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The effect of Rosenberg's model on developing sensory-kinesthetic perception of the skills of chest handling and jumping from spinning basketball for students

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Abstract

The design of teaching is very important for the process of teaching because it determines the educational goals and regulates the stages of the also identifies most models suitable and appropriate and in line for the goals and implementation can also be judged on the success of the design process whether or not through the organization of parts composing them, the stages of design Altders include at Rosenberg five stages Which includes (comprehensive analysis, design, development and production, implementation, evaluation) Rosenberg believes that these four stages are the first stage, as they help in identifying a problem by identifying the necessary needs and converting them into useful information to extend the process of teaching and training. care about the characteristics of the learner and the characteristics of teaching aids and learning standards attitudes are also interested in the development stage Pthoude t necessary educational materials and teaching aids accompanying the presentation of the material by the lessons, or trainers and then the implementation phase of the skill, while the second phase includes the final phase of the form, a calendar, and linked to a basketball game

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with a number of Sensory perceptions (sensory - kinesthetic) that can be developed and developed in training, the most important of which is perceiving a sense of distance, time and place, as well as a sense of the ball Noting the motor rhythm umbilical p in the formations of attack rapidly, which necessitated the availability of physical and skill and major tactical capabilities must be data owned by the player in line with contrasting fast performance in the competitions and comes of the capabilities through continuous hard training, especially the capabilities of cognitive sense-kinetic and no less important than others capacity, and through the follow - up to the researcher to perform Mhar T - handling chest with both hands and shooting by jumping from the rotation of the students noted weakness in the performance of a, for several reasons, it may be including the lack of use of models so many featured models of different teaching which provided an opportunity to choose the style appropriate to the nature and circumstances educated environment to be able to achieve its goals and educational work on the learners ' abilities and development of development, hence the problem is therefore considered a researcher statement impact of a specimen Rosenberg in the development of cognitive sense - dynamic to the skills of handling thoracic and correction by jumping from a spinning reel basketball for students, either target research they know the effect of a specimen Rosenberg in developing sensory-kinesthetic perception of the skills of chest handling and[2] shooting from spinning in basketball for students, and the researcher hypothesized that there are differences Statistically significant between desorption experimental and control two groups of tribal tests and dimensionality for the benefit of posteriori tests, as well as the existence of significant differences significant between the desorption two groups in the post tests for the benefit of the experimental group.

Keywords :*specimen Rosenberg ,cognition-kinetic sense for for handling bra correction jumping,basketball*

1. Introduction

That modern education has developed its basic goal which is bringing up the students through their contribution to familiarize them with the philosophy of society and that it should be taught the concepts of the curriculum and content to create able to do new things individuals and not to repeat what I did the previous generations, Obz you are able to creativity, society has become a change in line with the massive change in the realms of life facts and information we can not be

dealt with as soon as remembered, but must acquire knowledge and be able to understand and apply them in new situations never the learner that went through and this is what needs students in a lesson basketball as it must be owned educational models new to help him develop a skill that used to build new positions while playing, depends basketball game on basic skills important as a base upon which this game in order to develop the level of performance, as the basic skills of great importance to make teachers spend most of the time in training on the accuracy and performance skills and learn it correctly, so attention must be paid to the stages of its learning, as it requires a lot of effort and practice in order to master it, so the use of educational models can be It has a clear impact on learning the basic skills of basketball and its development, and among these models is the Rosenberg model, which included five stages, which include (comprehensive analysis, design, development and production, implementation, evaluation). Rosenberg believes that these four stages are a first stage, as they help In identifying a problem by identifying the necessary needs and converting them into useful information to extend the teaching and training process, then the appropriate teaching aids are selected and methods are determined during the design stage. The development stage is to prepare the necessary educational materials and educational aids accompanying the presentation of the material by the teachers or trainers, then the implementation stage of the skill. As for the second stage, it includes the last stage of the model, which is the evaluation. The purpose of the evaluation is to know how much of the goals have been achieved, and to diagnose learning to identify weaknesses, in order to The designer improves and amends the educational program, by evaluating the educational program itself and those in charge of it and evaluating the learners, and introducing The extent of their progress and the continuity of maintaining positions of strength to continue their achievement, and the game of basketball is linked to a number of sensory perceptions (sensory - kinesthetic perception) that can be developed and developed in training, the most important of which is the awareness of the sense of distance, time and place as well as the sense of the ball, and the sense - kinesthetic perception is important in different areas of life in view of its importance for all movements of consensus and that the so - called sense - motor or excitement receptive self which adopts a sense that gives us the ability to realize the development of the body and its members in a vacuum to the point that we can know the cons of movement without S Tamal five senses (Pervan, 2003) and through the follow - up to the researcher to perform Mhar T - handling chest with both hands and shooting by jumping from the rotation of the students noted weakness in the performance of

