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# The effect of using the interactive video accompanying the static training in learning some basic skills of a model school in squash

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***Abstract***

*Lately great interests have emerged to find educational alternatives to teach and improve motor skills according to modern educational methods that take into account individual differences and speed in learning for the learner through individual learning that the learner adopts by teaching himself by passing through various educational situations to acquire skills and information in the way he is The learner is the focus of the educational process and among these alternatives the interactive video, the researchers noted through the educational training units at the Model Squash School of the Central Union, and that most of the methods and methods used in learning basic skills take a lot of time in the educational program and do not involve the learner in the actual performance and depend entirely According to the performance techniques provided by the coach and that these methods do not take into account individual differences in mental abilities and skills and the extent of their reception of information in addition to the ages of these players that require the use of means of suspense in the process of teaching them to the ideal performance, from here came the research problem and try to find solutions through knowledge The effect of using interactive video accompanying lactation I am hard at learning some basic skills of a typical squash school. The most important goals are to identify the effect of using the interactive video accompanying the static training in learning some basic skills of the model school in squash.*

*The experimental method was used for its suitability and the nature of the research. The researchers chose the research sample in the deliberate manner in the manner of the experimental and control groups. The research community included a number of Squash Academy players for beginners with ages (13-15) years of (22) novice players and excluded players who are not committed to training and thus became the final research sample And their number (16) players and they sincerely represent the research community at a rate of (100%). They were divided into two groups in a random manner by (8) players for the experimental group and (8) players for the control group who were conducted the main experiment, the most important conclusions: The results proved that the style The interactive video accompanying the static training is suitable for learning some basic skills in squash, and this is what the results showed. The method of implementing the educational units used gave positive results in facilitating the process of learning the skills of front and back kick and transmission from both sides of the squash court.*

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***Keywords:*** *static training, interactive video, squash*

## I. Introduction and importance of the research:

Our world today is witnessing a great and rapid development in all areas of life, and both learning and teaching methods have enjoyed an abundant share of successes, which led to the accumulation of experiences and the growth of specializations as these successes were not coincidental, but rather the result of sound scientific planning and the use of various sciences and knowledge by many researchers, experts and specialists In this and other fields, to find the best educational methods and to make them successful for learning and improving various motor skills. Lately, great interests have emerged to find educational alternatives to teach and improve motor skills according to modern educational methods that take into account individual differences and speed in learning for the learner through individual learning that the learner adopts by teaching himself by passing through various educational situations to acquire skills and information in the manner that is In it the learner is the focus of the educational process, and among these alternatives is the interactive video, which was indicated by (Muhammad Rajab Muhammad Al-Shahat, 2003) that it combines the characteristics of both the video and the computer auxiliary tape for education, the audio and visual information presented in the video represents reality in a real representation, and can provide experiences and learn skills he cannot That the computer can do it on its own, and the computer also provides an interactive environment that is the ability of the learner to control his own step, the path he follows through the program, the information relay, and the computer's ability to provide an immediate return (feedback) to the learner's response. The use of a computer in education is an effective method in The educational process [(1)]. The interactive video is from the Modern Trends for Education Technology as the most important and modern educational tool, which is a system that combines the capabilities and characteristics of video and computer (computer) and depends on the interactive characteristics of the computer so that the video programs and computer programs are under the control of the learner, whether in operating or obtaining learning resources or choosing the required traces from the video clips Or sound, text, graphics, pictures, etc. [(2)].

Squash is one of the competitive individual games that is distinguished from the rest of the racquet games with excitement, suspense and speed in play as a result of the player's dealing with a racket and ball and a competing player inside the stadium, as this game is characterized by forcing its practitioners to continuous movement through the exchange of playing the ball and is characterized by direct challenge and requires Awakening, concern and correct expectation by the player to keep up with the opponent during the exchange of ball play [(3)] Mobility abilities occupy great importance in various games and the importance varies from one game to another, especially squash, which requires rapid movement and in various directions inside the stadium. The presence of the player with an opponent inside a court bordered by walls makes the competition between them great

(1) Muhammad Rajab Muhammad Al-Shahat; The effectiveness of using an interactive video program in developing the basic skills needed to operate and maintain some educational devices for students of educational technology: (Master Thesis, Cairo University / College of Education, Specialization in Educational Technology, 2003) pp. 2-3

