Keller's strategy in cognitive achievement and its effect on the performance of the side punching skill of the players of Specialized Boxing School in Basrah Governorate

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Abstract: The significance of examination is clear in the instructive educational program planned by the two scientists, which relies upon Keller technique in an intellectual accomplishment to play out some fundamental abilities in boxing for players, which relies upon the uniqueness of learning and making the player a functioning component, through the means of executing the procedure, beginning from the component of dominance, since the player doesn't move from Execution to another without acing what went before it at the adequate level, through quick criticism to the furthest limit of the assessment that permits the player to see his level in each preparation unit. Concerning the exploration issue, the boxing match-up is one of the individual games instructed in the Resources of Physical Training and Sports Sciences where both the understudy and the player rely upon what both the instructor and the coach educate them because of the absence of training in everyday life, so the scientists chose to add A technique that attempts to move them starting with one preparing unit then onto the next. Hence, he has exceptional abilities to arrive at a significant level of capability. Concerning the methodology that the analysts followed, the exploratory strategy utilized the two-bunch technique, which is applied to the examination test spoken to by the players of the Particular Enclosing School Basra Governorate by 40 players appropriated into two gatherings (trial and control). The two analysts continued to lead factual medicines in the wake of finishing the instructive educational plan and directing post-trial of abilities for the test and control gatherings. After the outcomes showed up as per the measurable conditions, it was uncovered that there is a preferred position in training as indicated by the Keller technique and for the exploratory gathering to the benchmark group's detriment.¹ The researchers concluded that there is an improvement in skill performance. It was found that the adoption of the strategy in its nine stages affects the superiority of the experimental group over the control group when training the skill of side punching. The two researchers recommended adopting the Keller strategy in cognitive achievement to train offensive and defensive skills in the boxing game for players.

Keywords: Strategy, Keller, side punch, cognitive achievement, and boxing

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Introduction

Those with experience and skill try to give the best outcomes inside a shorter timeframe contrasted with what was known in the techniques and techniques perceived, and among the most significant prospects accessible are the individual abilities of the player and make him a concentration in learning as opposed to being the beneficiary in particular. The chance of utilizing current methodologies in the fields of instruction has become an issue. It must be by the language of the age, which is portrayed by the logical turn of events and conquering the factor of time.

Also, because boxing, like other individual games, needs improvement compared with its significance between games as it is a game instructed in the Resources of Physical Training and Sports Sciences, and individual games are recognized regarding their training and exercises by singular execution, so they need a technique that is similar with this security. Thus the significance of Keller technique to make it the utilization of the educational program, as it is one of the learning individualization procedures, which consider the individual contracts between the players, as far as introducing the material as short units and explicit conduct objectives and giving criticism that upgrades the part of the student. It enables the player to find and quest for a particular principle, idea or thought and not simply be a beneficiary who shows the game's nuts and bolts. The specialists trust that the exploration will be a logical increment, notwithstanding the examination that managed compelling, encouraging techniques and present-day showing systems by and large and Keller methodology. It will help major parts show a few aptitudes for boxing and afterward arrive at the best level.

Research problem

Through the scientists acclimating themselves with the strategy and technique in which the aptitudes of this game are instructed, they saw the presence of dependence on the recently utilized strategies, wherein the student's function is restricted. The methods don't go past the presence of instruments, for example, singular gear or realistic banners. The strategy that was followed is the prescriptive technique that blocks the advancement of the two components of revelation and development as per the specialists' information constraints. Boxing varies from other individual games in that the student is infrequently rehearsing it outside the system of the examination, and this in itself is an issue as far as an absence of data and information about the game for the student, which requires another methodology dependent on a procedure that makes learning more understood and fitting to his capacities. The technique that was followed sometimes falls short for all neither students, nor does it consider oneself speed between them. Hence, the analysts chose to add a system that attempts to move the players from one instructive unit to the next. Hence, they have extraordinary capacities to arrive at a significant level of dominance.

Research objectives

1. Preparing a boxing game cognitive achievement test for the players of the Specialized Boxing School in Basra Governorate.
2. Knowing the effect of Keller strategy on cognitive achievement and performance of side punching skill in boxing for the Specialized Boxing School players in Basra Governorate.
3. Identify the preference between Keller strategy and the method used in the cognitive achievement and perform the side punch in the game for the Specialized Boxing School players in Basra Governorate.

Research hypotheses

1. There are statistically significant differences between the pre-test and the post-test in the effect of Keller strategy and the method used in the cognitive achievement and the performance of the side punching and boxing skill of players between the two research groups.
2. There are statistically significant differences between the two post-tests in the effect of Keller strategy and the method used in the cognitive achievement and the performance of the side punching and boxing skill of players for the two research groups.

