

The effect of using cartooning strategy in learning the motor skills in fencing for cubs aged (8-9) years

¹Asst. Prof. Dr. Dhafer Namooos AL-Taie; ²Assist. Prof. Dr. Maysaa Nadeem Ahmed

Abstract

In order to reveal the effect of the cartoon strategy on learning the motor skills in fencing, the researchers applied it to a sample of Diyala School's (32) cubs, who were divided into the experimental and control groups equally, and after completing the field research procedures of determining the motor skills and the method of their evaluation and preparing the educational units for the strategy and the implementation of tribal posteriori tests c m p data and processed statistically . The two researchers reached through the results to the most important conclusions: The cartoon strategy has a positive effect on learning the motor skills in dueling. And the presence of significant differences between the experimental and control groups in the post-test and in favor of the experimental group that used the cartoon strategy. The researchers recommend Including the following: The necessity of using teaching methods, methods and strategies, including the cartoon strategy, which increased the desire and motivation of the youngsters to accept and learn the skills in question, Conducting comparative research and studies between this strategy and other Al-Nadirs strategies, and knowing the effectiveness of each of them on different samples, whether they are students or players.

Keywords: cartoon, the motor skills, fencing.

Introduction

There is no doubt that the emergence of strategy as abstract ideas in the minds of parties interested in the process of change and development in the field of learning and training, as no one has ever seen or touched the strategy, as it is an innovation in which the higher mental capabilities of a person participate in making decisions related to different aspects of his life. The process of orientation to experiment with modern strategies that stimulate excitement, competition and pleasure in the hearts of young people of all ages comes as an urgent necessity and a starting point for raising the cubs to participate in discussion and exchange ideas between them and the coach or teacher that contribute to the development of their motor skills in a sport. Perhaps the cartoon strategy appears encouraging and positive during the learning stages, either at the beginning of or during the training unit. And (Alaa, 2017) believes that the cartoon concept strategy is used at the beginning of the lesson, such as preparing for the lesson, and also can be used as part of a specific activity in the lesson in order to identify misconceptions among students, give an indication of the extent of students' ideas in the class, and as a starting point to motivate students to Discussing and presenting challenges that lead to reshaping students' ideas. They are cognitive drawings, symbolism, or (visual differences) that use the cartoon format or design to present conversations to different points of view within speech bubbles, which in turn act as a catalyst for learners to hold other conversations with each other and

¹ Ministry of Education / General Directorate of Diyala Education. Email: dafer.sport63@gmail.com

² University of Baghdad / College of Physical Education and Sports Sciences for Girls, maysaa.n.68@gmail.com

discuss their thinking.(Dabell, 2008) It was also known as pictorial representations or drawings of cartoon characters, where a dialogue takes place between them as if they are expressing their views and that dialogue appears in the form of a text box with each character. This debate is based on a life issue, a problem, or some topic that raises questions, and that problem is usually present in the center of the dialogue. These cartoons and the dialogues taking place between them are designed in an intelligent way that stimulates discussion among students and stimulates thinking.(Matthew,2010) ,A strategy that relies on the provision of Article sports during the cartoons and dialogue inside the bubbles word insipid manner, and stimulate thinking and can be lifted cartoons and keep bubbles talk more advanced age and subject matter and suitable to arrange the course material when building curriculum, or as a skill for creating and closing. (Al-Kubaisi , 2014) , that the importance of the cartoon conceptual strategy lies in increasing the rate of students 'understanding and comprehension of various concepts, using pictures and diagrams, which are very suitable for teaching and learning primary school students, and can be used in teaching and learning situations as follows: (Al-Kubaisi, 2014)

1. The beginning of the educational position as a preparation for the topics of teaching and learning.
2. Presenting a specific activity during the educational position.
3. Final learning activities to evaluate students' understanding of the studied concepts, and review the level of learning.