(2)Muhammad AtiyahKhamis; Educational Technology Operations, 1st Edition, (Cairo, College House Library, 2003) p. 200

(3) Jamal El Shafei: Squash, the illustrated racket games series, 1st Edition (Cairo, Dar Al Fikr Al Arabi, 2001) p.5

and the winner in this competition is the player who focuses on The opponent's weaknesses by moving and directing the ball to areas far from the opponent's presence, thus earning points. Therefore, the importance of research lies in knowing the effect of using the interactive video accompanying the static training on learning some basic skills of a model school in squash.

**Research problem :**

Mastering basic skills in any sports game and learning skill performance is one of the most important goals that the educational process seeks after taking into consideration the level of the learners and the specific time for learning. These are all changing circumstances, as it became necessary to find new means and methods to confront these variables and thus the success of the process. The researchers noted that through the educational training units at the Model Squash School of the Central Union, most of the methods and methods used to learn basic skills take a lot of time in the educational program and do not involve the learner in the actual performance and depend entirely on what he provides The coach is from performance techniques and that these methods do not take into account the individual differences in mental abilities and skills and the extent of their reception of information in addition to the ages of these players that require the use of means of suspense in the process of teaching them to ideal performance, from here came the research problem and try to find solutions through knowing the effect of using video Interactive static training accompanying learning some basic skills Model School in Squash.

**research aims :**

Preparing a suggested educational program using the interactive video accompanying the static training in learning some basic skills of the model school in squash.

- Identify the effect of using the interactive video accompanying the static training in learning some basic skills of the model school in squash.

**Research hypotheses :**

The proposed educational program has an effect on learning some basic skills in squash.

- There are statistically significant differences between the pre and post test of the experimental and control groups, and in favor of the experimental group that uses the interactive video accompanying the static training.

- There are statistically significant differences between the post tests of the experimental and control groups and in favor of the experimental group that uses the interactive video accompanying the static training.

**The Human Domain:**Model School in Squash Players2019.

**Time domain:** from 6/8/2019 to 9/30/2019.

**Spatial domain:** Squash courts in the College of Physical Education and Sports Sciences / University of Baghdad.

**Interactive video**

The video Disk appeared in (1972), and spread to the markets of the United States of America in (1987) and in Warba (1982). Its applications were initially restricted to commercial animated films for domestic use. After the use of the digital system, the purity and clarity of the image increased. In the year (1982) the laser system was used in the computer, and it led to the emergence of compact discs (CD-RaM), so the capacity of the video disk increased and it became able to store more visual information than before. Then the CDs appeared. Interactive compact disc (CD-l), and it became available commercially since 1922, and then attempts to unite between video disk and hyper cards appeared that helped to store a still and moving image on a video disk. At the end of the eighties and the beginning of the nineties of the twentieth century, some interactive video projects began and its research, but it did not spread in schools due to the high price of the device and discs. pilot) and in the year (1999) a statistical report revealed that there were (30,000) thousand video disk systems used in education. In Britain, teachers and learners got acquainted with the possibilities of educational means for the first time through the interactive video disk project (domesday project), which is a large national project to collect information and various means about British schools and societies, and it was recorded on interactive CDs followed by the interactive video program in schools (IvIs) in the period from October (1985) to March (1987), in which it prepared 8 educational bags on various topics and two projects for in-service teacher training ().

**Previous studies**

The study of Ahmad YusefHamdan (2011)

The effectiveness of using interactive video to develop some deception skills in basketball among students of physical education and sports at Al-Aqsa University

A study of the joys of ThanounYounes (2012)

Video and its effect on learning and maintaining some rhythmic movements

## II. Research Methodology

The experimental approach was used for its suitability and the nature of the research, “where the experimental approach is the closest approach to research to solve problems using the scientific method. It is an attempt to control all the basic variables and factors except for one variable, where the researcher adapts or changes it in order to determine and measure its scientific impact” **(1)**.

