Effect the two teaching methods (pair guidance and demonstration) in teaching some offensive skills with a foil weapon

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Abstract

Physical education and sports sciences are part of the public education that is working to earn learner (student) mathematical sciences in the right way to lead the sports side with the required shape and different sports and jurisprudence. The fencing game of individual sports that needs to master the urban basic skills in the right way and move appropriate only by guidance and clarifying how to learn using the teaching method which works on guidance and clarification where the importance of research is made through the teaching testing and illustrative director in the output of the lesson And the upgrading of the offensive skill level with the Shish weapon. Where the researcher used the experimental approach to the design (experimental groups) (pair guidance, and demonstration set) to resolve the research problem

1-Identify the influence of the classification of teaching (pair guidance and demonstration - group ) in teaching some offensive skills with foil weapon.

2-Identify the results of the differences between tribal and diminish tests and for two experimental groups in teaching some offensive skills with the foil weapon.

3-Identify the results of the differences in dimensional tests between the two experimental groups in teaching some offensive skills with the foil weapon .

The most important conclusions: The classification of (pair guidance and demonstration group ) has great importance at the beginning of some of the offensive skills with foil weapon

The recommendations: were: the adoption of the classification of teaching (pair guidance and demonstration group ) in learning some offensive skills with the foil weapon .
1 - Definition Research

1 – 1 Introduction

Communities raise and evolve as a result of interest in educational and educational institutions and build a educated generation and capable of building the country in the right way and in all areas of life Physical education and sports sciences are part of the public education that is working to earn the learner (student) mathematical sciences in the right way to lead the sports side as required and for different sports and jurisprudence, using the right teaching modalities and pursuit of skills in learning about different degrees. It is therefore necessary to acquire the learner (student) in which the various mathematical sciences will be able to carry out what they learned to lead the lesson in sports education within educational and school institutions. Until the lesson is required to be asked, the method is needed and the optimal teaching method and view of various teaching methods and methods only that each method or method has its objectives and method. The fencing game of individual sports that needs to master the offensive basic skills in the right way and the appropriate move is only through guidance and clarifying how to learn using a teaching method that runs and clarification .

From here, the importance of research through the teaching workout is paired and illustrative presentation in the output of the lesson and upgrading the offensive skill level with the foil weapon

1 - 2 Research Problem

Teaching and teaching the historical skilled performance with the foil weapon with us to use the optimal method of teaching methods and given their teaching requires our experimental and optimized in education.

Through experience of the modest researcher in teaching and long expertise with the game of fencing, found that the basic learning of the basic skills with the weapon does not rise to the level of ambition because of the lack of optimal and pursuit of education in education, so the researcher has taken this problem and testing two methods in teaching (pair guidance and demonstration group ) in learning some Skills with shower with students
1-3 Research Objectives:

1-Identify the influence of the classification of teaching (pair guidance and demonstration group) in teaching some offensive skills with the foil weapon

2-Identify the results of the differences between tribal and diminish tests and for two experimental groups in teaching some offensive skills with the foil weapon.

3-Identify the results of the differences in dimensional tests between the two experimental groups in teaching some offensive skills with the foil weapon.

1-4 Research hypotheses:

1-The presence of a positive impact of the teaching of teaching (pair guidance and demonstration group) in teaching some offensive skills with the foil weapon

2-The existence of moral differences between tribal and diminishing tests and favorable tests of the two experimental groups in teaching some offensive skills with the foil weapon

3-The existence of significant differences in dimensional tests between the two experimental groups in education of some offensive skills with the foil weapon.

1-5 Research Areas

1-5-1 Human field: Students of Phase III at Faculty of Physical Education and Sports Sciences - Basra University

1-5-2 Spatial Area: Fencing Hall Students at Faculty of Physical Education and Sports Sciences - Basra University

1-5-3 The time: Duration of 24/2/2021 and to 28/4/2021.
2 - Research curriculum and field procedures

2 - 1 Study Approach:

The researcher used the experimental curriculum with the design (experimental groups) (pair guidance and demonstration group) to solve the search problem and achieve its objectives.

2 - 2 Research community and his appointment:

The research community has been identified for students of the third phase (120) students and has been selected in the deliberate way. The research sample was chosen from the research society (20) student from one division, including 16% of the original community, which in turn divided into two pillars (two experiments) in the indiscriminate manner, which reached each group (10) students and a research sample was resized within each group and reward as in a table (1).