Research fields

- The human field: the players of the Specialized Boxing School in Basra Governorate.
- The spatial field: the course for the lesson and the sports arena in the Specialized Boxing School's training center in Basra Governorate.

Research methodology and field procedures

Research Methodology

The nature of the research imposes on the researchers to choose the approach that is compatible with the research course. Scientific problems scientifically and theoretically "2. Because the accuracy of its results characterizes this approach, the researchers adopted the experimental method by designing the two equivalent groups of pre and post-test, and Table (1) shows the experimental design of the research.

<table>
<thead>
<tr>
<th>Table 1. Shows search design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Experimental</td>
</tr>
<tr>
<td>Control</td>
</tr>
</tbody>
</table>
Research population and sample

“One of the matters that must be taken into account in scientific research is to choose a sample that represents the original community in a true and sincere representation, as the process of selecting the sample is closely related to the nature of the research taken from the sample as it represents the part that represents the original community or the model on which the researcher conducts a whole and the focus of his work on it”\(^3\), so The researchers identified the research community by the intentional method represented by the players of the Specialized Boxing School in Basra Governorate, whose number is (55) players distributed into two classes and by (27) players from the first category and (28) players for the second category. They are divided into two groups, control according to the method used by The trainer and experimental according to the Keller strategy were selected by lot from the original research community.

The final number of the research sample was (40) players with (20) players for each category, after excluding (3) players statistically from the sample because they suffer from injuries in the punching arm. One player was excluded due to absence, while (11) players were selected to experiment with An exploratory study of the skills in question and a test of cognitive achievement, and the sample percentage (73%) of the original research community. As for the construction of the test, it was applied to the students of Basra University - College of Physical Education and Sports Sciences - the second stage of the Applied Sciences Branch for the academic year 2018/2019, which amounted to 135 learners distributed among (6) divisions, and 5 test forms were excluded statistically due to the incomplete response because they violated the test conditions.

Homogeneity of the sample

Before starting to implement the educational curriculum according to Keller's strategy, the two researchers resorted to checking the research sample's homogeneity in the variables related to morphological measurements (height, mass, and age), and as shown in Table (2).

<table>
<thead>
<tr>
<th>Variables</th>
<th>Units</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Cm</td>
<td>169,9</td>
<td>170</td>
<td>5,05</td>
<td>-0,01</td>
</tr>
<tr>
<td>Mass</td>
<td>Kg</td>
<td>65,2</td>
<td>66</td>
<td>1,46</td>
<td>-0,54</td>
</tr>
<tr>
<td>Age</td>
<td>Year</td>
<td>21,75</td>
<td>22</td>
<td>0,71</td>
<td>-0,35</td>
</tr>
</tbody>
</table>

Table (2) shows that the torsion coefficient values are limited to (± 1), which indicates the homogeneity of the individuals of the research sample in these variables, i.e., the moderation of their normal distribution.

The means, devices, and tools used in the research

- Arab and foreign references and sources.
• A vocabulary of the curriculum for boxing by coaches in the specialized school.
• Expert surveys.
• Skill tests.
• Educational guide and printed paper.
• Adobe Premiere Elements 14 editing software.
• Adobe Photoshop 7.0 ME photo editing software.
• Auxiliary work staff.
• Personal interviews.
• 2 Laptops (DELL) CORE i5 + CORE i7.
• Electronic stopwatch Casio.
• DAR Camera (Sony Alpha A77).
• DSLR video camera (NIKON).
• RECORDER VOICE RECORDER (Sony).
• 20 pairs of boxing gloves.
• 20 head protectors.
• 4 punching bags.
• 20 portable shields.
• Whistle.

Field research procedures

Define search variables

After the researchers reviewed the vocabulary of the prescribed curriculum in boxing, it became clear to them that among the most important specific skills are:

1. Side punch (snatch)

Therefore, the researchers adopted the skill of side punching in search procedures. Concerning cognitive achievement, the two researchers set about a test designed to measure the skill variables' cognitive achievement under investigation, so they deliberately built a test.

Building steps for cognitive achievement test for side punching skill in boxing

Defining and formulating behavioral goals to test cognitive achievement:

The two researchers specified the test objectives according to the research sample’s mental levels (knowledge, understanding, and application) since the sample were from the Specialized Boxing School players in Basra Governorate.
Define content domains

One of the first steps in building the test is determining the areas that will be relied upon in determining the paragraphs later. After the researchers familiarized themselves with the vocabulary of the prescribed curriculum and the sources that dealt with the classification of skills and conducting some personal interviews with experts and specialists, it suggested several skill areas in boxing (readiness status) Foot movement, straight punch, side punch, upward punch, defensive skills, counter-punching), to demonstrate the validity of the proposed fields in the test of cognitive achievement of the most important skills of the players, whose number is (7) fields, and the extent of their suitability and making observations, as well as adding notes. (14) experts and specialists.