**Research community and sample**

The sample "is the part that represents the community of origin or model that the researcher conducts a whole and the focus of his work on" **(2)**, as the researchers chose the research sample in the deliberate manner, using the experimental and control groups, and the research community included a number of Squash Academy players

([1])Nuri Ibrahim Al-Shawk, RafehSalehFathi Al-Kubaisi; Researchers Handbook for Writing Researches in Physical Education, (Baghdad, Baghdad Press, 2004) p. 85.
([2])WajihMahjoub: Methods and Methods of Scientific Research, 2nd Edition (Dar Al-Hikma Printing and Publishing, Baghdad, 1993), p. 310.

for beginners with ages (13-15) years of whom (22) a novice player and excluded the players who are not committed to training, and thus the final research sample of (16) players became a sincere representation of the research community at a rate of (100%) and they were divided into two groups randomly by (8) players for the experimental group and (8) players For the control group and those on whom the main experiment was conducted, where the researchers verified the equivalence of the two research groups in the search tests by using the law of (T) in the pre-tests, which proved that there were no significant differences since the error level was greater than (0.05), which indicates the absence Significant differences in the sense of parity of the research sample as in Table (1)

| Variables | Control group | | Experimental group | | Calculated value of T | Level of error | Significance |
|---|---|---|---|---|---|---|---|
| | s- | H+ | s- | H+ | | | |
| Forward strike accuracy<br>Backhand Accuracy | 34.37 | 1.06 | 34.12 | 0.83 | 0.52 | 0.607 | Random |
| Foot movements ) Footwork (During (30 (Tha in squash<br>Transmission accuracy from the right square in Squash | 31.37 | 1.06 | 31.12 | 0.99 | 0.48 | 0.630 | Random |
| Transmission accuracy from the left box in Squash<br>Forward strike accuracy | 8.13 | 0.19 | 8.12 | 0.21 | 0.051 | 0.096 | Random |
| Backhand Accuracy<br>Foot movements ) Footwork (During (30 (Tha in squash | 22.00 | 0.92 | 21.25 | 0.46 | 2.04 | 0.067 | Random |
| Transmission accuracy from the right square in Squash | 20.00 | 0.53 | 19.62 | 0.74 | 1.15 | 0.082 | Random |
| Under the degree of freedom (7), the level of significance(0.05)> | | | | | | | |

**At a degree of freedom ( 15 ) and below the level of significance(0.05)**

**Devices and tools used and means of gathering information**

**Table ( 1 )**

**Shows the arithmetic mean, standard deviations , and value(T)The calculated and statistical significance of the two groups of experimental and control research in the pre-tests.**

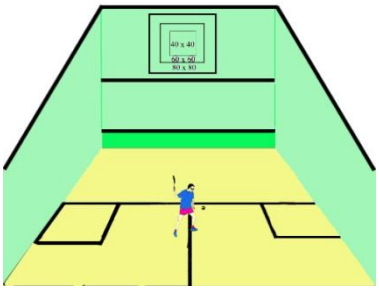
Ball supply device .Device DataShow)Wall viewer .(Racket squash type Tknoveiber 125 g number(20) .(Balls of E .Squash twoyellow Dunlop number (20) .(Squash courts ,number (6) .(Stopwatch . Metal metric tape measure50) m .(Functions, signs and regulatory numbers .Portable computer ) DellOrigin is Chinese . Personal interviews . Arab and foreign sources .Tests and measurements.

**Exploratory experience**

The exploratory experiment was conducted on a sample of (5) players from outside the research sample for beginners with ages (15-15) for squash, and its purpose is to obtain results and information to benefit from during the main experiment , as the exploratory experiment was conducted on how to apply the tests on the playgrounds of the College of Education Physical and Sports Science \ Jadiriyah three o'clock pm and with the help of team Assistant (*) and so on the SAT corresponding to , 9 201/6/ 8 and the t body setups and tools for the purpose of identifying the pros and cons that accompany the performance of the player junior and diagnose errors that It could happen during their performance.