### Table (1)

The homogeneity and equivalence of two experiments

<table>
<thead>
<tr>
<th>Measurement and evaluation</th>
<th>The first experimental group pair guidance</th>
<th>The second experimental group demonstration</th>
<th>T</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mean Standard Deviation F</td>
<td>mean Standard Deviation F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td>171.52 2.457 1.432</td>
<td>171.86 1.239 1.293</td>
<td>1.16</td>
<td>Un morel</td>
</tr>
<tr>
<td>weight</td>
<td>70.563 1.356 1.921</td>
<td>70.698 1.324 1.872</td>
<td>0.27</td>
<td>Un morel</td>
</tr>
<tr>
<td>Direct straight attack/degree</td>
<td>3.557 0.325 9.136</td>
<td>3.497 0.412 11.815</td>
<td>0.13</td>
<td>Un morel</td>
</tr>
<tr>
<td>Attack by changing direction/degree</td>
<td>3.447 0.221 6.411</td>
<td>3.665 0.332 9.058</td>
<td>0.42</td>
<td>Un morel</td>
</tr>
<tr>
<td>Cut-off attack/degree</td>
<td>3.457 0.227 6.566</td>
<td>3.517 0.241 6.852</td>
<td>0.12</td>
<td>Un morel</td>
</tr>
</tbody>
</table>

Freedom value at freedom (18) and level (0.05) = 1.724
2-3 Means of collection

2-3-1 Data collection methods

Arab and foreign sources

Scientific observation

2-3-2 Hardware and tools used

Hand stop watch

Playground

Weapons of foil number (5)

Whistle number

2-4 field research procedures

2-4-1 Determination of research variables

The curricula of fencing taught in physical education and sports facilities at the University of Basra and the following offensive basic skills were selected

1 - direct straight attack

2- Attack by changing direction

3- Cut-off attack

2-4-2 Technical Performance appraisal

The evaluation of the offensive skilled performance of the players depended on how players are performed for every skill and evaluation of every skilled by (3) arbitrators of jurisdiction has been distributed and the evaluation form has been distributed

Performance specifications: The performance of the three offensive skills selected in the research correctly and clear

Registration: Every skill gives an evaluation of 10 degrees and distributes these grades on (smooth performance and compatibility, timely and precision performance, preparatory section, main section, Final Section )

2-4-3 field experience

2-5-1 Tribal tests: Tribal tests were conducted on 1/3/2021
2-5-2 Method of teaching approved: The researcher prepares exercises for offensive basic skills with the weapons of the shish and programmed within educational units within fencing lessons and according to the methods of methods of means of teaching method (pair guidance & demonstration ). The program was applied during a full lesson and with the three consultations (see Extension (1)) and for eight weeks within. The program was applied on 2/3/2021 and ended on 27/4/2021.

2-5-3 post tests: The dimensional tests were conducted on 28/4/2021

2-6 Statistical Use:

1-arithmetic mean

2-standard deviation

3-Difference coefficient

4-test (T) for interrelated samples

5-test (f) for independent samples

6-Percentage

3 - Presentation, analysis and discussion of the results

Table (2)

The tribal and ventricular values of the first trial group (pair guidance) are illustrated in the tests used

<table>
<thead>
<tr>
<th>Tests Used</th>
<th>The first experimental group pair guidance</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Standard Error</td>
</tr>
<tr>
<td>Tribal test post tests</td>
<td>3.557</td>
<td>5.122</td>
</tr>
<tr>
<td>Direct straight attack degree</td>
<td>3.447</td>
<td>5.234</td>
</tr>
<tr>
<td>Attack by changing direction/ degree</td>
<td>3.457</td>
<td>5.774</td>
</tr>
</tbody>
</table>

Freedom degree (9) value (9) and under level (0.05) = 1.833
The tribal and ventricular values of the first trial group (demonstration) are illustrated in the tests used.

<table>
<thead>
<tr>
<th>Tests Used</th>
<th>The second experimental group demonstration</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Standard Error</td>
</tr>
<tr>
<td>Tribal test post tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct straight attack degree</td>
<td>3.487</td>
<td>5.235</td>
</tr>
<tr>
<td>Attack by changing direction/ degree</td>
<td>3.665</td>
<td>5.412</td>
</tr>
<tr>
<td>Cut-off attack degree</td>
<td>3.517</td>
<td>5.674</td>
</tr>
</tbody>
</table>

Freedom degree (9) value (9) and under level (0.05) = 1.833

Table (4)

Dimensional values are explained between the two experimental control groups in the tests used.

