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The effect of McCarthy strategy according to learning styles in developing the skills of preparing and receiving volleyball for students

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Abstract

The importance of the research lies in using the McCarthy strategy according to the learning patterns in a scientific manner and commensurate with the capabilities of learners, as researchers believe that it will develop an development in the skills of preparing and receiving volleyball for students.

As for the research problem: Through the researchers 'experience and their knowledge of many research studies and their presence in the educational process and their observations of educational units, they noticed that there are a large number of students (learners) in the third stage facing difficulty in mastering the skills of preparation and receiving because they are complex skills and need a great time in masteringCorrectly, researchers believe that the reason is the lack of use of modern teaching methods, so it was necessaryfor this event to receive wide attention through the introduction of new strategies or models in the process of learning and developing the two skills, so researchers felt that going into this experience through the use of McCarthy's strategy in accordance with For learning styles and the aim of which is to try to master the skills of preparation and receiving quickly, the research aimed to identify the effect of McCarthy strategy according to learning patterns in developing the skills of preparation and receiving of volleyball for students, as well as to identify the preference in the impact between McCarthy strategy according to the learning patterns and the method followed from The teacher accepted to develop the skills of preparing and receiving volleyball.

As for the third chapter, the researchers used the experimental approach to solve the research problem, and for the research community, the research community was identified by the third stage students / College of Physical Education and Sports Science / University of Kufa / for the academic year 2018-2019 and they are (60) students and the researchers chose a sample of them by (48) A student distributed evenly into two groups (experimental, controlling). Division (b) represented the experimental group, and division (c) the control group, and they are equally classified by (6) students for each of the learning styles of both groups, who were chosen in a simple random manner (The lottery), as for the most important conclusions were: The use of McCarthy strategy has achieved a remarkable development in the technical performance and accuracy of the skills of preparation and receiving in volleyball for members of the experimental group, the members of the experimental group that used the McCarthy strategy in the technical performance and accuracy of the skills of preparation and receiving in volleyball over Control group members in posttest tests.

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Keywords: *McCarthy strategy, learning and skills.*

I. Introduction

Physical education is an important field of education, as it prepares the individual for physical, skillful, intellectual and psychological preparation, and many countries and institutions are working to develop their educational programs through the use of effective and new forms, methods and methods of teaching to achieve effective teaching. We today need more than before teaching and learning strategies that provide us with broad, varied and advanced educational horizons that help our students to enrich their knowledge, develop their different mental skills, and train them to be creative and produce new and different things. As it is necessary to pay attention to how the teacher can provide a lesson in which the student is the focus of the educational process, as it is the means that emphasizes the student himself in obtaining the experiences provided by the educational situation, and he transfers the focus of attention from the teacher to the student to achieve the required goals.[1]

This matter is not limited to the theoretical subject, but extends it to the practical subject, which is volleyball, as the poor technical performance of some skills is not necessarily due to a lack of effort and lack of inclination to learn certain activities, but it may return to the strategy or model used in teaching and then may The reason for not reaching the highest levels, through the researchers 'experience and their familiarity with many research studies and their presence in the educational process and their observation of educational units, identified the problem of their research which is that there are a large number of students (educated) in the third stage facing difficulty in mastering the skills of preparation and receiving because they It is a complex skill and they need a great time to master it properly, and researchers believe that the reason is the lack of use of modern teaching methods, so it was necessary that this activity gain wide attention through the introduction of new strategies or models in the process of learning and developing the two skills, hence the importance of research ,By using the McCarthy strategy and knowing its impact in mastering the preparation and receiving skills quickly for students.[2]

As for the research objectives, the researchers have defined them (to identify the impact of McCarthy's strategy according to the learning styles in developing the skills of preparation and receiving in volleyball for students, as well as to identify the preference in influencing McCarthy's strategy according to the learning patterns and the method used by the teacher in developing the skills of preparation and receiving in volleyball, While the research hypotheses were (there is an effect of McCarthy's strategy according to the learning styles in developing the skills of preparing and receiving volleyball for students, also there is an advantage in influencing McCarthy strategy according to the learning patterns and the method used by the teacher in developing the skills of preparation and receiving in volleyball). As for the research fields, they were represented by the third stage students in the College of Physical Education and Sports Science - University of Kufa, and the time of conducting the experiment was on 17/2/2019 until 23/5/2020, but as for the place of conducting exercises and field experiments, the researchers chose the hall The closed sports for the Faculty of Physical Education and Sports Science / University of Kufa.

