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The Effect Of The Method Of Analyzing The Error And His Knowledge In Learning The Lift Of Kidnapping Among Students Of The Faculty Of Physical Education And Sports Sciences By Weightlifting

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1.1 Introduction and the importance of research:

In the shadow of great scientific and cognitive progress in various fields of life, information became widespread at the time of its birth, and the expansion of the field for anyone with a bright idea and a good opinion through the Internet to be the subject of research in an international seminar in this scene, all teachers and professors in universities should benefit from this reality to promote the educational process at various levels of its educational institutions, At the forefront of the field of physical education and sports to improve the level of physical education lesson from kindergarten to university (our research stage), especially in the field of the impact of error analysis and knowledge in learning to raise kidnapping to work to involve the learner and highlight his positive role and thus increase the motivation of the learner, including analysis of error

The analysis is based through placing the class in mini-functional units, and in order to make an effective development in the learning situations, the student must work by referring to the professor to gain experience through his analysis of the error and his knowledge and the implementation of educational duties, in expressing his opinions and ideas in carrying out duties in learning to lift kidnapping.

Weightlifting has a distinct place between games, which are now distinguished in terms of their spread in the world and in terms of their achievements as in other games and are one of the basic lessons in the physical education curriculum, which includes lifting kidnapping and netter, and learning skill and the ability to perform it is a prerequisite for reaching the basic goal of the educational process.

From what we have reviewed lies the importance of research from an educational point of view that has not been addressed, namely (the lifting of kidnapping) which is characterized by the freedom to act, think and innovate for the learner who is the focus of the educational process by analyzing the error and knowing how much the student benefits from this type of knowledge in learning the elevation of kidnapping among students of the Faculty of Physical Education and Sports Sciences - Diyala University

1-2 Search problem

By informing the researcher about the study of weightlifting as a practitioner of the game previously and the ruling of the first degree note that the method in learning the lift of kidnapping is the method adopted and traditional so there are several different methods used in the process of learning students different skills aimed at reaching the best results and from these methods that the researcher wants to address is the method of analyzing the error and his knowledge in learning the lift of kidnapping, Through the researcher's observation of the physical education lessons for the subject of weightlifting and informing the researcher on the way to teach the lifting of kidnapping and why this lift plays a key role in the sport of weightlifting, and because performing it in the method of analyzing the error and knowing it may lead to increased self-confidence and exercise of the role of leadership and increase motivation when performing. Therefore, we take advantage of the problem by asking the following question:

Q/ Does analyzing and knowing the error increase the learning process positively?

1.3 Search goals

1- Develop a curriculum using error analysis and knowledge.
2- Identify the impact of error analysis and know it in learning to raise kidnapping.

4.1 Search duties

- There are statistically significant differences between the tribal and remote tests of the two research groups in the performance of the effectiveness of the kidnapping lift and in favor of the remote test.

- There is a statistically significant difference between the remote testing of the control and experimental groups and in favour of the experimental group.

1-5 Areas of research

1.5.1 Human field: First-grade students, Faculty of Physical Education and Sports Sciences, University of Diyala.

1-5-2 Temporal Field: From 18/12/ 2019 to 16/2/ 2020.

1-5-3 Spatial Field: Weightlifting Hall Faculty of Physical Education and Sports Sciences - Diyala University.

2- The researcher's approach and field procedures

2-1 Research Method: The researcher used the experimental method to suit the research and the nature of the problem

2-2 Research community and its sample: The research community shall be one of the 240 students of the first stage of the Faculty of Physical Education and Sports Sciences / Diyala University for the academic year (2019 AD - 2020 AD) and the number of (240) students distributed On five people (A, B, C, D, E) after which the researcher randomly selected divisions (A, B) to represent the research and then was selected by lottery division (A) to be the control group and division (B) to be the experimental group, For the purpose of equal sample, students who failed and deferred and practiced weightlifting in clubs were excluded, thus becoming the research sample (30) students by (15) students per division and table 1 showing the research sample

Table (1)

Shows the number of search sample members and the method used

Division	Group	Total number	Excluded	Number of final sample members	Method
in	Experimental	23	8	15	Error analysis
a	Officer	27	12	15	Method
Total	-	50	20	30	-

2.3 Equal search sample

1- Equality has been made in some search variables that affect the results of the experiment and from these variables:

- The time age measured per month.
- The length is measured in centimeters.
- The mass is measured in kilograms.

