International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 03, 2020
ISSN: 1475-7192

The effectiveness of the Models of Assyria's educational design in learning some of the motor abilities and basic skills of offensive basketball for the class of the fifth primary

[1]Asst. Prof. Rafid Ali Dawood

Abstract

The current study aimed to identify the effectiveness of the Ashur model of educational design in learning some motor abilities and basic offensive skills in basketball for fifth grade students,and the moral differences between the experimental and control groups in the post-test in learning some motor abilities and basic offensive skills in basketball with basketball .The researcher used the experimental method for its suitability to the nature of the research, and the research sample included (40) students from the fifth grade of primary school in Noor Al Shams Primary School for the academic year 2019-2020, with (15) students for the experimental group and (15) students for the control group. in motor abilities and skills essential offensive of influential basketball, the researcher relied on Hynek and Molinda Russell designed the model, which is known as the model ASSURE In 1982 in order to design lessons, and researcher used statistical pouch(SPSS (for data processors ,and the study concluded that there is a significant effect, not the Assyrian model of educational design ,in learning some motor abilities and basic offensive skills in basketball for fifth grade students.

Keywords *:Assyria model, motor abilities and basic offensive skills,basketball*

1. introduction

The basketball game of the difference games that are classified among the subjects of interest in the curriculum of the Ministry of Education, which is characterized by aspects of motor skills are important as a base to provide the level of the pupil, as is the basis for learning any game, q must use models of the educational and employment of e - learning in education and learning during the educational part and application practical correct motor skills and how to teach her degree work to acquire students for some of the motor abilities and skill in the game of basketball, commensurate with their needs physical and skill and excitability motives, and is a specimen of Assyria is optimized towards the creation of planning an integrated system in accordance with the elements are interrelated goals in order to achieve work or significant

[1]Diyala University - College of Physical Education and Sports Sciences
rafid.ali@uodiyala.edu.iq

other in the shortest possible time and effort, and the price less so we find that there is a fruitful and successful business, but was based on systematic planning, as is the case for planning lessons as a teacher needs the Z goals and means of education and other multiple elements to prepare the lesson and that the teacher handles his job with the minds of the Pupils in order to form their trends and ideas in a good manner, and these minds need extreme accuracy that cannot be underestimated, especially in our current era, the era of tremendous development. With technological progress, the teacher can only face this development through careful planning, so planning lessons is very important because it will ensure for the teacher non-random steps, and therefore the teacher will be able to manage time according to the plan, and planning contributes to developing professional capabilities. And scientific for the teacher, he constantly plans for lessons and then implements what he planned (Abdel-Dayem, 1999), benefiting from the pros and cons of what he planned, and so on until the teacher reaches a high level of educational experience, qualifying him to select the best teaching models and scientific means to ensure that he achieves his educational goals in a high way. efficiency, hence came the importance of research by experimenting with a model of Assyria for instructional design in learning some of the motor abilities and basic skills of offensive basketball for the class of the fifth primary, and through the follow - up to the researcher to perform certain motor abilities and basic skills of offensive basketball noted weakness in the performance of A, for several reasons, one of which may be the lack of use of models, so many different teaching models appeared, which provided an opportunity to choose the appropriate method for the nature and conditions of Educated environment to be able to achieve its goals of educational and work on the learners ' capacity development and development, and here lies the problem is therefore considered a researcher statement the effectiveness of the model of Assyria for the design of educational in learning some of the motor abilities and basic skills of offensive basketball for the class of the fifth primary, while the aim of the research are to know the effect of the model of Assyria educational design in learning some of the motor abilities and basic skills of offensive basketball for students in a grade for the fifth primary, and assumed the researcher there are differences significant between the desorption experimental two groups and the control in the tribal and dimensionality in favor of post tests of tests, as well as the existence of significant differences significant between the desorption two groups in the post tests for the benefit of the group experimental. (Zahran, 1982)

2. Methodology

2.1 Research Methodology: To achieve the objectives of the research and to reach facts based on objective scientific foundations, the researcher used the experimental method by designing the experimental and control groups. With pre and post tests of Mulla I MATE allegiance of the problem, as the research pilot, the most accurate types of scientific research that can affect the relationship between the variables experiment (Abdul Hafiz GORGEOUS: 107: 2000).