This is done by placing a sign (✓) in front of the proposed field (fit or not fit) in one of the two rectangles, giving the proposed amendment in the rectangle specified for that, and mentioning the other notes below the questionnaire, if any. After the two researchers collected and unpacked the questionnaire data, they used the (Chi-square) test to find out the suitable fields for the test and that do not. The scope and number of approvers and non-conformers, as shown in Table (3).

Table 3. Shows the validity of the proposed domains for representing the cognitive achievement test in boxing

<table>
<thead>
<tr>
<th>S</th>
<th>Suggested areas</th>
<th>Number of approvers</th>
<th>The number of non-conformists</th>
<th>(Chi-square) value</th>
<th>Significance value</th>
<th>Indication type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standby mode</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0.00</td>
<td>Sig.</td>
</tr>
<tr>
<td>2</td>
<td>footwork</td>
<td>9</td>
<td>5</td>
<td>1.14</td>
<td>0.28</td>
<td>No sig.</td>
</tr>
<tr>
<td>3</td>
<td>Straight punch</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0.00</td>
<td>Sig.</td>
</tr>
<tr>
<td>4</td>
<td>Side punch</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0.00</td>
<td>Sig.</td>
</tr>
<tr>
<td>5</td>
<td>Upward punch</td>
<td>9</td>
<td>5</td>
<td>1.14</td>
<td>0.00</td>
<td>No sig.</td>
</tr>
<tr>
<td>6</td>
<td>Defensive skills</td>
<td>5</td>
<td>9</td>
<td>1.14</td>
<td>0.28</td>
<td>No sig.</td>
</tr>
<tr>
<td>7</td>
<td>Counter punching</td>
<td>10</td>
<td>4</td>
<td>2.57</td>
<td>0.10</td>
<td>No sig.</td>
</tr>
</tbody>
</table>

Table of specifications - preparation of the test map

"The purpose of defining the content is to take a sample in the form of a test that we are assuming to represent the content of the subject. That this sample of questions or paragraphs must measure goals" ⁴, and prepare a table of specifications (the test map), the researchers distributed percentages for each field Knowledge of the areas of content in the test, as well as the types of behavioral goals. The specification table is "a detailed chart that includes the main headings of the academic content or curriculum, patterns and behavioral goals to be developed through that approach, the relative importance or the concentration ratio, and the number of questions assigned to each part of it".⁵ As the cognitive test, with its cognitive and behavioral dimensions, met in the detailed chart within the schedule.
to represent the main criterion for preparing the achievement test. States that the detailed table of specifications includes the following:

1. The subject's content to be measured, and the content can be broken down into areas or sub-vocabulary for more accuracy and comprehensiveness in the measurement process.
2. The relative importance of each field of the subject's content is reflected in percentages. This relative importance has been determined by surveying the opinions of specialists in curricula, measurement, and evaluation, or by knowing the number of classes prescribed for one field divided by the total number of classes for the subject and multiplied by (100) according to the following equation:

\[ \text{The relative importance of the field} = \frac{\text{The number of classes per field}}{\text{The total number of classes for the subject}} \times 100 \]

3. The academic subject's behavioral goals are to know the extent of their achievement and the number of these goals in percentages that reflect their relative importance.
4. The total number of questions for the test, and the researchers determining the number of questions (paragraphs) for each of the test areas, they used the following laws:
   1. The number of questions for each content area and extracted using the following equation
      \[ \text{Number of questions for each field} = \frac{\text{Total number of questions} \times \text{the relative importance of the field}}{100} \]
   2. The number of questions for each behavioral goal or cell and extracted using the following equation
      \[ \text{Number of questions for each goal} = \frac{\text{The relative importance of the objective} \times \text{the sum of the questions per field}}{100} \]

Table (4) shows the characteristics of the cognitive achievement test for some skills in boxing for students, as the total number of cognitive test questions equals the total number of questions. She did not get the grade, so she was disqualified.

