Learning method for mastery according to the cognitive method (independence versus reliance on the cognitive field) and its effect on learning some basic skills by handball for students

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Abstract

The researchers used the experimental approach to its suitability of the nature of the problem on the fourth stage students in the College of Physical Education and Height M sport in the University of Qadisiyah for the academic year (2019 - 2020) and the number (42) students, and the main experiment included tribal tests and application of the educational curriculum and dimensional tests and statistical means and results and discussion and through the results obtained by the researcher researchers concluded that the measure of independence versus reliance on the field The perceptual used by the researcher on the members of the research sample is able to classify students into independent and dependent on the cognitive field, and that the educational curriculum in a learning style in order to enable it has a positive effectiveness in learning the members of the research sample for some basic facilities for students, and the educational curriculum in the method of learning in order to have had an effect on the group of independent individuals more than its effect on the group of individuals dependent on the cognitive field through the conclusions obtained by the researcher. The researchers recommend using the independence measure versus accreditation when the samples need to be classified into an independent group and another Depending on the cognitive field, being able to classify, and emphasizing the use of the method (learning for mastery) for students when learning basic skills with handball, and the necessity of introducing the method (learning for mastery) which is based on giving additional time invested in providing M Corrective feedback and explanatory information for other basic skills with handball to benefit from it in the educational process, and the need to conduct a study of the possibility of using the method (learning for mastery) in other academic stages and to search for new and diverse methods in proportion to each stage of study.

Keywords: learning for mastery, cognitive method, basic facilities, handball

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Introduction:

The research problem centered on the weakness of learners in performing basic skills with handball, which students must learn and students can appropriately suit for each skill and then move to the other skill, and the reason for not being able to do so is due to the weakness of the learning process that the learner reaches to certain limits of learning Skills, and the lack of time to address the imbalance that may occur in the learning process, or the deficiency in the method of learning used, so the researchers decided to study the problem by using the learning method to be able in the learning process to reach the best results and reach the learner to a certain stage of good performance until He can move to the next skill, and the research objectives were to classify students according to the measure of independence versus relying on the cognitive field and preparing an educational method in the learning method to be able to according to the cognitive method (independence versus reliance on cognitive scope) in learning some basic skills of handball for students and get to know The effectiveness of the educational curriculum with a learning method for mastery according to the cognitive method (independence versus reliance on cognitive field) in learning some basic facilities by handball for students[1-8]
The practical part:

The procedures of field research:

The researchers used the experimental approach to its relevance to the nature of the problem on the fourth stage students in the College of Physical Education and Sports Science at the University of Qadisiyah for the academic year (2019 - 2020) and the number (42) students.

tests:

Determining the validity of the scale (independence versus reliance on the cognitive field) used in the research:

The researchers reviewed the previous sources and studies that dealt with the topic of measuring independence versus dependence on the cognitive field, and they adopted the scale[4], of independence versus dependence on cognitive field, as this scale deals with studying the personality of the individual and knowing the individual differences between individuals in the field of eating Information and dealing with different situations and to identify the validity of the scale, it was presented to a group of (11) experts and specialists to indicate the extent of its suitability and suitability for the members of the research sample, and after collecting questionnaires distributed to experts and specialists and empty the data It was statistically processed, and the scale was accepted and applied because the value of (square Kay) was greater than the tabular value of (3.84) at the degree of freedom (1) and the level of significance (0.05) where this scale consists of three sections, which are as follows: (1)

The first section: It is for training and its grade is not calculated in the assessment of the subject, and it consists of seven easy paragraphs.

The second section: Consists of nine grades of difficulty.

The third section: It also consists of nine grades of difficulty, and this section is considered equivalent to the second part of the test.

Each of the paragraphs in the three sections is a complex or complex shape and includes within it a simple form, and the examiner is asked to discover it and set its limits on the last page of the test, and it was taken into account in organizing the test that the examiner cannot see the simple shape

In addition to the complex or complex form that it includes simultaneously for each of the three sections of the test a specific time, which is two minutes for the first section, and five minutes for the second section, in addition to another five minutes for the third section.

Determination of handball attack skills and methods of measuring them:

The researchers presented a set of attacking skills to the handball experts to determine the most important of these tests that are appropriate for the variables of the study, and the important offensive skills in the game were identified (rebound and over the shoulder and correction of stability and jumping up) in handball, and the method of evaluating the performance of skills Offensive with a handball was through three arbitrators who evaluate the performance according to a form prepared for this purpose with the division of the score according to skill sections[9-14].

Scientific foundations of the tests

To identify the scientific foundations of (sincerity, consistency, and objectivity) of the tests developed, their suitability and suitability for the individuals in the research sample, the researchers sought to adopt these foundations in the process of applying the tests.