2.2 Research community and sample : After the researcher identified his research community, which was represented by the students of the fifth grade of primary school in Noor Al Shams Elementary Mixed School / Baghdad, which numbered 180 male and female students, and chose his sample randomly, with (4 0) students from Division A, then the researcher distributed his sample by random method the way the draw was divided the sample into two groups, a group trial of (15) students and the control group (15) students were excluded the students group (10) for the lack of commitment to attendance, either experience reconnaissance and adult numbering of 10 students was conducted on a section of the students of the Division b, and that the sample is homogeneous being of the same age and school stage, and in order to equalize the studied sample of the students, the control and experimental groups have been equalized in the motor and skill tests and the value of (T) Calculated and their statistical significance

Table (1)

Equivalence of the control and experimental groups in the skill tests and value (T) Calculated and their statistical significance

Variables	measruing unit	totals	the sample	Arithmetic mean	standard deviation	Values tcalculated	mistake percentage	indication
agility test	a second	Experimental	15th	20.3	1.11	0.347	0.731	insignificant
		control	15th	2.46	0.99			
balance test	a second	Experimental	15th	3.6	0.63	0.956	0.347	insignificant
		control	15th	3.4	0.51			
Low dimple test	Tha	Experimental	15th	31.53	1.72	1.61	0.12	insignificant
		control	15th	32.53	1.68			
Shooting stability test	Degree	Experimental	15th	3.8	0.77	1.673	0.105	insignificant
		control	15th	3.4	0.51			

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

2-3 Research tools:

2-3-1 Curriculum: Heinek and MolindaWurssell designed the model, which is known as the. model ASSURE In 1982, with the aim of designing lessons, planning the use of media in education and building an integrated educational program, the most important thing that distinguishes this model from others is that it is a procedural model that can be employed in the planning processes of teaching in order to ensure the effective use of educational aids by the teacher in the classroom without the need for specialists to design educational systems. The curriculum was designed according to the model (Zahran : 1982), and figure (1) represents the six steps that the researcher followed.

shape (1)

This model consists of six steps:

1- Analyze the characteristics of the learner A-Analyze learner

2- Setting goals and standards S-State standards& objectives

3- Choosing the appropriate educational materials and strategies

M Material S- the Select Strategies, Technology, Media &

4- Use of educational materials and media U-Utilities technology, media &materials

5- Asking for a response from the learner R- Require learner participation

6- Calendar and review E-Evaluate & Revise

First: Analyzing the characteristics of the learners:

The ages of students in the primary stage range from 6 to 12 years, and their intelligence is expected to be normal. It is preferable to refer to their academic health records to find out what problems they face. For this stage, it contains many psychological, physical and cognitive characteristics, which are :

Cognitive mental classification :

This group is classified under the stage of tangible "physical" operations, which is between the ages of 6-12 years, and the characteristics of this stage are:

- Increased ability to classify.
- Evolution of the concept of stability of the thing.
- A child's ability to sequentially arrange objects on the basis of only one dimension.
- The child understands many relative terms indicating the relationship.

Therefore, these qualities must be taken into account when using these activities.

Psychosocial segmentation:

This category emerged from within the fourth stage of growth and demands according to the theory of Erickson, a sense of sufficiency versus the feeling of inferiority (6-12 years), at this stage, develop the child skills necessary to participate in various activities Theselah or otherwise to become a productive individual capable of attainment and achievement If he achieves more than failure, he will develop a sense of sufficiency, otherwise he will feel inferior and develop a sense of inferiority.

Pedagogical division: This stage is called the late childhood stage (6-12 years), and it is also called the primary school stage. Hafgerst said about it, “It is the stage of learning motor skills and the skills necessary for reading, writing and arithmetic.” This stage is characterized by the following:

- The child is very mobile and active.
- It is the most appropriate stage for social normalization and instilling social and moral values.
- Learn to establish relationships with peers and bring harmony with them.
- Learn basic skills in reading, writing and arithmetic.
- The formation of conscience and standards of morals and values.
- At this stage, fear of school and teachers appears.
- B ratio of perception at this stage, increasing its ability to describe things and realize relationships spatial and motor.

For the concepts of growing concepts and ranging from simple to complex and from sensory to the abstract and concepts based on the self to the concepts most objective.

For the attention at the beginning of this stage is the ability of the child to the attention is limited in duration where no can focus for a period of long and can distribute his attention on topics multiple.

With regard to remembrance, the memory gradually grows, as remembrance based on understanding and perception replaces mechanical remembrance, and for thinking, his thinking grows from the physical sensory to the abstract thinking.

Second: Setting goals and standards :

The educational objectives are mentioned and divided into the six journals (remembering, understanding, applying, analyzing, synthesising, and evaluating) Figure (2) :

Shape (2)

Third: Selecting the appropriate educational materials and strategies:

The objectives of the software are graded according to Bloom's levels of classification of objectives, from cognitive to practical and then analysis.

Suggested strategies:

The single learning strategy.

2- Educational Scaffolding Strategy.

Fourth: Use of educational materials and media:

To achieve the behavioral goals that have been set and taking into account the characteristics of the learners, a computer program is designed to display images, shapes, motion films, videos and interactive elements to students, as they interact with the program using the mouse and image compression, and respond to the presented material. to the learner's response.