**Table 4.** Shows the specifications of the cognitive achievement test for some skills in boxing for students

<table>
<thead>
<tr>
<th>S</th>
<th>Course content</th>
<th>Number of teaching hours</th>
<th>The relative importance of the content</th>
<th>Knowledge levels</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge 30%</td>
<td>Comprehension 25%</td>
<td>Application 45%</td>
</tr>
<tr>
<td>1</td>
<td>Standby mode</td>
<td>1</td>
<td>7%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Straight punch</td>
<td>2</td>
<td>13%</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Side punch</td>
<td>6</td>
<td>40%</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The rest of the punches</td>
<td>6</td>
<td>40%</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
Paragraph Formulation Method (Preparing the Quality of Paragraph Questions)

In preparing the test paragraphs, the two researchers adopted formulating questions by multiple-choice. It is one of the objective methods adopted in formulating questions, and some counted them as the best types of questions. "The best type of objective questions is the multiple-choice pattern because it measures various educational goals and graded from simple to complex “6. The researchers put three choices for each question. The laboratory places a mark (✓) on the choice it deems correct, that is, adherence to the options presented to it in the test form without adding or leaving, and the questions were distributed in terms of goals too (knowledge, understanding, application) of Bloom's classification of goals, the researchers formulated each question in the form of a missing sentence or a single word that needs meaning and clarification, or a reference to a chart or illustration, as well as alternatives - that is, multiple choice.

Preparing items for the cognitive achievement test

After the researchers reviewed several studies and sources that mentioned methods of preparing the paragraphs in the standards, he noted the existence of several methods for preparing paragraphs, including:

1. Arranging the questions (paragraphs) in a sequence according to the fields, meaning that each group of items for a specific area of the test is linked to the sequence. The degree of ease and difficulty is distributed among them.
2. The arrangement according to the similarity of the paragraphs' topics, such as the sequence of paragraphs in the style of definitions, then the census (within multiple-choice), and so on, respectively.
3. Arranging the questions according to the ease and difficulty of the paragraph randomly, regardless of the sequence of fields, meaning that the paragraphs are sequenced provided that there is no sequence of difficult or easy questions in a way that affects the learner negatively, which makes him feel bored or desire to give speculative answers to end the test Only, and this is what the researchers adopted in arranging the preparation of the test items.

Determine the validity of paragraphs

To determine the validity of the paragraphs for the researchers, and after completing the preparation of the paragraphs in their initial form of (40) paragraphs, they were presented in a questionnaire with an indication of the behavioral objectives for each paragraph to determine the validity of the paragraphs of the cognitive achievement test in performing some skills in boxing, on (10) With experience and expertise, to demonstrate the suitability of the paragraphs for what they were prepared for. After collecting the data obtained through the questionnaires and emptying them, the researchers noticed the paragraphs' acceptance with some notes. After the researchers took special notes about rearranging the sequence of some paragraphs and amending others' wording. After the computation of the calculated (Chi-square) value and the tabular (Chi-square) value, as shown in Table (5).
Table 5. Shows determining the validity of paragraphs

<table>
<thead>
<tr>
<th>Fields</th>
<th>Paragraph number</th>
<th>No. of paragraphs</th>
<th>Approvers</th>
<th>%</th>
<th>Non-approvers</th>
<th>%</th>
<th>(Chi-square) Calculated</th>
<th>(Chi-square) Tabulated</th>
<th>Indication type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standby mode</td>
<td>15 - 10 - 2</td>
<td>3</td>
<td>9</td>
<td>90%</td>
<td>1</td>
<td>10%</td>
<td>6.40</td>
<td>Sig.</td>
<td></td>
</tr>
<tr>
<td>Straight punch</td>
<td>35 - 29 - 27 - 13 - 8</td>
<td>5</td>
<td>8</td>
<td>90%</td>
<td>2</td>
<td>10%</td>
<td>6.40</td>
<td>Sig.</td>
<td></td>
</tr>
<tr>
<td>Side punch</td>
<td>-12 - 11 - 6 - 5-1</td>
<td>16</td>
<td>10</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>10</td>
<td>3.6</td>
<td>Sig.</td>
</tr>
<tr>
<td>-39 - 25 - 16 - 14</td>
<td>26 - 37 - 31 - 22</td>
<td>34 - 32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rest of the punches</td>
<td>-24-21-18-17-7-3</td>
<td>16</td>
<td>10</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>10</td>
<td>Sig.</td>
<td></td>
</tr>
<tr>
<td>-4-40-38-33-30-28</td>
<td>36--23 20-20-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing the instructions for the cognitive achievement test

For the tester's clarity of the test, in proportion to the degree of understanding of the sample (players), “This step is almost final, and it includes instructions that guide the two researchers on how to use the test, starting from the method of answering and ending with writing the answer through the arrangement of the paragraphs” 7, and put Researchers have a set of instructions before beginning to answer the test items in an easy manner free from complexity and skepticism in the laboratory, after reviewing some of the relevant sources, to control the variables that may affect the safety of the test procedure, as well as knowing the valid form for conducting statistical transactions from others, so the instructions were as follows:

1. For the tester to give his full name and information.
2. The tester does not leave a paragraph without an answer.
3. Each paragraph has three choices, one of which represents the correct answer.
4. For the tester to put a mark (✓) on the correct choice.
5. Not using the colleague to answer.
6. For every correct answer, one score is given, and the wrong one is given a zero.