Fencing is considered one of the sporting activities that need to apply modern scientific methods to achieve its goals, whether in the way the cubs are chosen or in the way they learn skillful performance. And (Dhafer , 201 4) indicates that "the aim of modern fencing is to record the legally specified number of touches using the most appropriate methods of skill performance, and the armed arm is extended or the armed arm extended with stabbing or forward." . The extent to which the sport of fencing is spread depends on the knowledge of the correct scientific methods, methods and means to teach it in order to reach the novice learner to the degree that he can perform properly (Salah El-Din, 1995). The nature of performance in the sport of fencing depends on the degree of competence of the swordsman to perform basic skills that include movement Continuous forward and backward movements of advancing, retreating, stabbing and leaping forward or backward. (Osama, 1999) , and interest has increased in recent times in knowing the factors that lead to the rapid acquisition of basic skills in the sport of fencing and the study of scientific methods and methods that lead to the correct performance (Al- Beheiri, 1998). The sport of fencing has many motor skills, some of which are performed by the body in terms of stability, progress or retreat, and some of them are performed by means of weapons in a serious attempt by the player to reach the goal of his opponent to achieve touches. (Abbas, 1993) . The two researchers agreed with many researchers , including them (Muriel Bower , 1993) However , motor skills specific to the sport of fencing include : Body posture skills, which are called basic skills in fencing (carrying weapons, performing salutations , being ready). And the skills related to foot movements (moving forward, retreating back, stabbing movement, arrow movement), which were adopted by the researchers in this study.

The importance of the research has been identified by Sa the researchers to workout strategy cartoons in the field of sports, including fencing for lack of research and studies (according to science researchers) which dealt with this strategy to increase scientific knowledge and enhance the capabilities and possibilities only broke the skills, with Yatharh spirit of joy and pleasure and their motivation.

The research aims to detect the effect of the use of cartoon strategy in learning the situations and movements in the fencing of the cubs aged (8-9 years). And the detection of differences between the experimental and control groups in the pre and post tests.

The research problem crystallized from the researchers' endeavor to find methods and strategies that contribute to increasing children's interaction in learning the sport of fencing, especially since most children do not possess extensive information about this sport, and finding a scientific answer to the following question: Does the cartoon strategy have a positive effect on learning the situations and movements in fencing for cubs of age (8- 9 years)?

Research methodology :The researchers used the experimental approach designed by two equal groups of pre and posttest for its relevance to the research problem and its objectives.

Research community and its sample :The research community included the cubs' players in Diyala Specialized School of Fencing, whose number is (32) cubs players of (8-9) years old. They were divided into two experimental and control groups for each group (16) cubs in the systematic random way.

Identify skills Ahark yeh basic fencing:

The researchers identify skills Ahark yeh basic fencing and given to the Cubs age (8-9 years), namely:

1. Hold (carry) a weapon The Grip.
2. The greeting Salute.
3. Standby mode On Guard.
4. Moving Forward Advance.
5. Step back Retreat.
6. Stabbing movement (The Lunge) Development.

The research and instructional design in the form of cartoons and G terminals on a group of specialists in the field of children's literature and fencing to demonstrate the validity and relevance of the research sample dialogues or modify to suit the capabilities of the research sample. As everyone expressed their agreement with these fees.

And the evaluation of basic motor skills in question, have adopted the researchers form to assess the performance and deliberate by researchers Saiqin and the degree of evaluation (10) degrees.

Exploratory experience:

The researchers conducted exploratory experiment on a sample of 10 cubs and so on Wednesday, 23 / 10 /2019 to determine the suitability of images cardboards cubs, and the most important problems and difficulties facing the sample to overcome when implementing the experiment, knowing the time it takes to display and explain the situation and basic movements Fencing and their application.