The program is broken down into small lessons so that each lesson serves a specific goal or skill:

1- Objective 1 or skill 1 ……

2- Objective 2 or skill 2. ……

3- Objective 3 or skill 3. ……

4- Objective 4 or skill 4. ……

The transition from one goal or skill to another is not done until all the previous skill or goal exercises have been solved correctly.

Teaching aids and tools required:

- PC.

Multimedia based educational software.

Fifth: Asking the learner to respond:

According to the single-learning strategy, the educational software requests responses, by using the dazzle display, where the basic shape is displayed in one corner of the screen, and the shape complements to be selected appear in the other side pulsating with voice directions.

Reinforcement: The software provides immediate visual and audio reinforcement following the user's response. The reinforcement is either positive or negative, the audio reinforcement is varied, and the visual reinforcement is constant in all software games.

Positive reinforcement: Positive reinforcement appears immediately after receiving the learner's response, as a smiling face appears in bright colors, accompanied by an appropriate sound, and then moves to a new stage in the goal or skill.

Negative reinforcement: Negative reinforcement also appears immediately after receiving the learner's response, as a sad face appears in dark colors, accompanied by an appropriate sound, the goal or skill is replayed in a different way as the places of the pictures or shapes to be chosen from are switched, and the learner's response to it is requested from New (using voice guidance). The move to another goal or skill is only made after answering correctly.

Sixth: Calendar and Review:

Evaluative questions are placed after each lesson to evaluate the lesson’s objectives or skills. The test is designed so that at the end of the test, a counter displays the number of correct answers and the number of wrong answers. By reviewing these results, the teacher judges the students’ performance and their acquisition of different skills.

2-3-2 Tests used:

- The agility test prepared by (Jawad, 2004)
- Balance test prepared by (Jawad, 2004)
- - The low-pitched test prepared by (Mahmoud 1999)
- Stability shooting test prepared by (Hamoudat, 1999)

2-3-3 Tools used

Cr data basket legal number (6), stopwatch, (6) Hoa_khas, (4) inhibitors, bar scale length of 10 meters, adhesive tape, whistle.

2-3-4 Statistical treatments:

(SPSSStatistical bag was used)

3- Presentation, analysis and discussion 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 Presentation of results showing the arithmetic means, standard deviations, standard error of the differences and the calculated (t) value between the pre and post tests of the experimental group in the research variables.

Table (2)

It shows the arithmetic means, standard deviations, standard error of the differences, and the calculated (t) value Between the pre and post tests of the experimental group in the research variables

totals		Variables	the exams	q q	p	standard error	Calculated t value	mistake percentage	indication
Experimental		agility	before me - after me	2.04	1.05	0.27	8.81	0.000	moral
		balance	before me - after me	2.27	0.88	0.23	9.93	0.000	moral
		The low chuck	before me - after me	2.73	2.19	0.56	4.84	0.000	moral
	The	Shooting from stability	before me - after me	2.47	0.64	0.17	14.93	0.000	moral

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

It is evident from Table (2) that there are significant differences between the pre and post tests of the experimental group in the research variables, as the error rate has reached (0.000), which is less than the significance level of 0.05.

3 - 2 display the results show circles and standard deviations, standard error of the differences and the value of (t) calculated between the pre and post tests of the Group of an officer in the research variables.

Table (3) it shows the arithmetic means, standard deviations, standard error of the differences, and the calculated (t) value

Between the pre and post tests of the control group in the research variables

totals		Variables	the exams	q q	p	standard error	Calculated t value	mistake percentage	indication
the officer		agility	before me - after me	8	0.94	0.2 4	3.29	0.00 5	moral
		balance	before me - after me	0.93	1.33	0.34	2.71	0.0 17	moral
		The low chuck	before me - after me	0.07	2.52	0.65	0.102	0. 920	insignificant
	The	Shooting from stability	before me - after me	0.87	0.74	0.1 9	4.52	0.000	moral

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

It can be seen from the table (3) shows that significant differences between tribal tests and dimensionality of the total of the officer in the search variables as the error rate stood at (0.000) which is less than the significance level of 0.05.

3-3 Presentation of the arithmetic means, standard deviations, the calculated t value and the type of significance for the experimental and control groups in the post-tests of the research variables

Table (4)

It shows the arithmetic means, standard deviations, the calculated t-value and the type of significance for the experimental and control groups in the post-tests of the research variables.

