
<td>2.37</td>
<td>11.13</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The table shows the results of the t-test between the pre and post measurements for the members of the experimental group in the variables of skill abilities in volleyball, and the results show that the value of the calculated significance level accompanying the t-test reached (0.000) for the skill of passing accuracy from above, and the value of the significance level was (0.000) for the skill of accuracy Reception from the bottom with the forearms, and it amounted to (0.000) for the skill of serving from the top of tennis, and it reached (0.000) for the skill of straight smash hit and it reached (0.004) for the skill of the individual blocking wall, and it is noted that the values of the significance level calculated for all the variables were less than 0.05, which means that there are significant differences Statistical significance between the two groups for the post-measurement in these variables and in favor of the post-measurement; Because her arithmetic mean was the best.

The second question: Are there statistically significant differences for the members of the control group at the significance level (0.05≥α) in improving the motor, skill and life abilities of volleyball among students of the College of Sports Sciences at Mutah University?

Table No. (4) The results of the t-test between the pre and post measurements of the members of the control group in the skill abilities in volleyball

<table>
<thead>
<tr>
<th>Volleyball skills</th>
<th>pre-measurement</th>
<th>telemetry</th>
<th>T value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>standard deviation</td>
<td>Mean</td>
<td>standard deviation</td>
</tr>
<tr>
<td>Scrolling accuracy from top</td>
<td>49.4</td>
<td>5.58</td>
<td>52.65</td>
<td>3.94</td>
</tr>
<tr>
<td>The accuracy of scrolling from the bottom with the forearms</td>
<td>7.8</td>
<td>1.24</td>
<td>10.50</td>
<td>1.73</td>
</tr>
<tr>
<td>serve from the top of tennis</td>
<td>13.4</td>
<td>3.57</td>
<td>21.75</td>
<td>5.68</td>
</tr>
<tr>
<td>Straight Accelerator</td>
<td>2.5</td>
<td>0.51</td>
<td>4.55</td>
<td>1.36</td>
</tr>
<tr>
<td>Single blocking wall</td>
<td>6</td>
<td>1.03</td>
<td>9.40</td>
<td>2.11</td>
</tr>
</tbody>
</table>

The table shows the results of the t-test between the pre and post measurements of the members of the control group in the variables of skill abilities in volleyball, and the results show that the value of the calculated significance level accompanying the t-test was (0.000) for the skill of passing accuracy from above, and the value of the significance level was (0.000) for the skill of accuracy Reception from the bottom with the forearms, and it reached (0.000) for the skill of serving from the top of tennis, and it reached (0.000) for the skill of straight smash hit, and it reached (0.004) for the skill of the individual blocking wall. Statistical significance between the two groups for the post-measurement in these variables and in favor of the post-measurement; Because her arithmetic mean was the best.

The third question: Are there statistically significant differences at the significance level (0.05≥α) between the members of the experimental and control groups in improving the motor, skill and life abilities of volleyball among students of the College of Sports Sciences at Mutah University?

Table (19) Results of the dimensional t-test between the two groups in the skill abilities in volleyball
The table shows the results of the value of the calculated significance level and accompanying t-test, which amounted to (0.000) for the skill of passing accuracy from the top, and the value of the significance level was (0.000) for the skill of receiving accuracy from the bottom with the forearms, and it amounted to (0.000) for the skill of serving from the top of tennis, and it amounted to (0.000) for the skill of receiving from the bottom of the forearms. The straight smash hit (0.004) for the skill of the individual blocking wall. It is noted that the values of the significance level calculated for all the variables were less than 0.05, which means that there are statistically significant differences between the two groups for the dimensional measurement in these variables, in favor of the experimental group; Because her arithmetic average was the best.

**DISCUSS THE RESULTS:**

Discussing the results of the first question: Table (3) indicates the improvement of the experimental group members between the tribal and remote measures in favor of the post, and the researchers explain this improvement to the introduction of small games on a measure of balance between the development of abilities related to the basic skills in volleyball, and that the presence of the element of repetition in Each game reflected positively on the level of development of skill abilities, and the researcher also attributed this development to the group members’ implementation of the exercises prescribed in the educational program using the strategy of learning by playing and represented by various games and activities, and the use of simple devices and tools that contribute to spreading, increasing the element of suspense, and the spirit of Fun in competition between students in performance through a cooperative learning strategy, which depends on active participation among students, and full cooperation in the experimental group. Each student has to learn, teach, and cooperate with his group mates. Also, the desire to compete in games made the students exert their utmost effort, and this is consistent with what Abu Naim (2013) indicated that the program contains skill exercises and various physical, motor and competitive games that contribute significantly to improving the level and development of transmitting and receiving skills, and wall skill. The repulsion under study among the experimental group in improving the level of learning.

Discussion of the second question: Tables No. (4) show that there are statistically significant differences, in favor of the dimensional measurement of the control group, and the researchers confirm the reason for these differences due to the exercises included in the (traditional) educational curriculum, which contributed to providing an opportunity for students to practice activities and skills Kinetic volleyball. The researchers explain this through the group members’ implementation of the volleyball skills, which must be used through which most of the elements of motor abilities are used, when using correction exercises in order to develop the skill of sending. Especially in volleyball skills, as well as relying on the traditional educational method followed by the teacher in the educational process, the traditional method used, which provided a good opportunity for the learner to learn well through the teacher’s role in the educational process in clarifying objectives, dividing students and providing instructions, and monitoring Performance and giving feedback leads to facilitating and facilitating the learning process, and that the availability of devices and tools contributed in one aspect to the performance of skills better, and on the other hand contributed to the method of choosing the learning method.
Discussing the results of the third question: Tables (5) show that there are statistically significant differences in favor of the dimensional measurement of the experimental group. The educational program in general improves the level of students in volleyball skills, and therefore the groups of games in the proposed program are multiple, such as running games, small ball games, games that are practiced using simple tools, agility games and other various games that are characterized by a competitive nature, with the flexibility of their rules and the ease of providing its tools, practice and repetition, and through the application of the exercises prescribed in the proposed program in groups that allowed the student to take turns in their performance, distribute roles and formations, and play the role of the leader in preparing groups and explaining the game, taking notes, evaluating performance, and following up on the results of competitive play, and this is consistent with what she indicated Saadat and Al-Harbi (2015), that students benefit more when they exchange coaching roles among themselves in working groups, students are collectively responsible for achieving success and failure, as each of them is affected and affected by what others do, and affects them, and students exchange roles, and these roles are (group leader, rapporteur, observer, encouragement, critic) and this was not available in the usual strategy, each student is responsible to learn and teach, and to cooperate with his colleagues in the group in applying the exercises prescribed in the program, which played a prominent role in the development and development of the skills of reception, transmission and blocking, in addition to the movement activities that are popular with the soul, which accepts It is one of the most successful ways to add fun and competition in the educational process, and this result is consistent with the study of (Light, 2005; Hussein & Alhayek, 2012), which indicated the effectiveness of using cooperative learning and learning by playing in improving and developing the skills abilities in the dimensional measurement of the members of the training group compared to the members of the control group.

CONCLUSIONS
The integration of the strategies of cooperative learning and learning by playing contributed to improving the level of skill abilities in volleyball.

- The normal (orderly) strategy has developed the level of skill abilities in volleyball.
- The experimental group that used the integration of cooperative learning and learning by playing strategies was distinguished from the control group that used the usual (ordered) strategy in improving the level of skill abilities with volleyball.

Study recommendation: Instruct volleyball teachers to use more than one educational strategy using small games, because of their impact on improving students' learning level.

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