Table (2)

Shows the computational medium, standard deviation, and the calculated value of (t) variables (age, length, mass, intelligence)

Features / Statistics		Experimental Group		Control Group		value (t) Calculated	Value (t) Scheduling	Result
Variables	unit scaling	Q	on	Q	on			
lifetime	Month	252,866	13,819	254,666	13,063	0,367	2,05	Unconsced
Length	poison	170,801	4,647	171,133	4,823	0,193		Unconsced
Mass	Kg	68,686	5,273	67,667	5,022	0,527		Unconsced

The scheduling value of (t) at the near-error of ≤ (0.05) and in front of the degree of freedom (28) - 2.05 of table (2) shows that the differences were inethical between the members of the two research groups in variables (Age, length, mass) as the calculated value of (t) is smaller than the table value (t) at the error rate of ≤ (0.05) and in front of the degree of freedom (28), which indicates the parity of the two groups in those variables.

2.4 Devices, tools and means of collecting information used by research

2.4-1 Devices and tools used for research

1- Weightlifting hall
2- Dell computerof Chinese origin
3- Fujifilm camera of Chinese origin
4- Chinese-origin educational lips
5- Chinese-origin weights variety tablets
6- Olympic racing drum number (2) Chinese origin
7- Data Shaw Device Number (1) Chinese Origin

2.4.2 Means of information collection

1- Arab and foreign sources and references.
2- Interviews.
3- The assistantstaff.
4- Scientific observations.
5- The International Internet.

2.5 Experimental design: The researcher used the experimental design called (random group design equal selection with tribal and remote testing).

And figure 3 shows the experimental design of the research

auditions / Groups	Tribal test	Independent variable	Remote test
Experimental Officer	Kidnapping-raising skill Under consideration	Error analysis method Method	Kidnapping-raising skill Under consideration

The shape (3)

Demonstrates the experimental design of the search

2.6 Corrective Program

For the purpose of applying the experiment, it requires the preparation of educational units for the two research groups represented by an educational unit per week and according to the sample table of each group and each according to its strategy, as the researcher has seen the sources, references and previous studies related to and refer to the opinions of experts and specialists in the field of motor learning. In light of this, the researcher was able to prepare the method ofanalyzing the error, which obtained the ratio of agreement more than (80%) after taking advantage of some modifications and observations made by some experts and specialists.

2.7 Reconnaissance experiment

The researcher conducted a reconnaissance experiment before carrying out the main experiment on a sample of the research community and outside the scope of the main sample of (12) students on 16/12 / 2019 coinciding on Wednesday in order to find out the negatives and pros faced during the main experiment (which is a mini-experience of the main experience) in which the conditions must provide the same conditions and conditions in which the main experience is, The purpose of the reconnaissance experiment was:

1- Make sure that the method of analyzing the prepared error is valid.
2- Learn about the teacher's ability to apply error analysis.
3- Learn how students respond to the implementation of the contents of the prepared error analysis method.
4- Avoid mistakes that can occur during the application of the experiment.
5- To ensure the validity of the devices and tools.
6- Identify the obstacles encountered by the researcher.
7- Give a clear picture of the subject teacher to implement the method of analyzing the error in the way students are taught according to the learning strategy

2.8 Tribal Test

Before starting the main experiment, the researcher through the assistant team gave two introductory lectures to the skill research sample under research and then

applied tribal tests to the two research groups on Wednesday, 18 December 2019, in order to identify the level of skill performance of each student, and the test was conducted on the weightlifting hall at the Faculty of Physical Education and Sports Sciences / Diyala University, It was explained how to carry out the test and its instructions as the test was carried out for the skill of the kidnapping lift (in question)

To assess the level of performance, a number of experts* specialists and holders of arbitration certificates were used who assessed the skill performance of the kidnapping movement for each student of the sample as well as the jury consisting of three referees.