**Determine search tests**

**First :Test the accuracy of performing a straight forward kick in squash(1)**



**Purpose of the test: To** measure the accuracy of the front kick performance of a squash

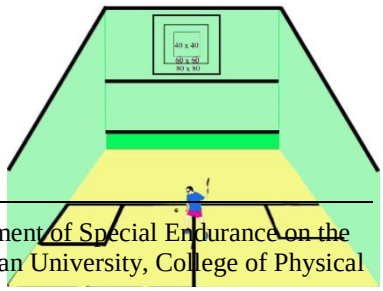
**Tools used :**squash racket, squash ball, three overlapping squares of 40 lengthx 40cm, 60x 60cm, 80x 80cm is drawn on the transmitter line in the front wall.

**Performance specifications :**The laboratory stands behind a line of length 1 meter in width of the playing field and is 7.09 meters from the front wall. When giving the start signal, the tester drops the ball and after it bounces off the ground, the tester hits it against the front racket towards the three squares.

**Conditions :**The tester is given three attempts, all strikes are taken against the racket and performed behind the line.

Scoring **:** Score (3) points in case of hitting square (1), score (2) points in case of hitting square (2) scoring for the tester (1) point in case of hitting square (3), and scoring for the tester zero in case of not hitting the three squares The tester scores an average score of (3) attempts, i.e. a great degree (48).

**Second :Test the accuracy of the backhand kick in squash(2)**

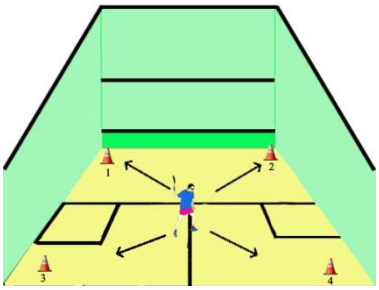


**Purpose of the test: To** measure the accuracy of the front kick performance of a squash

(1) Mustafa Ahmed Mustafa Abdullah: The Impact of a Program for the Development of Special Endurance on the Level of Physical and Skills Performance of Squash Players, Master Thesis, Helwan University, College of Physical Education, 2001, pp. 149-150.
(2) Mustafa Ahmed Mustafa Abdullah: A previously mentioned source, 150-151.

**Performance specifications: the** same specifications and conditions as the previous test, except for the tester hitting the ball with the back of the club in the direction of the three squares.

**Third: Test the speed of moving to the corners of the playing field within ( 30 ) seconds** [1]

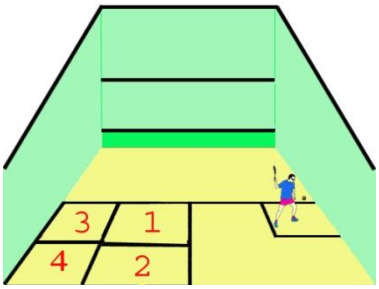



**The purpose of the test** : measuring Hrahh men) Foot Work (To the four corners during ( 30 ) seconds**.**

**Scoring points :**The number of times you move to the corners of the field is calculated within 30 seconds

.

**Fourth : Test the transmission from the right squash box(**[2]**)**




**The purpose of the test: to** measure the accuracy of the service from the right side of the field.

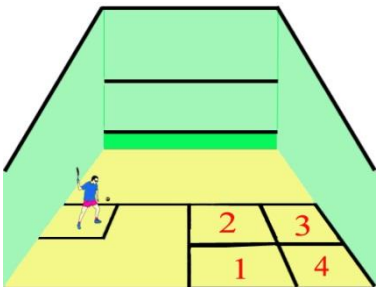
**Test Procedures :**The test is conducted on a legal squash court using squash rackets, squash balls and a registration form, as the right side of the back court is divided into 4 zones, each measuring area (1.60)m.

Performance specifications **:**The test includes the laboratory to be tested standing in the right transmitter box, as the laboratory stands the correct position for the transmission, and after explaining the test, the tester gives ( 8 )attempts to each player, and when giving the signal, the tester sends the ball towards the goal through the balls placed in the basket , and the test is required The transmission must be valid.

**Scoring : Points** are calculated for each valid service as follows:

(4) -Points if the ball touches square (3) . 4 Points if the ball touches square (2) . 3 Points if the ball touches square (1) . 2 A point if the ball touches square 1 .Zero if it is outside the drawn limits.