Pre-test:

Before testing the tribal and private signals arbitration, the researchers and with the help of teachers Article giving unit tariff for basic motor skills fencing experimental and control groups, on Wednesday, 30 / 10 /2019 and after completion of the explanation and presentation conducted researchers test tribal for the purpose of homogeneity and equality of the two groups. Table (1) shows that:

Table (1): shows the homogeneity and equivalence of the two groups in the pre-test

Skill	Group	Mean	Std. Deviation	F	Sig.	Test (t)	Sig.
	Experimental	3.875	1.088				
	Control	3.813	0.843				
	Experimental	4.313	0.873				
	Control	3.750	0.931				
	Experimental	3.400	0.885				

	Control	4.188	0.834				
	Experimental	4.563	1.031				
	Control	4.000	0.894				

Table (1) shows the Levin value for homogeneity and the error rate in the research variables that were less than the level (0.05), which indicates the homogeneity of the two groups. As for the value of (T), the calculated value and the error rate is less than the level (0.05), which indicates that there are no differences in the test. Tribalism between the two groups and this indicated their equivalence in basic motor skills in dueling.

The main experiment:

For the purpose of implementing the main experiment on the research sample the researchers set up images cardboards motor skills basic fencing benefit those mentioned in the literature, references and sources of Arab and foreign sport of the duel, and the start of t experiment on Saturday , 2 / 11 /2019 ended on Wednesday , 25 / 12 /2019 for a period (8) weeks by three unified data education in days (Saturday and Monday, and Wednesday) of each week , with Dr. b v experimental group strategy images cardboards and within the main educational unit section and time (6 , 0) minutes divided as follows:

The educational section is (20) minutes: in which photos and comments are presented for basic motor skills in fencing according to the following steps:

1. Determine the motor skill that will be learned and will be discussed.
2. The number of images or cartoons, and could be required diuretic to Pthai 'collection of photos or drawings by the Cubs duty home and display it in the next module.
3. Designing a paper that includes a group of pictures or drawings of cartoon characters discussed among them through a text box or circle above each drawing or image.
4. Provide alternative phrases for discussion about educational steps given to the player and clarify common mistakes
5. Putting a picture of the good performance of the skill when presented and explained.
6. Leave text boxes or circles blank, to be filled by the cubs themselves.
7. To facilitate the participation of the Ashe to the comment on the pictures or fees by writing inside the boxes and text circles or choose from the available alternatives in front of each picture or drawing, it is divided group members experimental to (w) totals for each group consisting of (4) cubs and J Then the practical application.
8. Encouraging youngsters to discuss and debate educational steps .
9. Guiding the cubs to give a logical explanation to the opinions they have agreed upon.
10. Use phrases of reinforcement and motivation to encourage the cubs to continue competing and reach the right performance .

Applied section (40 minutes): The training on how the skill performance , and under the supervision of Meder by the school and researchers , for the purpose of correcting errors and giving feedback.