a, for several reasons, it may be including the lack of use of models so many emerged from models of different teaching which provided an opportunity to choose the style appropriate to the nature and circumstances of an environment of learners to be able to to achieve educational goals and work on the development of learners ' abilities and development, as for any found specimen teaching me is the ideal we find for each model goals and specific applications must therefore be Working according to the strategies of multiple models to know the effectiveness of which one is better in achieving a distinct result more than others, and hence the problem lies, so the researcher decided to show the effect of Rosenberg's model on developing sensory-motor perception of the skills of chest handling and shooting with jumping from a spinning basketball for students. As for the research objectives, they are to know the effect of specimen Rosenberg in the development of cognitive sense - dynamic to the skills of handling thoracic and correction by jumping from circulation basketball students, suppose a researcher and there are significant differences between the desorption two groups experimental and control tribal and dimensionality in favor of posteriori tests, as well as the existence of significant differences significant between the desorption two groups in Post-tests for the experimental group.

2- **Methodology**:

2-1 Research Methodology: One of the basics of scientific research is to choose the appropriate method that is most in line with the nature of the problem to be researched. Therefore, scientific research methods have diversified so that the method that suits each research is used, and accordingly the researcher used the experimental method. 2-2 Research community:

The t limit the d research community purposively, which represents the students of the fourth year prep school in junior high Mansour boys for the academic year 2019-2020 totaling (180) distributed six people while the sample randomly selected by lot, became Division (a) the experimental group and the Division (B) The control group, and the researcher excluded a number of students from the two research groups, and they are:

- Students who have failed these skills before, and their number is (4) students.
- -Students who are not committed to working hours (frequently absent), and their number is (6) students.
- Students who practice basketball and participate in sports teams because their level is superior to the rest of the students, which number (5).
- The 15 students participating in the pilot experiment.

Thus, the number of the main experiment sample members is (30) students divided into two divisions, and each division consists of (15) students. And that the sample is homogeneous being of the same age and school stage, and in order to equalize the studied sample for the students, the control and experimental groups were equalized in the skill tests and the value of (T) Calculated and their statistical significance

Table (1)

The equivalence of the control and experimental groups in the skill tests and the value of (T)

Calculated and their statistical significance

Variables	totals	the sample	Arithmetic mean	standard deviation	Values tcalculated	mistake percentage	indication
Chest handling test	experimental group	15th	6.533	2.066	.637	.529	random
	control group	15th	6.067	1.944			
Test correction Ba j ump	control group	15th	2.400		.637	.529	random
	control group	15th	2.333				

Below the level of significance 0.05 and degree of freedom (28)

2-3 Devices and tools used in the research :

Basketball court, basketball goal, legal balls (5) size (7), measuring tape, eye band, registration form for chest handling and jumping shooting

2-4 Tests used:

- Perception, sense-kinetic, with distance for thoracic handling (Mohammed, 2018)

Perception - move the place to shoot by jumping from rotation (Mohammed, 2018).

2-5 main experience:

2-5-1 The tribal test: The tribal tests were conducted on Sunday at ten o'clock in the morning 2019/10/20 For the skill of pectoral handling with both hands and on Sunday 2019/11/10 For the

skill of shooting by jumping from rotation and under the supervision of the researcher, as it was confirmed that the conditions related to the tests were confirmed in terms of time, place and tools used.

2 - 5.2 A design education:

After informed researcher on many sources of scientific ones and messages (Lamia, 2016), (Mahjoub, 2002) put the researcher design education of the author according specimen Rosenberg, which included five stages comprising (comprehensive analysis, design, development and production, which implementation, Calendar It includes exercises for sensory - kinesthetic perception to help students develop the skills of chest handling and jump shooting. The educational design included the following stages (Lamia, 2016):

The first stage: the stage of Sham Analysis for : aimed at this e stage to identify the problem through the necessary needs and turn them into useful information for the development of the process of teaching and training The analysis of such needs and determine the nature of the right is usually through a needs assessment using the analytical process in both environment educational and training both with the rules Bayat be different FH inputs include several of the most important components of the h T Lagat and the organizational a h T - Lagat learners and a h T Lagat functionality, tasks and competencies and explain Bmayle :

1- Organizational needs: They mean all the needs that affect important decisions, such as which teachers will receive training? What business will be developed? And the number of scientists required, and their presence to achieve the work, and the necessary sources for analysis, and others?