<table>
<thead>
<tr>
<th>Tests Used</th>
<th>The first experimental group pair guidance</th>
<th>The second experimental group demonstration</th>
<th>T test</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>Direct straight attack degree</td>
<td>5.122</td>
<td>0.523</td>
<td>5.235</td>
<td>0.574</td>
</tr>
<tr>
<td>Attack by changing direction/ degree</td>
<td>5.234</td>
<td>0.412</td>
<td>5.412</td>
<td>0.471</td>
</tr>
<tr>
<td>Cut-off attack degree</td>
<td>5.774</td>
<td>0.422</td>
<td>5.674</td>
<td>0.426</td>
</tr>
</tbody>
</table>

Freedom degree (18) value and under level (0.05) = 1.724
From tables (3) and (4) show significant differences between tribal and diminishing tests and two experimental groups (pair guidance & demonstration ) in the tests used and for dimensional tests and this indicates that the two groups have learned in the skill and their results are good and this is due to The application of educational exercises is properly applied in accordance with the path of teaching .

The tutorial is inevitably leads to the development of achievement, if built on a scientific "basis in organizing the education process and programmed and the use of appropriate and gradual methods, and the presence of individual differences as well as the use of influential educational means." (1:54:19 96 )

The researcher is attributed to the Group's learning and improvement of the group to the groups as a result of the commitment to organize the work of lesson as well as regularity and the continuation of the educational units and in which students are self-learning. In acquired pupils, the ability to live the lesson, understand and amend their behavior so that they gain desirable behavioral standards. "(3: 19: 1998) In addition to exercise diversity and skills has helped to develop two groups.

Thaher hashim " a natural phenomenon of the learning process that there must be a " development in learning as long as the teacher is following the peaceful basic steps for learning, education and exercise on the right performance and focus on attempts and repetitions are continuing to establish performance and performance." (2: 102:2002)

Through the note of a table (5) there are no significant differences in the attack tests of glamorous skeptical performance between the two experimental groups (pairing direction, and illustration) in the sense that the teaching methods succeeded in learning and the privacy of each method, in the learning method of peer guidance "Allows teacher For the student to make decisions These decisions are mainly concerned with evaluation to give direct feeding and this method needs to organize pupils in coupons to work together by interchanging one that performs the required skill and the other observes and makes calendar decisions by observing and giving feedback to the lead, the illustrative feeding is that The total content in the article presented on the learner in a fairly completed image and is limited to the role of the student on receiving and receiving information, knowledge and skills that they offer only. "(51997::22)

The reason for learning the two groups is at the same time to teach some skills in peace of shish through the direction and exported presentation at the beginning of learning. "This kind
of methods appear in the first phase of skill learning when the learner needs to recognize important points after each performance Correct his technical performance. (4:67:1990).

4-Conclusions and recommendations

4-1 CONCLUSIONS

1-The method of teaching (pair guidance & demonstration ) has significant importance at the beginning of some offensive skills with foil weapons

2-Astigse (pair guidance & demonstration ) there is no difference between them in learning some offensive skills with foilr weapons and can be rely on learning in accordance with the educational program of the teacher

4.2 Recommendations

1-Adopting the classification of teaching (pair guidance & demonstration ) in learning some offensive skills with shish weapon

2-It is possible to rely on any basic baskets (pair guidance & demonstration ) users learning some offensive skills with foil in the absence of significant differences between them

References


2-Thaher Hashim: 2002 "The overlapping training method and its impact on education and development through the spatial organizational options for the Tennis Environment": Doctor, University,

3-Anayat Mohammed Ahmed Faraj.1998 " Platform and Teaching Methods": Dar Al Fakr .Arab, Cairo,

4-Afaf Abdel Karim.; 1990" Teaching to learn in physical and sports education": Alexandria, .Knowledge Mashment,

Appendix (1)

Model (from the educational units for the user method)

Week First: Identification of Educational Unit: Learn the basic offensive skills in the fencing

**Educational Unit: 1**

<table>
<thead>
<tr>
<th>Unit sections</th>
<th>Time</th>
<th>Details and exercises</th>
<th>Repetitions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primer section</td>
<td>15 M</td>
<td>Registration of attendance - public warming - your warming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Section</td>
<td>85 M</td>
<td>1 - Explain the offensive basic skills and work its model with giving illustrations.</td>
<td>3×3</td>
<td>The introductory group was presented by a model and images</td>
</tr>
<tr>
<td>1-educational</td>
<td>35 M</td>
<td>2 - Perform a fake offensive basic skills</td>
<td>4×3</td>
<td></td>
</tr>
<tr>
<td>2-Application</td>
<td>50 M</td>
<td>3-Perform - 3 skills with wall</td>
<td>3×4</td>
<td>Pairing routing group is feedback and guidance from colleagues</td>
</tr>
<tr>
<td>Final Section</td>
<td>10 M</td>
<td>4 - Perform offensive skills with colleague and feedback by the learner for himself</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>