The method of arbitration was to give a degree to each student by giving the student three attempts and taking the best and best try by giving the degree.

2.9 Mechanism for implementing error analysis

12 educational units have been implemented to show their impact on the level of performance and the learning curve in the performance of the skill of raising kidnapping.

The beginning of the experiment was on (19/12/2019) and until (16/2 / 2020) the equivalent of (6) weeks as the corrective units were given a corrective unit in each week and for each group as the educational units The two research groups were similar in the preparatory section represented by (introduction, public and private warm-up, educational activity and final section) but the difference was only in the applied activity as the research sample (experimental group) represented by division (b) practices learning according to the method of analyzing mistakes and correcting it from In order to be able and depend on the diagnosis of the mistakes that the learner falls through the imaging of the performance of each member of the experimental group and then to diagnose mistakes when performing the learner and then direct the learner individually towards the treatment of mistakes and be through exercises or paths prepared in advance for this, as the nature of learning in order to be able to determine the level of ability to correct the skill to be corrected according to a test decided by determining the students who are empowered when not able to do so, which requires the nature of learning in order to be able to determine the level of

ability to correct it according to a test by which it is decided to identify the students who are empowered when not able to do so, It was determined by presenting the corrective program to a number of specialists in motor learning and weightlifting, as more than 90% of all experts were approved at a 70% degree as a test for the skills in question.

Therefore, the researcher adopted this degree as a test of ability after the students perform the general warm-up and then the private and the teacher explains the skill and presents it to the students through the assistant team the researcher displayed video images and a live model of the experimental group where through this correct the mistakes accompanying the learning process and this was through the presentation of video clips on the wall of the hall

Therefore, there was an ongoing observation on the experimental group with the learning process for the purpose of learning the right skill in question and to be explained and performed by the subject teacher.

From the correction of skill, the selection of ability is made for each student individually in order to identify the students who are empowered by the unin able

At the time of the application activity only, the mistakes represented by the monitor (CD) of one of the heroes of Iraq are analyzed, the students see the performance of the player through the monitor (Dacho) and the comment and explanation by the teacher and the assistant team (the subject of the corrective unit) through the slow presentation and stop the picture from each section of the movement (preparatory, main, final) shown by the teacher to the students with the giving of treatment programs and the statement of common mistakes after which students are given an opportunity to practice the application correctly and follow up the team of The assistant is tired of mastering skill learning

2.9.2 Control Group

Members of this group represented by Division A practice to help learn the skill of raising kidnapping in accordance with the method used

2.10 Remote test

After the completion of the implementation of the preparatory corrective program, the researchers conducted the remote test of the two groups on the same day and on the date (16/2/2020 AD) and followed the same procedures that they used in tribal testing and under the same spatial and temporal conditions almost, and a number of experienced and competent holders of arbitration certificates were used to evaluate the level of skill performance to raise the kidnapping of each student.

2.11 Evaluating the level of skill performance

Evaluating sports skills by calculating points is an important method that depends on watching or using photography through the film, and thus the researcher used to evaluate the skill level of the research sample by three expert and competent arbitrators and holders of the arbitration certificate in the game of weightlifting, and did not inform the researcher assessed on the strategy and the way used by the students in the process of correcting the skill of raising kidnapping to ensure that they do not bias to any group of groups, A score was extracted for each student based on the calendar form.

2.12 Statistical means

The means of statistics have been used to process the data:

1- Arithmetic medium
2- Standard deviation
3- Test (t) for two associated computational brokers and two mathematical mediums that are not equally related to the number, and the data were analyzed using the Statistical Analysis System (SPSS)

3.1 View, analyze and discuss the results:

(There are no statistical differences between the average grades of the two research groups in the level of performance of the skill of kidnapping lift for the students of the first stage)

To verify this hypothesis, a (t) test was used to identify statistical differences between the average performance level scores in the two tests (tribal and remote) of the control group and table (4) indicating this.

Table (4)

It shows the standard circles and deviations, and the value of (t) calculated between the two tests (tribal and remote) of the group controlling the level of skill performance of the kidnapping lift.