2- Needs of learners : It is necessary to know the characteristics and characteristics of learners in a practical matter of learning and training, and the most important characteristics that are taken into consideration in this field (cultural and mental backgrounds, previous educational and teaching experiences, existing knowledge and abilities possessed by the learner and trainee, motivation, career orientation, age and gender, physical abilities, and any other matters related to teaching individuals).

3- Job or task needs : They are the tasks and competencies that members of the target group prepare for, and the purpose of this process is to determine the analysis of the work or task.

The second stage: the design stage: by design, we mean the development of plans and drafts, the preparation of the materials to be taught, the selection of appropriate teaching aids, and the

identification of methods, and by defining the four basic components, and the stages of design include the following:

1- Formulating the objectives of the course or the educational program in a well-referenced manner.

2- Prepare and write needs questions.

3- Arranging the elements of the subject or the educational material in a logical, sequential order.

4- Develop a plan for the process of evaluating the course or educational program.

Third stage: the development stage and production: This is the stage extension "to the stage of the previous design, where the conversion of teaching design into real teaching materials, at this stage begins classification of education by learning categories that define the essential core lines and takes the new learning place, and determine the educational process method Presenting it to students through the planning process, it is concerned with the characteristics of the learner, the characteristics of the teaching aids, and the criteria for learning situations. Documents evaluating activities, teaching aids training and costs.

Fourth stage: Implementation stage: It is the stage in which the educational program is actually implemented, where the classroom teaching begins using the pre-planned and prepared educational materials through which the activities are done well and to the fullest extent. Validity and suitability of the program, its components and educational content in real conditions and then presented in the development stage.

The fifth stage: the evaluation stage: The purpose of the evaluation is to know the extent of the objectives that have been achieved, and to diagnose learning to identify weaknesses, in order for the designer to improve and modify the educational program, by evaluating the educational program itself and those in charge of it and evaluating the learners, knowing their progress and continuing to maintain positions of strength for continuity achieved.

It was the application of the design of education in practice has been educational plans mode provides an opportunity for students to apply and practice of those stages, and ensures the development of cognitive sense - dynamic for the skills of handling chest with both hands and shooting by jumping from the circulation, and it was implemented the design of education according to the specimen Rosenberg for a period of 20 /10/2019 until 412/12/2019, as it took the application of the program (7(weeks at a rate of two educational units per week)4)

Educational units for teaching the skill of chest handling with both hands, (6) educational units for teaching the skill of shooting by jumping from rotation.

2-5-3 Post-test: Post- tests were conducted on Sunday at 10:00 am, corresponding to 2019/11/6 For the skill of pectoral handling with both hands and on Sunday 2019/12/4 For the skill of shooting by jumping from rotation and under the supervision of the researcher, as it was confirmed that the conditions related to the tests were confirmed in terms of time, place and tools used.

2- 6 Statistical processors:

(SPSSStatistical bag was used)

3- Presentation, analysis and discussions of the results: After the researcher completed the collection of data resulting from the pre and post tests, the treatment was done by appropriate statistical means, and the nature of this data was identified and then discussed. 3-1 Presenting the results of the differences for the arithmetic means, standard deviations, and standard error of the pre and post tests for the experimental and control groups in the skill tests.

Figure (1) shows the arithmetic means of the pre and post tests of the experimental and control group in the skill tests