Conducting the exploratory experiment to test cognitive achievement

"The exploratory experiment is considered a mini-experiment of the main experiment. Its purpose is either to reveal some scientific facts or to test work to uncover the obstacles and negatives facing the application of the main experiment, or to train some assisting cadres to work." 8 Therefore, the two researchers conducted the exploratory
experiment on Tuesday, 1/15/2019, at ten in the morning, according to a sample of the players of the Specialized Boxing School in Basra, who are (11) educated, and they were chosen randomly, and the following has been done from experience:

1. Adding the time of taking the test, and the two researchers have adopted the application of the equation (the time for finishing the test for the first learner + time for ending the test for the last learner ÷ 2), and the result was 18 + 22 = 40 ÷ 2 = 20 minutes.
2. Clarify some of the forms mentioned in the form.
3. Increase the separation between each paragraph and the other with planning between paragraphs to increase clarity.
4. Identify the surrounding environment conditions that suit the test.

Application of the cognitive achievement test on the construction sample

After taking the necessary amendments to the test form, clarifying the necessary forms, and determining the response time in the instructions, the two researchers applied the test on the building sample at Basra University, College of Physical Education and Sports Sciences - second phase, Applied Sciences Branch, which amounted to 135 learners, on Monday Coincidentally 1/21/2019, by providing an atmosphere identical to the one in which the reconnaissance experiment was conducted, and in the presence of the assistant work staff. Represent students of the construction sample. Then the two researchers unpacked the data into tables for the testers in preparation for their statistical treatment.

Determine the tests for search variables

To obtain a measure of the players' performance in the side punching skill within the research sample, the two researchers sought to find the most appropriate tests for the skills understudy, taking into account the type of sample, the time available for research procedures, and the available capabilities, as the test is a means or procedure whereby an individual faces a group of learners. And he is asked to respond to it independently of others.

Description of the side punch benchmark test

- Test name: Test of technical performance of the side punch (snatch) on the bag by counting.
- Test objective: To measure the technical performance of the left side punch and the right side punch.
- Equipment used: a medium-sized pouch, whistle, three registration forms, boxing gloves, chairs, and tables.
- Performance specifications: The performance of the punch according to the correct conditions of performance, and the player performs five left side punches, then five right side punches on the bag from the standby stand, and the best attempt is chosen provided that the attempt is characterized by punching the front of the glove and following the weight of the body for the punch and the correct coverage with the opposite arm.

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• Conditions: Return to the readiness pause, then perform the second punch, and so on with all the other punches.

• Registration: By three evaluators sitting next to the learner at a distance of (two meters), as each evaluator alone evaluates each punch and for each learner in the evaluation form in front of each evaluator by giving a score of (1-10) as follows:
  - Three degrees / gloved front punching.
  - 4 degrees/follow-up shoulder weight for punch.
  - 3 degrees / correct coverage with the opposite arm.

Pre-test skills

To create appropriate temporal and spatial conditions based on the exploratory experiment results, the two researchers began conducting pre-skill tests for the research sample on 2-26 / 2/2019 on the boxing hall in the Specialized Boxing School in Basra.

The researchers relied on photographing the testers’ performances and emphasizing their conformity to the actual test conditions. The evaluators specialized in evaluating the tests and calculated the results, after which the researchers treated the results statistically, as shown in Table (6).

Table 6. Shows the statistical analysis of the difficulty level for testing the sample

<table>
<thead>
<tr>
<th>Testers</th>
<th>Variables</th>
<th>Units</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Mode</th>
<th>STD.error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample main</td>
<td>Side punch</td>
<td>Degree</td>
<td>4.25</td>
<td>0.55</td>
<td>0.13</td>
<td>4</td>
<td>0.53</td>
</tr>
<tr>
<td>search</td>
<td>The rest of the</td>
<td>Degree</td>
<td>4.10</td>
<td>0.64</td>
<td>0.08</td>
<td>4</td>
<td>0.51</td>
</tr>
<tr>
<td></td>
<td>punches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive</td>
<td>Degree</td>
<td>20.06</td>
<td>1.37</td>
<td>21</td>
<td>0.12</td>
<td>0.35</td>
</tr>
<tr>
<td></td>
<td>achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Designing the educational curriculum according to the Keller strategy