Features Statistics / Variables	Unit of measurement	Tribal test		Remote test		Scheduling value (t)	Calculated value (t)
		Q	on	Q	on		
Skill level	degree	4.473	0.683	6.593	1.655	2.14	5.585

The scheduling value of (t) in front of the degree of freedom (14) and the error rate of ≤ 0.05 = 2.14

Table (4) shows that there are statistically significant differences at the error level of ≤ (0.05) in the average skill performance level between the two tests (tribal and remote) of the control group and it was in the interest of the remote test because the calculated value (t) is greater than the value of (t) scheduling.

The T test was also used to identify statistical differences in the average skill performance level between the two tests (tribal and remote) of the experimental group and table (5) showing this.

Table (5)

Shows the computational circles, standard deviations, and the value of (t) calculated between the two tests (tribal and remote) of the experimental group in the level of skill performance.

Features Statistics / Variables	Unit of measurement	Tribal test		Remote test		Scheduling value (t)	Calculated value (t)
		Q	on	Q	on		
Skill level	degree	4.596	0.780	6.100	1.646	2.14	13.384

The scheduling value of (t) in front of the degree of freedom (14) and the error rate of $\leq 0.05 = 2.14$

Table (5) shows that there are statistically significant differences at the error level (0.05) in the average skill performance level between the two tests (tribal and remote) of the trial group and were in favor of the remote test because the calculated value of (t) is greater than the value of (t) scheduling and results from tables (4) and (5) there are statistically significant differences in the average skill performance level of the control group between the two tests (tribal and remote) and for the remote test interest, There are also statistically significant differences in the average skill performance level of the experimental group between the two tests (tribal and remote) and in the interest of remote testing.

This result is consistent with those of previous studies. (Study of tectonics 2001) and (Study of spoils 2007)

This hypothesis was validated using the (t) test to identify statistical differences in the average skill performance level scores, which showed the two research groups (control and experimentation) of the remote test and table (6) that builds this.

Table (6)

Shows the computational circles and standard deviations (t) calculated for the level of skill performance between the control and experimental groups in the remote test

Features / Statistics / Variables	Number	Unit of measurement	Q	on	Scheduling value (t)	Calculated value (t)
Experimental	15	degree	8.100	0.646	2.05	3.283
Officer	15	degree	6.593	1.655		

The scheduling value of (t) in front of the degree of freedom (28) and the error rate of ≤ 0.05 = 2.5

Table (6) shows statistically significant differences at the error level (0.05) in the average skill performance level in the remote test between the control and experimental groups and in the interest of the trial group because the calculated value (t) is greater than the (t) scheduling value.

Accordingly, it rejects the first hypothesis, and accepts the second alternative hypothesis, which states that "there are statistically significant differences between the average grades of the two research groups in the level of performance of the skill of raising kidnapping for first-stage students."

This result is consistent with the results of previous studies (Naomi Study, 2002) and (Al Nuaimi Study, 2007) and therefore it can be said that the use of the error analysis strategy, which leads to raising or increasing the level of skill performance in students more than the method used due to the positive mutual interaction between the members of the group as the student is active and involved in the learning process and not just the future of information from the teacher.

3.2 Presenting and discussing the results of the second hypothesis:

(There are no statistically significant differences between the average scores of the two research groups in the kidnapping skill test for first-stage students. To verify this hypothesis, a (t) test was used to identify statistical differences between the average scores of the two tests (distance) for some of the kidnapping skill movements of the control group.

Conclusions, recommendations and suggestions

4.1 Conclusions

- The method of error analysis of the experimental group has made positive progress in the level of skill performance between the two tests (tribal and remote) and for the interest of the test (remote).
- The method of error analysis of the experimental group has made positive progress in the level of skill performance between the test (tribal and remote) and for the benefit of the remote test.
- The method of error analysis of the experimental group has made positive progress in the level of performance of Mahari on the method used by the control group in the remote test and for the benefit of the experimental group.

5.2 Recommendations

- It is preferable to use error analysis in learning practical materials in general and weightlifting in particular.
- The need to use the method of analyzing the error in order to be able to learn the skill of raising kidnapping.

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