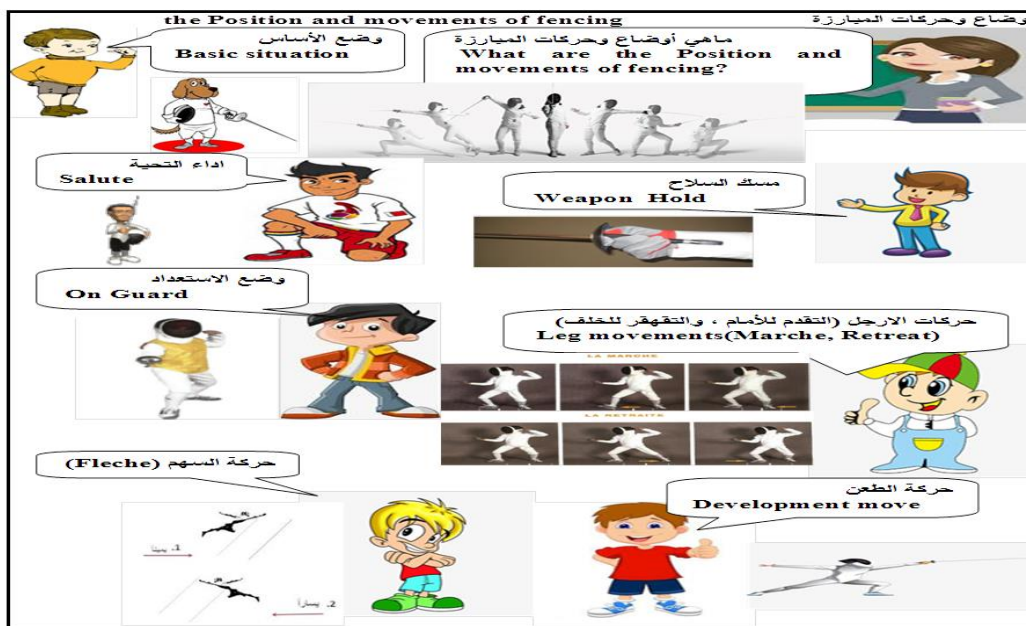


Figure (1): shows a model of a figure in the educational unit using the cartooning strategy

As for the control group, they trained the method used by the school coaches.

Post-test: The post-test was carried out after the completion of the main experiment and under the same conditions in which the pretest was performed. This was on the SAT 28 / 12 /2019 perform the practical test experimental and control groups.

Statistical means: The two researchers used the statistical bag SPSSTo process the data collected from these methods are (arithmetic mean, standard deviation , standard error , (t) test for independent and independent samples, Levin value for homogeneity).

Results:

- The results of the pre-tests & post-tests of the Experimental and Control groups:

Table (2) shows the computational and standard deviations of the basic skills in the pre-test and post-test of the experimental group

Group	Skill	Pre-test		post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
	On Gurad	3.875	1.088	7.875	1.025
	Advance	4.313	0.733	7.688	0.946
	Retreat	3.625	0.885	7,500	0.817
	The Lunge	4.563	1.031	7.063	0.894

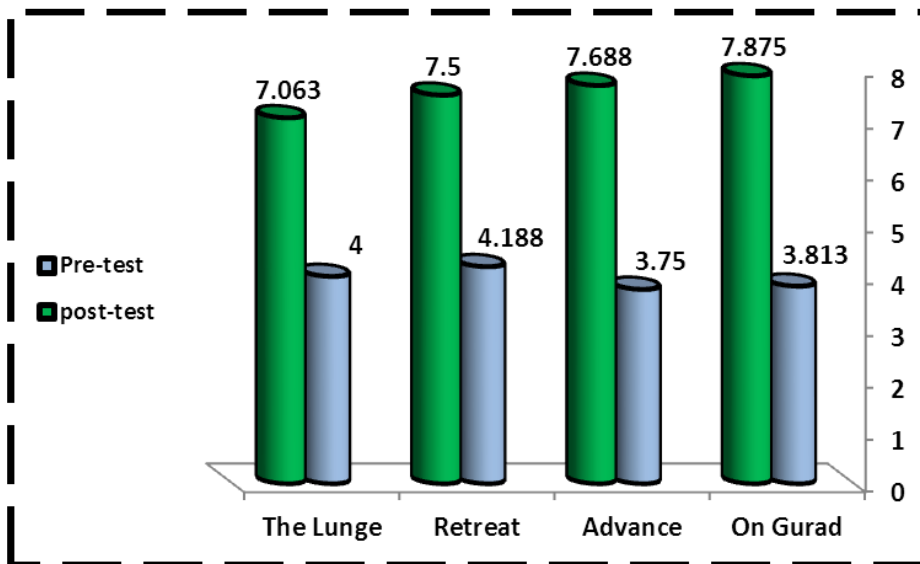


Figure (2): illustrates the arithmetic means for the pre and post tests of the experimental group

Table (3) shows the difference in the population, the calculation, the standard deviations, the calculated value (t), the error rate, and the statistical decision between the pre and post- tests of the experimental group

Group	Skill	Mean	Std. Deviation	Std. Error Mean	Test (t)	Sig. (2-tailed)
	On Gurad	4.000	1.366	0.342	11.711	0.000
	Advance	3.375	1.258	0.315	10.729	0.000
	Retreat	3.875	0.957	0.239	16.189	0.000
	The Lunge	2.938	1.436	0.359	8.182	0.000