II. Research methodology and field procedures

Research Methodology

The curriculum is one of the important factors that researchers pursue to solve the problem and is chosen according to the nature of the problem to be studied, as the nature of the problem requires researchers to use the experimental approach because it fits with the nature of the research problem, and by designing the two equivalence groups (experimental and control) with pre and posttests.

Community and research sample

The research community was determined by the third stage students / College of Physical Education and Sports Science / University of Kufa / for the academic year 2018-2019 and they numbered (60) students and the researchers chose a sample of them (48) students distributed equally to two groups (experimental, controlling) as the division was represented (B) The experimental group, and the division (C) the control group, are equally classified by (6) students for each of the learning styles for both groups, who were chosen in a simple random manner.

Table 1. Shows the details of pulling the research sample for McCarthy model according to the learning patterns

Research sample		Pilot group / Division B The number is 30 students				Control group / Division C The number is 30 students			
Pilot	Main								
21	84	Meditating	pretext	Practical	Theorists	Meditating	pretext	Practical	Theorists
		7	6	21	7	6	4	9	7
Sample drawn for experiment		6	6	6	6	6	6	6	6
Pilot exclusionary sample		21							

Devices, tools and methods used in the research

- Arab and foreign sources and references.
- Personal interviews.
- Tests and measurements.
- Special forms for recording test results for players.
- Volleyball court is legal.
- Legal plane balls (20), type (Mikasa), original.
- 4 colored adhesive tape.
- Tape measure (20 meters).

- Whistle (2).
- Wooden table (100 cm high), 120 cm long and 120 cm wide.
- Data dump form.
- Skill performance evaluation form.
- Office tools (papers and pens).
- Canon type camera with two supports.
- Lenovo laptop number (1).
- CD (5).
- Electronic device for measuring Chinese height and weight.
- 32-inch Chinese-made display.

III. Field research procedures

Technical and accuracy performance tests for preparation and receiving skills in volleyball

First: Technical performance and accuracy tests for volleyball preparation skills

A- Technical performance test for volleyball preparation skill [3]

- Objective of the test: evaluation of the technical performance of preparation skill through the three sections of the skill (preparatory, president, final)
- Tools used: legal volleyball court, volley balls (3) pre-prepared assessment form.
- Method of performance: The laboratory student performs the skill of preparation in the area designated for preparation, that is, from Center (3) trying to perform the handling properly and for three attempts, provided that the ball does not touch the body of the student and the network, or cross the competitor's stadium, as shown in Figure (8).).
- Registration: Three residents evaluate the three attempts of each laboratory student, and are awarded three degrees for each resident, given that the final evaluation score for each attempt is (10) degrees, divided into the three skill sections, which are (3) degrees for the preparatory section, and (5) Degrees for the main division, and (2) degrees for the final section. And then the best score is chosen for each resident and by extracting the mean of the three best grades, the final score for each laboratory student is extracted.
- Note: The evaluation was made by photography and presented by the resident gentlemen.

B- Test the accuracy of performance for volleyball preparation skill [4]

Test name: Accuracy of preparation skill.

The goal of the test: to measure the accuracy of preparation skill in volleyball.

- The tools used: a basketball column, legal plane balls (5), a skill-accuracy assessment form prepared in advance.
- Method of performance: The tested student stands facing the basket at the free throw line on the circular line, and raises the ball up, then passes it to the basket, trying to pass it inside the basket, given each player (5) attempts.

Registration :

- The ball away from the board (zero) of degrees.
- The ball away from the basket (2) two degrees.
- Touch the ball to the basket loop (3) degrees.
- The ball passes inside the basketball ring (5) degrees.
- The maximum score for the test is (25) points.

Second: Description of the technical performance and accuracy tests for the volleyball receiving skill

A- Test the technical performance of the volleyball receiving skill [5]

The objective of the test: To assess the technical performance of the volleyball receiving skill through the three skill sections (preparatory, president, and final).

- The tools used: legal volleyball court, legal volleyball balls (3), and a pre-prepared performance appraisal form.
- Method of performance: The student who is tested in Center No. (6) performs the receiving skill, and from the standing position, for three consecutive attempts, as shown in Figure (10).

Registration : Three residents evaluate the three attempts of each laboratory student, and give them three scores for each resident, knowing that the final evaluation score for each attempt (10) is divided into the three skill sections which are (3) for the preparatory department, and (5) degrees for the main department, and (2) Degrees for the final section, after which the best score is chosen for each resident, and by extracting the mean, for the three best degrees, the final score is extracted for each laboratory student

Note: the evaluation was done by photography and then presented by the resident reviewers.