**Fifth : Test the transmission from the left squash box** [3]




**The purpose of the test: the** accuracy of the performance of the transmitter from the left side of the stadium

**Test procedures: The** same procedures as the previous test, but the service is from the left side of the field.

(1) Ali Jihad Ramadan: The Impact of a Proposed Training Curriculum on Developing the Most Important Schematic Techniques and Aerobic and Anaerobic Capabilities for Squash Players at the Ages (19-17) Years, PhD Thesis, College of Physical Education, University of Baghdad, 2005, p. 49.
(2)Ahmed Adel Ahmed: The Effectiveness of Using Specific Exercises to Learn Some Squash Skills for Beginners, Master Thesis, Mansoura University, College of Physical Education, 2009, p. 136.
(3) Ahmed Adel Ahmed: The previous source, 2009, p. 137.

**Pre-tests:**

Was applied testing machine skills tribal members of the sample after the completion determine the most important tests of physiological and physical abilities and skill - based search in the day two corresponding to 2019/ 6 / 10 at exactly at the third afternoon on the courts of squash in the College of Physical Education and Sports Science / Baghdad University.

**The main experience**

The vocabulary of the main experiment was applied through the use of the interactive video accompanying the static training in learning some basic skills of the model school in squash , which are applied to the research sample and the researcher may take into account the level of the junior player by focusing on explaining the theoretical vocabulary and the correct basic steps to implement the skill as well as explain the most important Common mistakes when implementing some basic skills in squash , to start implementing practical and applied lessons. The number of educational units was 24 units distributed over 8 weeks, up to 3 educational units per week for the days) the Saturday , the Monday , the Wednesday ,( where the implementation of the educational units began on the day of wednesday day on 2019 \ 6 \ 12 and finished the curriculum of education on the wednesday 19 20/ 8 / 7 through the use of video and interactive accompanying training hard for experimental research sample in the courts of squash in the College of Physical Education and Sports Science / Baghdad University.

**Dimensional tests:**

All special circumstances adjust the testing of dimensionality and taking into account all the procedures carried out by the researcher Thein in the implementation of tribal tests and determine the same period and the same staff assistant to carry out procedures for tests dimensionality to move away from the circumstances of chance affecting the results of the post tests after the completion of the main experiment on the research sample in order in on the SAT corresponding to 19 20/ 9 / 10 at the third afternoon on the courts of squash in the College of Physical Education and Sports Science / Baghdad University.

**Statistical means:**

The statistical bag was approved (spss) In extracting the statistical results.

**Presenting and analyzing the results of the pre and post test for the control group for the search tests and discussing them**

**Table (2)**

**The table shows the circles calculation and a deviations of standard and values(T)The calculated and tabular between the pre and post tests for the control group**

**Presentation and analysis of the pre and post test results of the experimental group for the search tests and discussing them**

| Variables | the test | s- | + | F. | H | Calculated value of T | Level of error | Significance |
|---|---|---|---|---|---|---|---|---|
| Precision forehand in squash | Pre-test | 34.12 | 83. | 75. | 31. | 2.39 | 0.048 | Significant |
| | Post-test | 34.87 | 64. | | | | | |
| Precision of backhand in squash | Pre-test | 31.12 | 99. | 75. | 16. | 4.58 | 0.003 | Significant |
| | Post-test | 31.87 | 98. | | | | | |
| Performing foot Footwork During (30)s in squash | Pre-test | 8.12 | .21 | .16 | .045 | 3.668 | 0.010 | Significant |
| | Post-test | 8.29 | .22 | | | | | |
| Transmission accuracy from the right box Sirve in Squash | Pre-test | 21.25 | 46. | 87. | 29. | 6.35 | 0.000 | Significant |
| | Post-test | 23.12 | 83. | | | | | |
| Transmission accuracy from the left boxSirve in Squash | Pre-test | 19.62 | 74. | 87. | 22. | 8.27 | 0.001 | Significant |
| | Post-test | 21.50 | 53. | | | | | |
| • Under the degree of freedom (7), the level of significance(0.05)> | | | | | | | | |