Table (4) shows the computational and standard deviations of the basic skills in the pre and post-test tests of the Control group

Group	Skill	Pre-test		post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
	On Gurad	3.813	0.834	7.063	0.680
	Advance	3.750	0.931	6.813	0.981
	Retreat	4.188	0.834	6.563	1.209
	The Lunge	4.000	0.894	6.750	1.125

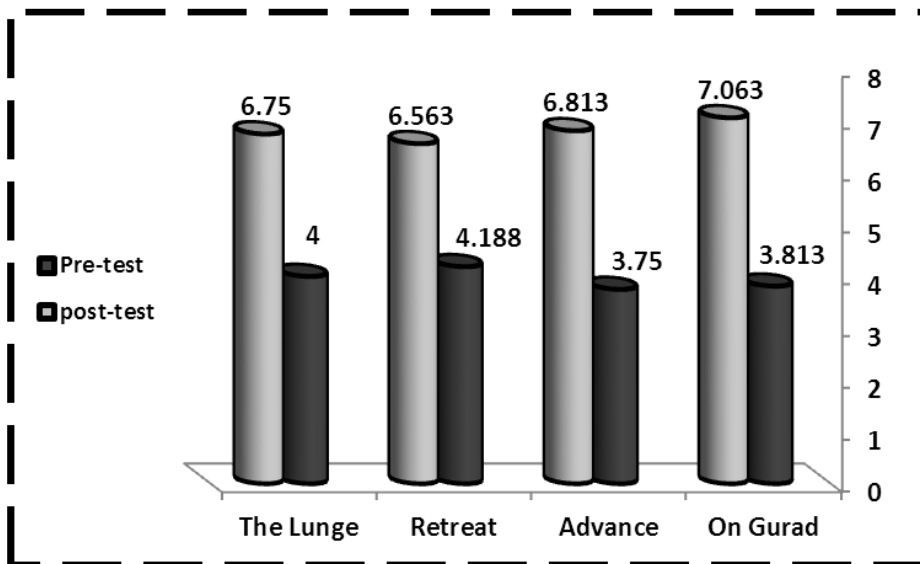


Figure (3): illustrates the arithmetic means for the pre and post tests for the control group

Table (5) shows the difference in the population, the calculation, the standard deviations, the calculated value (t), the error rate, and the statistical decision between the pre and post- tests of the Control group

Group	Skill	Mean	Std. Deviation	Std. Error Mean	Test (t)	Sig. (2-tailed)
	On Gurad	3.250	1.125	0.281	11,551	0.000
	Advance	3.063	1.340	0.335	9.141	0.000
	Retreat	2.375	1.628	0.407	5.836	0.000
	The Lunge	2.750	1.438	0.359	7.652	0.000