B- Test the accuracy of the volleyball receiving skill[6]

Test name: accuracy of volleyball receiving skill.

The goal of the test: to measure the accuracy of volleyball receiving skill.

- The tools used: legal volleyball court, (10) legal volleyball balls, metallic tape, colored adhesive tape to divide the stadium, a wooden table of height (100 cm) and length and width (120) cm x (120) cm
- Method of performance: The laboratory student performs (5) attempts from area (A) which measure (3x4.5 m) to center (2), as well as (5) attempts from area (B) which measure (3x4.5 m) To center (2), the testing student must adhere to perform the handling from below from the area designated for him and direct the ball to the target.
- Recording: The test student takes the score of the center in which the ball is located, as follows:
  - The correct ball that goes to the target table takes the laboratory (3) degrees.
  - The right ball that touches the ends of the target table takes the tester (2) two degrees.
  - The correct ball, which is far from the target and inside the area of the attack, takes the laboratory (1) degree.
  - If the ball falls away from the target and outside the attacking area, the laboratory will take (zero).

o The maximum score for the test is 30 points.

Main experiment procedures

Pre tests

With the assistance of the auxiliary team, the researchers conducted the Pretests on the two research groups (control and experimental) for the research variables (technical performance and accuracy of preparation and receiving skills) on Thursday and Thursday 21/2/2019, at ten in the morning in the closed internal hall of the Faculty of Physical Education and Sports Science / Kufa University, and the tests were according to the following sequence:

- Technical and accuracy performance tests for the skills of preparation and receiving in volleyball: the researchers used a type (Canon) camera to photograph the technical performance of preparation and receiving skills of volleyball and record them manually through (CD) to display them to the residents for analysis and record the results of their evaluation of technical performance through the evaluation forms prepared So beforehand.
- Accuracy tests: Their results were recorded directly through the evaluation form prepared for that in advance.

McCarthy Strategy Implementation

The researchers prepared a special developmental approach for the members of the experimental group. As for the members of the control group, they used the usual method by the teacher. The researchers began applying the experiment to the students of the research group on (28/2/2019), in the closed sports hall of the Faculty of Physical Education and Sports Science - University Kufa, at a rate of a development unit each week of (90) d, and continued until the end of the experiment on (2/5/2019).

The curriculum was implemented by one development unit per week for a period of (10) weeks, in the Faculty of Physical Education and Sports Science / University of Kufa (4) units to develop the skill of volleyball preparation, as well as (4) units to develop the skill of receiving volleyball, and two development units for the skills (preparation And receiving) by volleyball. The teacher begins applying the educational part of the main section for a period of (20) minutes in which the first (theoretical) cognitive dimension is applied, which is carried out in the first two stages (contemplative observation), as the teacher at this stage divides students into groups to attract their attention and motivate them by asking questions For example: When the ball sent to the future student arrives, or the ball that reaches from the receiver to the stomach, is looking at the ball or the stadium, or searching for a colleague who will be handling it? Then the teacher asks the students to answer the question, and then the teacher allows students to answer the various answers, then he reviews the answers of the groups and leaves the students an appropriate time to reflect on their ideas to know the extent of their authenticity and help them in judging their validity. As for the second stage (conceptualization) or ideal performance, where the teacher displays a video in which he displays the skill of preparation and receiving and the relationship that connects them through play situations, then samples of players are presented to see the correct ideal performance, then the transition to the application part of the main section For a period of (40) minutes, during which the second (practical) dimension is treated, where the teacher applies the third stage (active experimentation) and at this stage students are asked to perform the exercises in the development unit to

see their performance, then the teacher then corrects the mistakes through Giving them feedback on skill performance after that, the exercises in the development unit are performed by the teacher in the correct way in order to provide an opportunity for students to think, experiment and arrange their ideas, then students are asked to perform the exercises again. As for the fourth stage (physical material experiences) in this stage, students are required to perform exercises related to skill performance through some play situations in order to see what they have reached from new experiences (performance is by students without adherence to the teacher's instructions to see the creativity that will be done by students After that, the teacher gives the students feedback for the purpose of work, searching for hidden possibilities, exploration, learning by trial and error. After that, moving to the final section for a period of (5) minutes. In this section, some recreational games are applied, then collecting the tools and bringing them back to their place.