The validity of the test:

The test validates its meaning, "An honest test measures what is set to measure it." [15-18]
One of the important things that must be met in the test is honesty, and to obtain the honesty laboratory for the tests used, apparent honesty (the honesty of the arbitrators) was used by presenting the tests to a group of experts and specialists, as the scale and the handball skills tests were presented to the experts. The reliability of the tests and the apparent scale have been proven after the experts agreed that they achieve the purpose for which they were put in place and their suitability for the age group under consideration.

Stability of tests

The researchers found the stability coefficient of the scale and for the skill tests under study by way of testing and re-testing on a sample consisting of (8) of the students. After (14) days for the scale, and four days of the skill tests, the tests were repeated on the students themselves.

Preparing the educational curriculum:

By examining the researchers on several scientific references and related research, including, and [2], and by conducting personal interviews from the experts and specialists and to achieve the goals of the research, they prepared an educational method in a learning style to enable the two experimental groups. The educational program is distributed as follows:

First: The preparatory section, for (15) minutes, and includes:

a. Introduction and general warm-up: Students are stopped in a unified format, taking absences, preparing tools for the success of the educational unit, and giving general exercises to all members of the body and its duration (5) minutes.

B. Special warm-up: Exercises are given with the skill understudy, parts and muscles working to perform this skill and its duration is (10) minutes.

Second: The main section (25 minutes) and is divided into two parts:

a. Theoretical section: The skill is explained by the teacher, and then the skill is presented to explain the correct way of performing the skill and its duration (10).

B. Applied section: The given and assigned skill for each educational unit is performed and applied according to the number of iterations assigned to each skill with guidance and error correction by the teacher and its duration (15).

Third: The final section (5 minutes):

In it, a small game is given that serves the main department, or calming and relaxing exercises are given, with some guidance given to the students, and then the educational unit is finished, and the greeting and leave is done quietly.

The teacher of the subject implemented the experimental curriculum, under the supervision of researchers, as the two groups (independent, accredited) studied the learning method for mastery.

Time and sections of the educational unit:

The educational program was divided into (15) educational units, each unit takes (45) minutes, and with two educational units per week, the program took (8) weeks, equivalent to (30) educational units for the two experimental research groups, and the total time for the educational program reached (1350) One minute is equivalent to (22.5) hours, so the instructional time for each group reached (675) minutes.

Each unit included a (15) minute prep course, the main section (25) minutes, (10) minutes for the theoretical part, (15) minutes for the applied part, and the final section (5) minutes. The total time of the intermediate section reached (450) minutes, with a percentage (33.33%) of the total time of the lesson and for the two groups.

As for the main section of the educational program, it reached (750) minutes, at a rate of (55.55%), which includes (the educational part and the applied part), while the total time for the final section of the educational unit reached (150) minutes, at a rate of (11.11%) of the total time of the program.
Main experience:

Tribal tests:

The pre-test of the research sample was conducted at exactly nine o'clock in the morning, and all variables were set in terms of time, tools and devices, as well as the auxiliary work team to be applied when conducting the (post-test) i.e. after implementing the educational curriculum and the tests, were conducted on the stadium of the College of Physical Education and Sports Science Qadisiyah University. As the researchers, and with the assistance of the auxiliary team, applied the tests according to a preset sequence, the skills of (rebound and over the shoulder handling and correction of stability and jumping up) were tested for the two research groups and after completion, the groups were rotated on the three test stations.

Application of the educational curriculum:

The educational curriculum has been applied to the individuals of the research sample by two educational units per week for each group, where the educational curriculum was applied to the skills of (rebound and over the shoulder correction and correction of stability and jumping up) and by five educational units for each skill, as it was applied by conducting (four) Educational units for each skill, and then a test to determine the percentage of students’ learning of the skill, where three levels of the research sample (good, medium, and weak) are observed, as in Table 3.

Table (3), shows the levels of the two groups (independents) and (accredited) according to the learning method to enable the skills of (direct straight attack, directional change attack, circular attack)

<table>
<thead>
<tr>
<th>Group</th>
<th>Skills</th>
<th>Good</th>
<th>Middle</th>
<th>Weak</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>rebound ball</td>
<td>13</td>
<td>2</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Over-the-shoulder handling</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shooting over the shoulder</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shooting from jumping up</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Accredited</td>
<td>rebound ball</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Over-the-shoulder handling</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shooting over the shoulder</td>
<td>16</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shooting from jumping up</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

The researchers notified the students (weak and middle-level) to increase the effort to learn the skill better, provided that this is done outside the unit hours, following a collective therapeutic method of learning for mastery which is (learning through homework) "as it instructs students who are not able to do the material to do exercises. Or additional applications related to concepts or goals in which they did not reach the appropriate level of mastery. "[1]

After that, the rest of the educational units for the skills were completed, as the researchers conducted the end of unit (fifth) test for each skill to determine the level of learning skills (rebound handling, over the shoulder, correction of...
stability, and jumping up) where the researchers noted that all students of the sample reached the mastery level of more than (85%) with varying degrees.