NS	Variables	Experimental		control		T value calculated	mistake percentage	indication
		s	p	s	p			
1	agility	17.93	1.16	19.67	0.72	4.9	0.00 0	moral
2	balance	5.87	0.99	4.33	1.23	3.75	0.0 01	moral
3	The low chuck	28.8	1.32	32.6	3.25	4.2	0. 000	moral
4	Shooting from stability	6.27	0.88	4.27	0.70	6.88	0.000	moral

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

Table (4) shows the arithmetic means, standard deviations, the calculated t-value and the type of significance for the experimental and control groups in the post-tests of the research variables. The error rate was (0.000) which is less than the significance level (0.05).

3- 4 to discuss the results of tests dimensionality for the two experimental and control variables Search

Demonstrated by the results presented in tables (2, 3, 4) that the experimental and control groups had achieved its goal of learning in terms of influence moral with no significant between the two groups differences, and attribute this researcher moral differences to the effectiveness of the units of the educational curriculum, which was applied to the group that studied Bonmozj Assyria and the addition of teaching this model of stages start analyzing characteristics of learners where the teacher with a to return to their records of academic health to find out what Ausbandounam problems then u place the educational goals and divided into six magazines (remembering, understanding, application, analysis, installation, calendar) then Appropriate educational materials and strategies are selected, and among these strategies is the individual learning strategy so that the student integrates with educational learning tasks commensurate with his needs, special abilities, and cognitive and mental levels, and aims to adapt and adapt learning. perfection under the supervision of the teacher is limited, and bearings strategy (scaffolding) educational, where enabling them to develop their knowledge and their knowledge of old urges Pace students and link between motor abilities (agility and balance) and basic offensive skills (low thumping and shooting from stability) and simplify the method of learning for easy performance as well as providing directions and instructions to help the student achieve his goal and help the student reduce the risk of injury and frustration when abilities are not learned Movement and skill, since the basketball game requires accuracy in performance and focus, and in the fourth stage, educational materials and media were used to achieve the behavioral goals that were set and taking into account the characteristics of the learners. With balance, agility, and the skills of low dribbling and shooting from stability in basketball, they interact with the software using the mouse and image compression, and respond to the presented material. The program provides positive and negative visual and audio responses and reinforcements according to the learner's response. As for the fifth stage, evaluation and review were carried out according to the single-learning strategy, where performance was evaluated through the tests set and errors that might occur, and the researcher attributes that the development that occurred was due to the planning and good organization of the educational units in order to serve the skills and the students' continuity and their commitment to receiving the educational units, and as indicated (Ibrahim,

2003) to "Ann Development and improvement Which Gets in a performance skills the basic No Come coincidence picture random what did not not over there Implementation of for curricula educational image regular and effective and surely be This is amazing Curriculum basing in a put it and its formulation to me Scientific foundations correct in a its composition and implement them to reach by education skill to goals Developed For his sake, as emphasized (Ibrahim, 2000), quoting from (William Clark), that the teacher is a designer of the learning environment, as he is the one who invents the educational systems, defines the objectives of the lesson, prepares educational and pedagogical situations, and estimates the strategy that the learner follows, so that interaction between him and the data of these educational situations takes place as well. The number of levels of performance to be achieved by the learner and the methods of performance evaluation, and this is confirmed by (Mahjoub, 1987) that movement develops through regular sports training as a result of the development of the mental and intellectual level and the development of physical and motor characteristics, in addition to the increase in the stock of motor experiences in the brain.

Conclusion

In light of the results of the study and discussion concludes the researcher follows, there is no significant effect model Assyria instructional design in learning some of the motor abilities and basic skills of offensive basketball for the class of the fifth primary

References

1. Abdel Hafeez, Ikhlas and Bahi, Mustafa Hussein ; Methods of scientific research and statistical analysis in the fields of educational and psychological sports, (Cairo, Al-Kitab Center for Publishing, 2000).
2. Abdel-Dayem, Mohamed Mahmoud and Hassanein, Mohamed Sobhi: Talking about basketball. Scientific and applied foundations – education – training – Measurement – selection –Law, (Arab Thought House, 2nd edition, 1999).
3. Ibrahim Adel, Zakia and others: Teaching Methods in Physical Education, Volume 1, i 1, (Alexandria, Al-Ishaa'a Technical Library and Press, 2000).
4. Ibrahim, Khalil: The effect of using the cooperative learning method in a training method in learning some basic skills in volleyball, doctoral thesis, (College of Physical Education and Sports Sciences, University of Baghdad, 2003).
5. Jawad, Ali Salloum ; Tests, Measurement and Statistics in the Mathematical Field, 1st Edition: (Al-Qadisiyah, Al-Taif for Printing, 2004).
6. Mahjoub, Wajeeh : Motor Development from Birth to Old Age, Volume 2, (Baghdad University, 1987).
7. Zahran, Hamed; The Science of Growth Growth : (Alam al-Kutub, Cairo, 1982).