The researchers have considered, when developing the developmental curriculum, some foundations and principles in education. My agencies:[7]

- Determine the objectives of each development unit.
- That the development unit achieve an educational or behavioral goal or two goals at most.
- That each of the exercises of the development unit achieve its goals.
- Determine the times allocated for each exercise.
- Consider applying the skills that were learned in a previous educational unit with the next development unit to install and link it to other or new skill.

Post-test

After completing the implementation of McCarthy's strategy, the post-test was conducted on the control and experimental groups, and that was on Thursday (9/5/2019) in the same sequence of Pretests, as the researchers took into account the same conditions in which the Pre tests were conducted in terms of the sequence of tests.

Statistical means

The researchers used the statistical methods in the statistical bag (SPSS), including:

- Mean .
- standard deviation .
- (t) test for independent samples of equal number.
- (t) test for correlated samples.

Results

Table 2. Shows the mean, the standard deviations, the calculated value of (t) for the correlated samples, the level of test significance, and the significance of the difference for the pre- and posttest tests of the control group of the investigated variables

Learners'	Variables	Pretest	Posttest	(t) Value	Level of	Type of

patterns		Mean	SD	Mean	SD		significance	significance
Meditators	Technical performance of preparation skill	6126	1124	61777	1181	211181	11111	Sig.
Pretext		6111	1138	71166	11678	61686	11113	Sig1
Practicality		6116	1134	71111	11626	61768	11111	Sig1
Theorists		6111	1186	71266	11869	61676	11113	Sig1
Meditators	Accuracy of preparation skill	211433	11761	271266	21269	291111	11111	Sig1
Pretext		2216	21184	271666	21366	41771	11111	Sig1
Practicality		221266	11761	271111	11498	281633	11111	Sig1
Theorists		221111	11498	2716	21978	71674	11112	Sig1
Meditators	Technical performance of receiving skill	6111	11388	716	11869	71433	11112	Sig1
Pretext		6117	11638	71177	1188	41743	11111	Sig1
Practicality		616	11174	716	11613	61886	11112	Sig1
Theorists		6188	1161	71166	11121	211111	11111	Sig1
Meditators	Accuracy of receiving skill	2216	2118	241111	21196	191169	11111	Sig1
Pretext		221433	11761	241666	11761	21112	11111	Sig1
Practicality		211111	21828	2716	11687	41443	11111	Sig1
Theorists		221666	21131	271666	11426	41743	11111	Sig1

Table 3. Shows the mean, the standard deviations, the calculated value of (t) for the correlated samples, the level of test significance, and the significance of the difference for the pre- and posttest tests of the control group of the investigated variables

Learners' patterns	Variables	Pretest		Posttest		(t) Value	Level of significance	Type of significance
		Mean	SD	Mean	SD			
Meditators	Technical	6122	1186	41266	11174	231136	11111	Sig.

Pretext	performance of preparation skill	6126	1186	41222	11271	241614	11111	Sig1
Practicality		61111	1187	41111	11171	2816	11111	Sig1
Theorists		6126	1181	41177	11236	261246	11111	Sig1
Meditators	Accuracy of preparation skill	221266	11761	1116	21471	221164	11111	Sig1
Pretext		221111	11498	111266	21269	261168	11111	Sig1
Practicality		221333	21366	2916	11687	221628	11111	Sig1
Theorists		2216	21184	111111	21744	221219	11111	Sig1
Meditators	Technical performance of receiving skill	6117	11349	41344	11317	141111	11111	Sig1
Pretext		6133	11121	41333	11366	281131	11111	Sig1
Practicality		61344	11891	41177	11161	28121	11111	Sig1
Theorists		6134	11161	41888	11271	111434	11111	Sig1
Meditators	Accuracy of receiving skill	22133	11426	111266	11943	141783	11111	Sig1
Pretext		221333	21122	1116	21626	231136	11111	Sig1
Practicality		221666	21366	121333	21631	271332	11111	Sig1
Theorists		221333	11426	121111	21168	191111	11111	Sig1

Table 4. Shows the calculated value of (t) for the independent samples, the level of the test significance, and the significance of the differences between the test results (posttest. Posttest) for the control and experimental groups of the studied variables

Learners' patterns	Variables	Control group		Experimental group		(t) Value	Level of significance	Type of significance
		Mean	SD	Mean	SD			
Meditators	Technical performance of	61777	1181	41266	11174	61938	11111	Sig.
Pretext		71166	11678	41222	11271	81328	11111	Sig1