**Post-test:**

After completing the educational curriculum, the post-test of the research sample was conducted, as the researchers conducted the post-test on some of the handball skills in the research, which are (bounced handling, over the shoulder, correction of stability and jumping up) in the stadium of the College of Physical Education and Sports Science, And that after the completion of the implementation of the educational units in a learning style to be able, as the tests were photographed with a typical video camera (Canon), and the researchers were keen that the conditions were similar to the pre-test in terms of location, conditions and the presence of the assistant work team itself, and using the same steps that were applied in a To test the tribal.

**Statistical means:**

The researchers used the Statistical Package for Social Sciences (SPSS)

**Results and discussions:**

This axis included displaying the results of statistics after statistically processing them and in line with the goals. View, analyze and discuss the results of the skill tests for the members of the research sample.

**Table (2).** Between the mean, the standard deviation, and the calculated value of t between the pre and post-tests in learning handball skills for students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Unit measurements</th>
<th>Pre exertion</th>
<th>Post exertion</th>
<th>(t) value</th>
<th>Significant type</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebound ball</td>
<td>degree</td>
<td>4.54</td>
<td>8.73</td>
<td>5.74</td>
<td>Sig.</td>
</tr>
<tr>
<td>Over-the-shoulder handling</td>
<td>degree</td>
<td>5.52</td>
<td>8.13</td>
<td>6.97</td>
<td>Sig.</td>
</tr>
<tr>
<td>Shooting over the shoulder</td>
<td>degree</td>
<td>5.29</td>
<td>7.55</td>
<td>5.01</td>
<td>Sig.</td>
</tr>
<tr>
<td>Shooting from jumping up</td>
<td>degree</td>
<td>4.52</td>
<td>7.19</td>
<td>4.18</td>
<td>Sig.</td>
</tr>
</tbody>
</table>

From Table (2), the results indicated that there were significant differences between the pre and post-tests in favor of the post-test in the skill variables under study, and the researchers attribute this to the effectiveness of the educational curriculum applied to the two research samples where the curriculum contained a set of exercises that were selected and selected accurately To fit with the studied skills as well as the nature of the age group of the sample, (Lazzam), and others mention that "learning does not happen by simply repeating movements and mathematical skills by players, but training must be based on codified scientific foundations to advance the level of their capabilities and skills towards the best." [6]
It is known that the age group to which the research sample belongs is the college students and this age group has specifications and characteristics that distinguish it from other age stages as it can learn basic skills in the handball game and this is confirmed by "Hammoud" "The student's desire to increase the level of these ages to play between their peers with reliance on the majority of training and practice on basic (technical) skills for dueling and the general foundations of the rules of play and the trainer must make skills training based on the existence of a purpose or goal that must be achieved or access to by performing exercises correctly and seriously) [7]

Conclusions:

From the results obtained by the researcher, he concluded the following:

1. The measure of independence versus reliance on the cognitive field used by the researcher on the members of the research sample can classify students into independent and dependent on the cognitive field.
2. The educational curriculum with a learning method for empowerment has a positive effect on the members of the research sample learning some basic handball skills for students.
3. The educational curriculum with a learning method for mastery had more influence on the group of independent individuals than it did on the group of individuals dependent on the cognitive field.

Recommendations:

Through the conclusions obtained by the researcher, he recommends the following:

1. The use of the measure of independence versus accreditation when the need to classify samples to an independent group and another dependent on the cognitive field being able to classify.

References:

4. Khalid Abdul Majeed Al-Khatib The effect of using the mini volleyball court in different doses on learning some basic skills and developing the physical and motor capabilities of volleyball: (Ph.D. thesis, College of Physical Education, University of Mosul, 2000).


11. The necessity of conducting another study that uses corrective methods to help (discover the defect and address it in learning skills) and compare it with the learning method to be used in this research.


17. Hasan Saleh Mahdi AL-Okbi, Ahmed Kadhim Abdul Kareem, Hayder Naji Habash Alshawi: A training program to develop the endurance strength and effect of the enzyme SGOT and the level of some performance some of the complex skills in the basketball for youth, Journal of Global Pharma Technology.