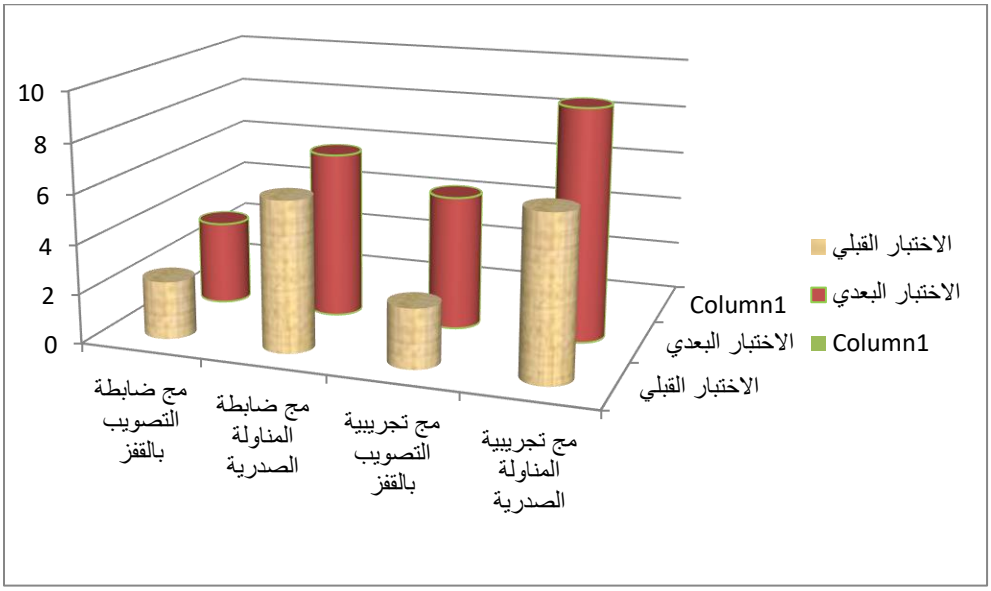

Table (2)

Arithmetic means, standard deviations and standard error of the pre and post tests of the experimental and control groups in the skill tests

totals	Variables	Test type	Arithmetic mean	the sample	standard deviation	standard error
the group Experimental	Chest handling test	pretest	6.533	15th	2.066	0.533
		post test	9.333	15th	2.160	0.558
	Aiming test from jump	pretest	2.400	15th	0.507	0.131
		post test	5.400	15th	1.298	0.335
control group	Chest handling test	pretest	6.067	15th	1.944	0.502
		post test	6.733	15th	2.052	0.530
	Aiming test from jump	pretest	2.333	15th	0.724	0.187
		post test	3.400	15th	0.632	0.163

2-3 Displaying the mean differences, standard deviations, and the value oft Calculated, error rate and significance of differences between the results of the pre and post tests for the experimental and control groups in the skill tests and their analysis.

Table (3)

The mean differences, standard deviations, and the value oft) Calculated, error rate, and significance of differences between the results of the pre and post tests for the experimental and control groups in the skill tests.

totals		Variables	the exams	Q - F	p	h	T		Percentage The error		indication	
Experimental		Chest handling test	before me - after me	2.800	1.859	0.480	5.832		.000		moral	

		Aiming test with jump	before me - after me	3.000	1.363	0.352	8.526		.000		moral	
control		Chest handling test	before me - after me	0.667	1.047	0.270	2.467		.027		moral	
		Aiming test with jump	before me - after me	1.067	0.258	0.067	16.000		.000		moral	

Below the level of significance 0.05 and degree of freedom (14)

Table (3) shows that there are significant differences between the pre and post tests of the two experimental and control groups in the skills of thoracic handling with both hands and shooting by jumping from rotation, as the error rate has reached (0.00(which is less than the significance level)0.05).

3-3 Presentation of the arithmetic means, standard deviations and standard error of the two post-tests of the control and experimental groups in the skill tests and their analysis:

Table (4)

Arithmetic means, standard deviations and standard error of the two post tests of the control and experimental groups in the skill tests

Variables	totals	the sample	Arithmetic mean	standard deviation	standard error	
Chest handling test	experimental group	15th	9.333	2.160	.558	

	control group	15th	6.733	2.052	.530	
Test correction jumping	experimental group	15th	5.400	1.298	.335	
	control group	15th	3.400	.632	.163	

Can be seen from the table (4) that the arithmetic mean and standard deviation handling bra in the posttest experimental group (9.333) and (2.160) The arithmetic mean and standard deviation handling bra in the posttest control group (6. 733) and (2.052), while the arithmetic mean And the standard deviation of jump shooting in the post test of the experimental group (5.400) and (1.298), while the arithmetic mean and standard deviation of jump shooting in the post test of the control group is (3.400) and (0.632).

3-4 Display the mean differences and standard deviations and their value (T) Calculated and error rate, and the significance of the differences for the two post-tests and for the control and experimental groups in the skill tests.