Practicality	preparation skill	71111	11626	41111	11171	61219	11111	Sig1
Theorists		71266	11869	41177	11236	61641	11111	Sig1
Meditators	Accuracy of preparation skill	271266	21269	1116	21471	31712	11118	Sig1
Pretext		271666	21366	111266	21269	31816	11117	Sig1
Practicality		271111	11498	2916	11687	61439	11111	Sig1
Theorists		2716	21978	11111	21744	11194	11188	Sig1
Meditators	Technical performance of receiving skill	716	11869	41344	11317	31464	11113	Sig1
Pretext		71177	1188	41333	11166	8161	11112	Sig1
Practicality		716	11613	41177	11161	11438	11124	Sig1
Theorists		71666	11121	41888	11271	71111	11111	Sig1
Meditators	Accuracy of receiving skill	241111	21196	111266	11943	31616	11116	Sig1
Pretext		241266	11761	1116	21626	31376	11117	Sig1
Practicality		2716	11687	121333	21631	61861	11111	Sig1
Theorists		271666	11426	121111	21168	61813	11111	Sig1

IV. Discuss the results

Through the results presented in the previous tables (2), (3) that show us the existence of significant differences in the pre and posttests of the two groups (control and experimental), in the variables under study and for all learning styles, the moral differences in the skills of preparation and receiving for the members of the control group Researchers attribute it to several variables and influences that have interfered in the development process that led to the emergence of moral differences between the pre and posttests, including the feedback provided by the teacher as it had an effective role, as feedback is given in the method followed by the teacher directly to the student during the performance, and may be given At the end of the lesson, After the end of the application period and preparing for the end of the lesson, the teacher corrects the mistakes for the students.[8] emphasized that feedback increases the energy and motivation of individuals, and strengthens them. Correct performance and avoid erratic performance . The researchers also suggest the reasons for these differences to other variables that have interfered with the process of improving their learning, including following the principle of graduation in learning motor skills as well as repetition and practice, as continuing to repeat the skill

and providing the learner with feedback, helps learners to increase their motivation and then positive effects occur in The learning process.[9]

While the moral differences shown by the above tables for the members of the experimental group, the researchers attribute it to using the McCarthy strategy in terms of planning and implementing development units, as the exercises that researchers developed using the McCarthy strategy have transferred learners from the usual pattern that makes them a recipient of information that the teacher presents to a new style It is based on two dimensions, the first is the theoretical dimension (cognition), and the second is the practical dimension (treatment) and researchers see that this is what is required for developing skills, as this strategy states in the first (theoretical) dimension, which is based on two phases, namely (contemplative observation) and (conceptualization). [10] Where the contemplative observation includes explaining the skill and asking some questions that relate to knowledge in the skill to be developed in order to link and integrate ideas between students and reach the correct and ideal answers, and then move to the second stage (crystallizing the concept) where the skill is presented through the presentation of technical performance For a global player who performs the skill with pauses explaining the technical stages of the skill and through it there is a clear vision and receiving or informing about how it is performed for students so that they can see The ideal performance and visualization of it in their minds, before moving to the second (practical) dimension, which consists of two stages as well, which are (active experimentation) and (physical experiences experience), as in this dimension is performed what has been explained and presented in the theoretical dimension, and this is what contributed And influentially in the diversity of sources of knowledge and increase the opportunities for good learning, then moving to the practical dimension and in the stage (active experimentation) in order for the practical application of the exercises and after the students perform, the teacher gives them the feedback to correct the mistakes and at this stage the application and expansion is confirmed, When a student performs motor skills, the teacher often uses rough words, as an incentive for better performance or adjusting performance" .[11]

The researchers believe that this improvement in the technical performance and accuracy of the researched skills came as a result of moving away from the familiar in teaching, as McCarthy's strategy had a role in making the learner the focus of the educational process and his performance is organized and arranged according to the stages of the strategy in addition to the use of various positions, and the continuous guidance of The subject teacher to perform those exercises, which helped reduce the mistakes that the learner might make in performing his exercises during the educational unit, and this is what motivated the learners to respond to this strategy, trying to succeed and demonstrate their abilities and confirm their self and prove their capabilities that are often seen with inadequacy and indifference, which is what He facilitated the process of understanding and absorbing the researched skills in its three sections (preparatory, president, and final), in addition to the reasons for these differences due to the new educational activities that the learners were exposed to and which clearly distinguished the goal and what is required from the learners to achieve, and was not recognized in the usual educational units , Which led to a clear improvement in their performance, from the clarity of the objectives And determining them in the light of certain behaviors or levels of performance, they are meaningful and effective ,[12] and the interaction between the members of one group and their effective discussions about the educational mission they carry out has an impact on their understanding of the educational subject.