First: Preparing the educational guide and (printed word)

After the researchers looked at a group of sources and studies related to the research variables, they arranged the priorities in the guide's body. They deliberately made live filming of the (boxing player) model in the specialized school's boxing hall, with the photography staff and boxing expert Dr. Mahdi Saleh Al-Kanji. The educational guide is colored in color on the number of members of the experimental group and the working staff. He deliberately prepared (the printed word) as one of the measures of Keller's strategy.
Second: Preparing the educational curriculum

After dividing the educational curriculum and knowing what is required of a specific total time for the curriculum and the time of each unit, the educational curriculum was prepared, and a copy of it was delivered to the Specialized School trainers in Basra Governorate to review it to ensure that the timings match the schedule.

Third: Creating the necessary tools to implement the curriculum

It was ascertained that the necessary tools are in place during the implementation of the educational curriculum and that the necessary supplies were provided for boxing coaches and players.

Fourth: Implementing the Keller strategy in the educational curriculum

The two analysts began actualizing the instructive educational plan for the principal instructive unit on 4/3/2019 Monday. The last instructive unit was finished on 6/5/2019 when the Keller system was applied to the exploratory gathering. At the same time, the benchmark group was left to the technique utilized from Before the mentor, the presence of the specialists in each instructive unit of the benchmark group was without interference for the reasons for perception and development, as the activities for the expertise under examination (side punching) (capturing) were endorsed, contradiction with the obligations referenced in the Keller methodology.

The units began with a preliminary segment during (20) minutes, disseminated on the presentation of (3) minutes to gauge participation, and set up the players to remain in the assigned spot. An overall warm-up (7) minutes, and a unique warm-up (10) minutes for the muscle gatherings of talented execution, and the analysts considered the components of broadening and anticipation For major parts in the preparation unit. The fundamental segment will be trailed by a period of (an hour, isolated into an instructive movement (20) minutes and a commonsense action (40) minutes, as follows:The instructive action incorporated the dissemination of the instructive guide - which contains clarifications, shapes, and striking portrayals of the ability exhibitions under examination, in the primary unit of actualizing the educational plan and giving a basic and complete clarification about it to the players, at that point appropriating the printed paper - which contains an extraordinary clarification of the jargon of the instructive unit - toward the start of each educating unit. Independently, the way that the instructional manual and the printed paper fall inside the Keller procedure measures.

At that point the mentor continued to give a nitty gritty clarification of the expertise inside the instructive unit, and make the players notice the exhibition from more than one perspective, at that point one of the players gives a model showcase of the aptitude, while in the application action, the players are approached to take their assigned spots as per the arrangement referenced in each instructive unit, and they are approached to play out The primary gathering ability for a time of (10) minutes, at that point playing out the activities referenced in the units (10) minutes, with the coach giving prompt input while performing, and coordinating the eyewitnesses who are the contrary gathering of the gathering that performs for a time of (10) minutes, for instance in the event that it is a gathering A plays out the presentation, at that point bunch B watches, at that point the players play out the expertise consistently without
coordinating or criticism for a time of (10) minutes, as indicated by the level of learning inside the unit, to leave the
space for the mentor to assess the exhibition of the players independently, contingent upon the perception and
recording.

Toward the finish of the exhibition of the activities, the mentor introduced the appraisal of the presentation of the
players depending on what was referenced in the down to earth movement of the principal part of the instructive
unit, to make the players completely mindful of the level of their learning and their way to deal with the right
exhibition and to give the proper inspiration. Concerning the last segment, its time is (10) minutes. The mentor
performed quieting and loosening up works out, at that point requesting that every player assess his exhibition with a
score of 1-10, on the (printed paper), so the mentor at that point gathers the papers and gives an assessment to every
player, so the player is To know about his level, and afterward ask the finish of-unit inquiries, where (20) questions
were put dispersed among the units as indicated by two inquiries for every uni. Thee appropriate response depends
on the strategy for separating the gathering into two groups (A and B) and posing the inquiry; at that point, each
gathering is requested an agent player to reply with Performing if fundamental and giving a degree of inspiration to
the gathering that gives a clearer answer, after which the unit is done with a games cr. The apparatuses are gathered
and gotten back to their assigned places and leave.

Post-tests

After the end of the last educational unit, post-tests for cognitive achievement and the skill under study were
conducted, as a cognitive achievement test was conducted on 5/5/2019 in one of the classrooms in the College of
Physical Education and Sports Sciences - Basra University, in the presence of the assistant work staff, and dated 8-9/5/2019 The skill tests were conducted, and the conditions in which the pre-tests were conducted were taken into
consideration to obtain the most accurate and best results.