**Table (3)**

**The table shows the circles calculation and a deviations of standard and values(T) The calculated and tabular between the pre and post tests of the experimental group**

| Variables | the test | s- | + | F. | H | Calculated value of T | Level of error | Significance |
|---|---|---|---|---|---|---|---|---|
| Precision forehand in squash | Pre-test | 34.37 | 06. | 13. | 52. | 4.12 | 0.004 | Significant |
| | Post-test | 36.50 | 07. | | | | | |
| Precision of backhand in squash | Pre-test | 31.37 | 06. | 75. | 41. | 4.24 | 0.004 | Significant |
| | Post-test | 33.12 | 83. | | | | | |
| Performing foot Footwork During (30)s in squash | Pre-test | 8.13 | .19 | .57 | .051 | 11.08 | 0.000 | Significant |
| | Post-test | 8.70 | .11 | | | | | |
| Transmission accuracy from the right box Sirve in Squash | Pre-test | 22.00 | 92. | 62. | 18. | 14.34 | 0.000 | Significant |
| | Post-test | 24.62 | 91. | | | | | |
| Transmission accuracy from the left boxSirve in Squash | Pre-test | 20.00 | 53. | 37. | 18. | 12.97 | 0.000 | Significant |
| | Post-test | 22.37 | 51. | | | | | |
| • Under the degree of freedom (7), the level of significance(0.05)> | | | | | | | | |

**supply and analysis of the results of meta - tests for the two sets of search control and experimental tests for research and discussion**

**Table (4)**

**The table shows the circles calculation and a deviations of standard and values(T) Between the dimensional tests**

| Variables | Control group | | Experimental group | | F. | Calculated value of T | Level of error | Significance |
|---|---|---|---|---|---|---|---|---|
| | s - | + | - | + | | | | |
| Precision forehand in squash | 3 4.87 | 64. | 6.50 | 06. | 30. | 3.68 | 0.00 2 | Significant |
| Precision of backhand in squash | 3 1.87 | 99. | 3.12 | 83. | 22. | 2.72 | 0.01 6 | Significant |
| Performing foot Footwork During (30)s in squash | 8 .29 | .22 | .70 | .11 | 41. | 3.50 9 | 0.00 4 | Significant |
| Transmission accuracy from the right box Sirve in Squash | 2 3.12 | 83. | 4.62 | 91. | 06. | 3.42 | 0.00 4 | Significant |
| Transmission accuracy from the left box Sirve in Squash | 2 1.50 | 53. | 2.37 | 51. | 46. | 3.32 | 0.00 5 | Significant |
| Under the degree of freedom (7), the level of significance(0.05)> | | | | | | | | |

**Discussing the test results for the control and experimental groups**

In the light of the statistical results received by the grandfather a well (4) (3) ( 2 ) which showed about a difference y data statistically significant differences between the results of pre and post tests for the benefit of the test posttest for the two sets of research which showed significant differences in favor of the experimental group ) interactive video ( associated With static training ,as the application method differs for the experimental group from the control group in the routine educational units , where the experimental group used the interactive video technique to learn technical skills , front and back strokes, sending and foot movements footwork (And that

led the experimental group to achieve the net results of learning better in the post tests than for the control group ,which used the method of the routine practice of education ,attributed the Alba urged the yen reason for this to the effectiveness of the program circu Lemme the one who n applied to the total of the trial of and includes e of a view characteristic of the material that any educational use ) interactive video ( had a clear impact in this for Meet the blood in the process of learning this skill of . As the content of the presentation of material the education of my making the player interacts with the skill under study as the accuracy of video wa images serial written and texts that appear during the interactive video display t Tih player identify parts of the skills and knowledge of the points difficult it , which led to the speed of learning they Lhz e pain Har of the acquisition of compatibility initial necessary for the performance of the right as a n use of appropriate means teaching in learning the m basic skills in the game of squash in a Ammar early any appropriate age these to learn the skills help the learner to understand the a minute penalty skill and that helps the discovery of a technical impropriety that may be committed by a praise learning e especially in the stages of learning of a guardian ,and this was confirmed by ( WissamTawfiqHammadi al - Bayati (2005 , ) create all conditions and a atmospheres of appropriate education with E .income of modern technology and employing them in the process of learning skills Sports j k and n has not a great impact and E .positively in the evolution of the learning process. [(1)]