Table (5)

It shows the mean differences and standard deviations and their value (T) Calculated and error rate, and the significance of the differences for the two post-tests and for the control and experimental groups in the skill tests

Variables		lonliness measurement	the group	the sample		the test	dimensional	Values t calculated	mistake percentage	indication
							Standard deviation difference			
Pectoral handling both		Degree	Experimental	15th	2.600		.769	3.380	.002	moral
			control							

hands										
Jump shooting from rotation		Degree		Experimental	15th		2.000	.373	5.363	.000	moral
				control							

Below the level of significance 0.05 and degree of freedom (2 8)

Can be seen from the table (5) that the differences of the OSA i arithmetic mean of deviation data standard of handling bra in the post test for total Tin experimental and control (2.600) and (0.769), and after the use of the test (TTo know the significance of the differences between the two groups (experimental and control)T) Calculated (3.380), which is greater than the value of (T(Tabular below significance level)0.05) and a degree of freedom (82), Which indicates the presence of significant differences between desorption m and Otain in favor of the experimental group, either differences of the OSA i arithmetic mean of deviation data standard of the correction by jumping in the post test for total Tin experimental and control were (2.000) and (0.373), and after the use of the test (TTo know the significance of the differences between the two groups (experimental and control)T(Calculated (5.363), which is greater than the value of (T(Tabular below significance level)0.05) and a degree of freedom (8 2), Which indicates the presence of significant differences between desorption m and Otain in favor of the experimental group.

5 - 3 discuss the results of the tribal and dimensionality tests for the two experimental and control group in tests of basketball skills:

Demonstrated by the results presented in the tables (3,4,5) that the experimental and control groups had achieved its goal of learning in terms of moral influence with no significant differences between the two groups, attributed the reason to the effectiveness of this modular curriculum, which was applied to the group that studied Bonmozj Rosenberg The addition of teaching this form of stages, starting a comprehensive skill analysis where the folk teacher identifying the problem that you may encounter during the students the skills of teaching handling chest with both hands and shooting by jumping from circulation by identifying the necessary needs and the correct procedures to resolve the problem Adaiah by identifying the diverse and necessary exercise for easy way Education, phase II, a design stage where the

teacher collects basic information concerning the subject of the lesson working to raise the motivation for externa Lab to learn to master the knowledge, concepts and facts, then the teacher to review the new single as well as previous lessons associated with the new lesson seeks to create the minds externa Lab to accommodate new developments In the current lesson to be meaningful learning. When the teacher formulating the goals of the educational units spoken way reference and are arranged elements of the educational material arrangement logically sequential review of new information in the new single or the content of the lesson and this is what made the curriculum more effective because the explanation and display and give instructions and instructions specific to each single vocabulary units led to the strengthening of education and achieving goals, and led to check i Lab this group better results in the posttest, it has been explained the technical performance of each skill of basic skills displayed by the teacher or model, which led to the acquisition of externa Lab 's perception of the performance of these skills, through the sense of the student movement his body and the instrument (the ball), and the control of the changing body ball mode or without the ball as requested duty motor, as it requires working muscles in each skill of skills a certain strength of the performance of the motor according to the contractions of muscle and contained in the sense of effort and muscular agility and balance (Abu Al-Ola, 1997) because when the performance is applied by the students, the actual learning will begin, as the learning stages begin with the assimilation of the duty to be learned from the learner and this is done through a rough explanation Z movements at this stage gets the learner to visualize the progress of skills (Kurt, 1987), and as a result of the practical and practice applicable to the performance of the two phases of development, production and implementation and that the seemed student to apply the contents of the units of the education of and performance is practical after my received several questions and receive hints feedback from the teacher using educational materials pre - planned in advance and stomach through which activities well and to the fullest and then he of providing aid and assistance to his colleagues of the performance of skills that help them get to be implemented in practice it to be, which contributed to the development of the level of only performance of the skills of handling The chest and jump shooting well and achieving better results in the post-test, as practice and effort with training and continuous repetitions are necessary in the process of education and training and an auxiliary and necessary factor in the process of the individual’s interaction with the skill and control of his movements and achieving coordination between the movements that make up

the skill in a sound successive performance and in an appropriate time (Najah, 2000), the researcher also attributes this development to the regularity and continuity of the educational training units for a period of (7) weeks. A March students specimen Rosenberg with the use of special exercises awareness, sense - kinetic and performance handling bra blindfolded and that did not t Be known of the educational units, which increases the time invested in performance skills and this is what he referred to (Nizar, 2000) that the methods of teaching and methods Extremely important in the educational process and that these methods and methods affect the speed of learning. In addition, the appropriateness of the method used for the ages of the students, which increases the learner's fun and suspense, and eliminates boredom during the exercises, has helped the learner's speed

Conclusion:

In light of the results of the study and its discussions, the researcher concludes the following, that Rosenberg 's model has a direct impact on the development of kinesthetic perception of the skills of chest handling and jumping from spinning with basketball for students, as well as there are significant differences between the pre and post tests for the experimental and control groups in both skills and in favor of the experimental group.

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