The statistical means used in the search

The researchers used the (SPSS) ver21 kit to extract the statistical parameters.

Results

Presentation and analysis of the results of the pre and post-tests of the experimental and control groups in the
skill of side punching and cognitive achievement

Table 7. Shows the mean, standard deviations, and the two calculated and tabular (t) values of the results of the pre
and post-tests of the experimental group for lateral punching skill and cognitive achievement

<table>
<thead>
<tr>
<th>S</th>
<th>Variables</th>
<th>Pretest</th>
<th>Posttest</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>(t) value</th>
<th>Significance value</th>
<th>Indication type</th>
</tr>
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<tbody>
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</table>
Table 8. Shows the means, standard deviations, and the two calculated and tabular (t) values of the results of the pre and post-tests for the control group for side punching skill and cognitive achievement

<table>
<thead>
<tr>
<th>S</th>
<th>Variables</th>
<th>Pretest</th>
<th>Posttest</th>
<th>(t) value</th>
<th>Significance value</th>
<th>Indication type</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
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<td>21.84</td>
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</tbody>
</table>

Discussion

Discussing the results of the pre and post-tests for side punching skill and cognitive achievement of the experimental and control groups

Experimental group

The specialist’s characteristic this improvement in the post-test to the way that the reception of the Keller methodology affects the learning cycle since this procedure helped the players to comprehend the substance of the instructive material well, through the means on which that system was worked, just as the technique that the analysts chipped away at. Decreasing individual contrasts between them, by giving an adequate chance to the students, as this methodology relies upon giving the player adequate opportunity to learn and as per the degree of every single one of them, consequently accomplishing the most extreme degree of the good administration of the exercise (the material given in every unit independently and the expertise all in all in a gathering of units Instruction in the educational plan), with an organization that gives the student the option to pick the ideal chance somewhat, "giving
the greatest measure of opportunity so they would what they like to would at whatever point they like to. In this environment of opportunity, the players' character development is accomplished" 12. That is, picking up as per individual capacities. Just as arranging the data given to the understudy, the accessibility of the instructive guide, the printed paper and the electronic introduction of the instructive material in the instructive Cd and sites, and this comes in part on the decent variety of approaches to learn, The decent variety of learning techniques in Keller methodology, "The chance of receiving different strategies that empower The individual can ace his/her realizing, whether it is the office, instructional, varying media or something else, the last rule for progress is passing the predefined level of acing the unit paying little mind to the time and exertion exhausted. 13

Furnishing players with prompt input added to expanding players' inspiration to realize, which prompted an improvement in execution in the expertise field and the field of psychological accomplishment, and this allowed the chance to the player to pick the technique for showing data - by giving more than one source to it - just as introducing abilities in more than one model. Whether the player or the mentor gave him the biggest chance to communicate his learning in a commonsense manner just as his comprehension of the appropriate response on paper, paying little mind to how it was figured, and in such manner, specifies the advantages of experiential discovering that it originates from "allowing understudies the chance to take an interest and apply scholarly ideas through the real going of field encounters, Understudies go through academic and intellectual preparing through imaginative and new fields that they apply in the field, increment the player's trust in his capacities and find better approaches to defeat the troubles he faces." 14 This is the thing that the scientists took a shot at through the instructive educational plan, by giving the player the adequate chance to pick what suits the speed of his comprehension of the data and the proper method to accomplish this.

Control group

By presenting and analyzing the pre and post-tests for side punching skill and cognitive achievement, and through tables (7 and 8), there is a significant difference between the pre and post-tests for the control group and in favor of the post-tests. The two researchers attribute the improvement in the performance of the players in the control group that learned using the method used to study. They acquired a lot of information that helped improve performance, whether through skill tests for side punch or cognitive achievement. The commitment of the control group members to attend and not be absent has contributed to the improvement of performance. The coach's teaching method contributes to the player's acquisition of the correct information. It increases their experience, especially since they must perform practical and theoretical tests on which they are given a degree commensurate with what they present at the end of the semester. 15

Discussing the results of the post-tests for side punching skill and cognitive achievement of the experimental and control groups

Experimental group
After introducing and investigating the aftereffects of the post-tests for side punching expertise and intellectual accomplishment, and through Table (9), there is a noteworthy contrast in the post-trial of the exploratory and control gatherings and for the pre gathering. The two specialists property this prevalence in the post-trial of the pre gathering to the selection of the Keller procedure that gives enough opportunity to players to settle on choices that are viable with dynamic discovering that centers around enacting the part of the student inside the instructive units, and moving gaining steadily from straightforwardness to trouble and as indicated by what the player has recently aced for example The level of his dominance, and Ramadan Musaad affirms that, "When learning is dynamic, the majority of the students do the greater part of the work and utilize their psyches to consider thoughts, take care of issues and apply what they have realized."  