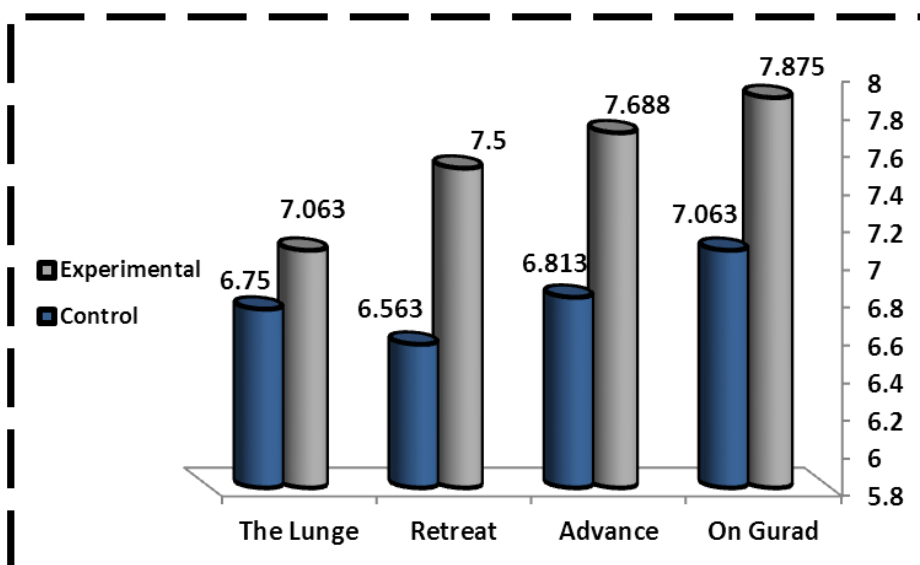


Figure (4): shows the arithmetic mean of the experimental and control groups in the post test

Table (6) shows the computational and standard deviations and the value (t) calculated between the experimental group and the control group in the post-test.

Skill	Group	Mean	Std. Deviation	Test (t)	Sig.	Statistical Resolution
On Gurad	Experimental	7.875	1.025			
	Control	7.063	0.680			
	Experimental	7.688	0.946			
	Control	6.813	0.981			
	Experimental	7,500	0.817			
	Control	6.563	1.209			
	Experimental	7,500	0.894			
	Control	6.50	1.125			

Discussion

Tables (2), (3), (4), (5) showed the results of the pre and post tests for the experimental and control groups, which indicated the presence of significant differences in favor of the post tests for the two groups.

The two researchers see the reason for the differences in relation to the experimental group, that the strategy of cartoons had a clear and influential effect on the members of the experimental group, as it effectively contributed to obtaining these differences between the pre and post tests and in favor of the post. And also it applies to the method used by the diuretic b with the control group as the follow - generating by the method of training to yeh the most appropriate in the delivery of information for players contributed to their excellence as a result of their absorption of information Almlacah for pain e a year of to be learned , and that it is important to be Information related to the educational position when solving a problem , or a specific training, displays the central idea within the cartoon. In most cases, the views presented by the cartoon characters participating in the dialogue must be somewhat consistent with the perceptions of students who learn the material in this way to achieve cognitive and emotional goals. (Kinchain. 2004) , The results that the researchers reached through Table (6) showed that there are significant differences between the experimental and control groups in the post-test in the research variables, and these differences were in favor of the experimental group.

See researchers also E. Lee that the experimental group with cartoon strategy as a method of visual expression drawing methods of interaction of objects and evoke the event as one of the easiest ways that can communicate and connect with pain e of Rat fencing. The researchers' opinion agrees with (Naylor, 1999)Cartoons are a tool used aiming to stimulate fun, and aim to provide an opportunity for young people to explain concepts to them, in addition to that they represent cartoon characters in environments familiar to young people , in addition to the use of speech bubbles (dialog boxes)". As for the sport of fencing, the researchers agree with what he mentioned (Nick.1996)Fencing is characterized by a quick movement of two men on the field. Training on it gives us stability in movement and is important in developing balance and adjusting the distances of jousting, and therefore there must be extra attention from the beginning with the movements of the two men, and that training on it is continuous. The two men also movements of the elements of fencing that can be replicated without a colleague and therefore available primarily for each player. " The (Mark, 1991)It is mentioned that "achieving the technical aspect of fencing will require mastering its motor skills such as touch movement, striking and defense postures, mastering the movements of the two legs and holding the weapon with the index finger, thumb and other fingers, and a ready position that helps to perform movements forward and backward . "

Conclusions

Through the results, the two researchers reached the most important conclusions: The cartoon strategy has a positive effect on learning basic motor skills in fencing. And the presence of significant differences between the experimental and control groups in the post-test and in favor of the experimental group that used the cartoon strategy. Recommend researchers, including the following: the need to use methods, methods and strategies of teaching, including the strategy cardboard fees that increased eagerness and motivation , but u b of accepting pain e A Rat under discussion and learning . Conducting comparative research and studies between this strategy and other Al-Nadirs strategies, and knowing the effectiveness of each of them on different samples, whether students or players.

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