Table (4) also shows us significant differences in the posttest tests between the members of the two groups (control and experimental) in the tests of preparation and receiving skills and for all types (meditators, excuse, practical, theorists) and for the benefit of the members of the experimental group.

The researchers attribute this to the difference between the members of the two groups in the posttest tests due to the effect of McCarthy's strategy that was applied to the members of the experimental group, as it contributed to achieving educational goals through the learners 'implementation of the duties of the variables under study, and that McCarthy's strategy was implemented through two dimensions, the first dimension (theoretical). It is based on two phases (contemplative observation) and (conceptualization) as they include explaining the skill and asking some questions regarding knowledge in the skill to be developed in order to connect and integrate ideas between students and arrive at the correct and ideal answers, and then the skill is presented, as The researchers were keen to show the technical performance of the skills of preparing and receiving samples of global players that perform the skills in an optimal manner with stops to clarify the technical stages of the skill,[13] and thus students have a clear vision of how they are performing in order to be able to see the ideal performance and visualize it in their minds, and that these two stages are consistent with the typical support (Meditators, the excuse), as researchers were keen when implementing the McCarthy strategy that an important aspect of implementing the strategy goes to support the meditator style Through asking the various questions in terms of skill performance and linking it with knowledge of the legal subject and giving students enough room to think and answer them and then choosing the optimal answer, as the owners of the meditator style are characterized by their awareness of information through direct experience relying on the senses and perception, as the student spends most of his time By thinking and searching for direct meaning, clarity, and a tendency to integrate experience with the self, The owners of this pattern have their experiences of personal meaning important to them, and this appears by answering the following two questions (Why do you learn? , What do I learn?),[14] And for learning to be meaningful, it is assumed that the new educational experience is linked to the learner's previous knowledge related to it, in order to stimulate motivation and make the new experience valuable to the learner. [15] It should be learning the members of the meditator style through dialogue, listening, exchanging ideas, possessing wide imagination and effective insight, and working to achieve harmony and dealing with problems through thinking, and then deliberation and consultation with others.[16]

The researchers also see that the steps followed in teaching skills according to McCarthy's strategy have contributed to creating motivation among members of the experimental group in participating and interacting in educational situations, which gave them the opportunity to think about the performance of skills and skill knowledge in them and to realize the relationship between them as well as enhancing students' sense of confidence and ability On the conclusion that it is a fruitful and effective learning and What gives priority to the Format (McCarthy model) strategy in student learning is these sequential steps that make the student have an opportunity to show what he learned from a new experience. [17]

The researchers believe that the superiority of all learning styles of the members of the experimental group at the expense of the control group members in the posttest tests is due to the regularity and continuity in the educational units, which had an effect in developing the level of skill performance as students were subjected to educational units, where the researchers used the various exercises that he prepared within This strategy, then get to know the truth of those skills and according to the activity that they perform, as the

availability of a number of alternatives represented in the activities and exercises of various numbers led to the student studying and learning skills through that strategy, and the students who agree with them in the inclinations, directions and skill level, as he had never before If they were taught with that efficacy, which increased the possibility of learning the skills, in addition, when developing the exercises, the researchers observed the principle of graduation in the difficulty in those exercises, the educational curriculum inevitably leads to level development if it is built on a scientific basis in organizing The education process. The selection of graduated exercises with difficulty takes into account individual teams and the use of educational aids under specialized supervision under good educational conditions in terms of The place, time, and tools used ,[18]The amount of time the player spends in developing performance through practicing exercises is not the only effect in developing performance, but emphasizing the quality of the exercise, so the coach must set up a program to build a structure for exercise times. And in an impressive manner .[19]

V. Conclusions

1. The use of McCarthy strategy has achieved a remarkable development in the technical performance and accuracy of the skills of preparation and receiving in volleyball for members of the experimental group.
2. There is an evolution of the control group in the technical performance and accuracy of the skills of preparation and receiving in volleyball for students.
3. The members of the experimental group that used McCarthy's strategy in the technical performance and accuracy of the skills of preparation and receiving in volleyball outperformed the members of the control group in the post-test.

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