The results showed the effectiveness of the program of education which was applied to a group of group control because the interactive video lead to the integration of the learner with the material to be taught , including addition of skills and perfect performance had a no impact clearly in the process of learning to sample experimental research as that of " interaction property Video The computer has the strong ability to carry the learner's opinions and transmit his various expressions and responses, and this characteristic is not available in the video device, and that the connection between these two technologies means the power that can be happy in the availability of a rich educational environment for learners , [(2)] " .and it adds both the ) Gina Wlsker (In this regard " ,the interaction of learners with each other supports learning and raise their level of education" [(3)] . It can be said that interactive video is a powerful and practical method for individual, personal or independent learning . And his The consistent with what knew (Mahdi Mahmoud, 2002) that the interactive video " system for individual education produced by the roller with a random access connection by environment was able to integrate the stored television material on video tape or disc with computer educational programs offered mediated by computer. [(4)] " As to increase the possibility of learning some skills and mastery requires the teacher to use the introduction of the means appointed in his way that saves time spent and effort by the learner and the teacher as

(1) TawfiqHammadi Al-Bayati Medal; The Effect of a Computer Approach in Teaching the Skill and Cognitive Performance of Some Basic Skills in Football (Unpublished Master Thesis, University of Babylon / College of Physical Education, 2005) p.53.
(2) Muhammad Mahdi Muhammad Embarak; The Effect of Using Interactive Video on Acquiring and Preserving the Art of Performing the Two Olympic Racks (Unpublished Master Thesis, University of Mosul / College of Physical Education, 2013) p.18
(3) Gina Wlsker& Sally Brown : Enabling Student Learning Systems Strategis, London, Kogan, Pase, 182, 1996 .p.39.
(4) Mahdi Mahmoud Salem; Technologies and means of education, i 1 (Cairo, Arab Thought House, 2002) p. 131.

well as "that her based on the involvement of some of the senses in the learning process, leading to the consolidation and deepening " [(1)] .

As well as Than It provides The curriculum Educational using )Interactive video) from climate educational good Lets up For students Understanding and assimilating knowledge And information Own Skills better, As Methods Display About Tech Road (interactive video( Methods Attractive And passionate Easy, That is hard Display it Style The educational approach , confirmed by (Ahmad YusefHamdan, 2012 (that "The interactive video gives students the opportunity to control and positive participation and allows taking into account the capabilities of the learner in learning those skills ,and that the interactive video has a visual effect that makes learning more attractive to students when watching students the best and only many distinguished in the performance of those skills , [(2)] " and the effective impact of the educational program goal using interactive video Sucking Ahh by training hard , as the interactive video application has a significant role in the education section provides duties and clarifications and information visual and audio give for the player full kinetic visualization of each skill and mention ) Jamal Saleh (1991 ,that " whenever the student possessed sufficient information about the nature of his performance early in advance of increased opportunity to correct performance. [(3)] "

## III. Conclusions

- The interactive video was effective in learning some basic skills in squash for the research sample.
- The results proved that the interactive video style accompanying the static training is suitable for learning some basic skills in squash, and this is what the results showed.
- The experimental group showed a preference in arithmetic settings over experimental ones as a result of using interactive video accompanying the static training better than the traditional method.
- The interactive video style accompanying the static training is one of the appropriate methods for teaching the basic skills of the game of squash as it takes into account individual differences in learning.
- Educational units balanced and hard of using frequencies in accordance with the specified time helped to improve the level of performance of some basic skills in squash.
- The method of implementing the educational units used gave positive returns in facilitating the process of learning the skills of front and backhand and serve on both sides of the squash court.

(1) Maher Ismail Youssef; Introduction to Learning Technology, 2nd Edition, (Amman, Dar Al-Fikr, 1998), p.8
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## IV. Recommendations

- Use the interactive video to learn some basic squash skills.
- The use of modern and innovative devices and means in learning novice players and avoiding routine exercises.
- Conducting similar studies to find out the effect of using interactive video with other classifications of scheduling other than static training on learning.
- Conducting similar studies for the purpose of subjecting Austin's direct and indirect methods to experimentation on samples of different school levels.
- Other studies using the images interaction yeh fixed and mobile in the game of squash.
- Using the interactive video accompanying the static training cuts the time and effort to learn basic skills in the game of squash.

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