The hypothetical information that the players obtained through the instructive guide, the printed paper, and the finish of the units with the finish of-unit addresses had an away from in combining the adequacy of their expertise execution because the redundancy in the data was not imitated with exhausting dullness, but instead in creative and intriguing organizations. The plan of the inquiries as indicated by the straightforwardness and trouble of the section fascinatingly had a function in pulling in the major part in playing out the accomplishment test, that is, the point at which the succession of passages was made in a manner that there was no arrangement of troublesome or simple inquiries such that influenced the player contrarily, causing him to feel exhausted or needing to offer responses. A gauge to finish the test in particular, and this is the thing that the analysts embraced in orchestrating the arrangement of the test things, and as the specialists demonstrated that the sections were recently introduced through the instructive units and partake in noting them as two gatherings (A - B), notwithstanding the presence of electronic gatherings, which prompted supportability The force of data throughout the hours that the player spends on interpersonal organizations and making it a common point for conversation and answer by the players, with a floppy circle (Disc) in the ownership of every player as a logical aptitude reference to which the player gets back effortlessly of stacking on cell phones, which contains clarifications Noticeable and lucid, and these advancements are proportionate with the electronic turn of events and the association of most understudies to the data organization and electronic gadgets and their change (web and telephone) from simply investing energy after examination periods to A significant feeder in that.  

From the previous unmistakably, the student, through Keller technique, was an essential and successful component in the instructive educational program by being a spectator and evaluator for himself and interfacing with his associates in execution and an agent of discovering that makes the student a compelling component instead of an inactive beneficiary. The student is a member in the instructive cycle, not an aloof beneficiary of data, the students needed to help out one another to accomplish regular instructive and instructive objectives, and this thus prompted an expansion in enthusiasm for the social parts of the instructive cycle, particularly the understudy's cooperation with the other understudy, or the player's communication with the gathering or association. The gathering with the other gathering while at the same time learning the subject ",  

What assisted with accomplishing the collaboration is the arrangement of models for every player, regardless of whether from his partner or from the educator, which gave the biggest chance to see the application all the more plainly.
The specialists reasoned that embracing the Keller technique helped students increase instructive and capable encounters by giving the player adequate opportunity to learn and at the level at which he is. Additionally, the presence of the printed instructive guide arranged by the analysts as indicated by Keller methodology and his promise to the means of that system added to upgrading the learning cycle, just like the criticism given by the mentor to the players during the presentation cycle and illuminating them regarding the degree of execution during and toward the finish of each instructive unit effectively affected the learning cycle. The analysts include partners and spectators responsible for continually remedying an inappropriate presentation during the time spent acing the exhibition. Likewise, the scientists add that full duty to all means of the Keller technique in their right arrangement and every one of its segments, and connecting them to the intellectual perspective, contributed enormously to accomplishing the examination targets. It is beyond the realm of imagination to isolate any ability development topic from the psychological perspective. The expertise isn't without information that must be uncovered and communicated here and there. The locomotors are the result of the total cooperation between the intellectual side and the ability side. From the outcomes referenced over, the scientists wish to bring up that the theories and objectives they set in their examination have been accomplished. This is what they chipped away throughout the exploration.

**Conclusions**

1. There is an improvement in cognitive achievement and skill performance, for side punching skills, in the tests for the control and experimental groups, as indicated by the control and experimental groups' statistical results.
2. The educational curriculum showed positivity in cognitive achievement and learned the side punching skill in boxing for players.
3. The adoption of the Keller strategy, in its nine stages, has a clear effect on the superiority of the experimental group over the control group in cognitive achievement and learning the skill of side punching.
4. The educational curriculum considers individual differences and paves the way for the learner in repetition and repetition of performance.

**Recommendations**

1. Adopting the Keller strategy in teaching offensive and defensive skills in boxing to players.
2. Using teaching strategies concerned with individualizing education, since it considers the individual differences between the players.
3. Allocating sufficient time for self-learning within the educational units for the players.
4. Application of Keller strategy in all individual and team games.
5. Emphasis on linking cognitive achievement in teaching skills in boxing.
6. The necessity of diversifying teaching methods because of its positive impact on increasing the players' motivation and their effectiveness in learning.

References