

# The Effect of the Overlapping Teaching Style (Prince and Training) On the Performance of Some Free Skills in Rhythmic Gymnastics for Female Students Aged (13-14) Years in Baghdad Governorate

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## **Abstract**

*The overlap in the teaching methods used in a single educational unit through a set of teaching methods and access to the application of a coherent educational method (leadership and training), which is one of the renewed cases in teaching some free skills in rhythmic gymnastics, through the synthesis and overlap between two diverse styles of effective teaching methods In learning, which aims at discipline, control and accuracy, as well as increasing the number of iterative attempts and the student's participation in giving educational behavioral decisions in the contents of education. In line with some free skills in rhythmic housing for students from (13-14) years old in Baghdad governorate, and the importance of the research lies in being an experimental attempt by the researcher to introduce a new teaching method through merging and overlapping. Two methods of teaching with one teaching style, which is the overlap of teaching method (prince and training). The research aims to:*

- *Learn about the effect of using the multidisciplinary teaching method (prince and training) on improving the performance of some free skills in rhythmic gymnastics for female students (13-14) years old in Baghdad governorate.*

- *As for imposing research, it is*

- *There are statistically significant differences in the teaching method for interoperability (orientation and training) in free skills in the rhythmic and pre-posterior body tests in favor of the post test.*

*The sample represented (24) female students of the second intermediate grade in Baghdad governorate, and the research included the application of (4) free skills in rhythmic gymnastics, and after completing the application of the teaching method (leadership and training), the data were processed statistically and the results were interpreted and discussed, and the results were reached. The following conclusions*

1. *The emergence of statistically significant differences between the results of the pretest and the post test in (a sliding step with a jump step (step by step) in favor of the post test.*

2. *The emergence of statistically significant differences between the results of the pre and post tests in (jumping and marital upbringing) in favor of the post test.*

3. *The emergence of statistically significant differences between the results of the two pre and post tests in (the three step front (front waltz) and in favor of the post test.*

4. *The emergence of statistically significant differences between the results of the pre and post test on the (front scale) and in favor of the post test.*

***As for the recommendations, they were***

1. *The use of an interlocking teaching method (leadership and training) in teaching and learning other skills in rhythmic gymnastics that has not been addressed in the current study for female students (13-14) years old.*

2. *Teacher counter by holding training courses to clarify the importance of using the teaching method for interoperability (orientation and training) in teaching and learning activities, and individual and group games skills in the physical education lesson instead of the traditional method of teaching.*

3. *Conducting a similar study for the same proposed teaching method to develop the mental, physical and motor capabilities that were addressed in the current study and for students of both sexes.*

**Keywords:** *Teaching Methods, Leadership, Training, Control and accuracy, Merging and nesting*

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### ***Definition of the research***

#### **Introduction and Importance of Research**

The scientific progress that was achieved in sport in the world did not come by accident, but rather by relying on methods of teaching, education and training on sound scientific foundations, in all differential and individual games. As teaching methods are the primary source for educational sciences, as they are considered effective teaching methods and a means to achieve educational goals because of their positive effects on the nature of students' thinking and increasing their academic achievement, and vice versa, not using them effectively. The techniques degrade students' performance, which reduces their academic achievement. Teaching according to the method used to introduce rhythmic gymnastics to female students, according to the level of the learner and her role in the educational process. Since the school is the educational institution that deals with the fields of education for individuals in the community, the physical education lesson has become the circle that complements the school curriculum and that provides students with experiences to practice sports activities and works to improve the movement performance of students and their acquisition of basic skills through exercises and games practiced by female students, as well as it is the case with the overlap in the teaching methods used in one educational unit through a combination of teaching methods and access to the application of the teaching method (command and training), which is one of the renewed cases in teaching some free skills in rhythmic gymnastics, through the synthesis and overlap between two varied methods Oslap teaching effective learning that aims at discipline, control and accuracy, as well as an increase in the number of repetition attempts and participation of the student in making decisions to act vioral education in the content of education, in line with some free skills for body rhythms for students aged (13-14) in Baghdad governorate, the fact that Rhythmic gymnastics is one of the competitive singles games with skills that have multiple and complex moves as they are practiced from By using various tools such as person, tape, rope, hoop and ball. The importance of research as an attempt by the researcher to provide a new educational method and the product of a scientific service to researchers and professors through the integration of the method of overlapping teaching that teaches someone to me is the method of reciprocal teaching (directive and training in order to obtain the final results for its benefit by all workers in the field of rhythmic teaching in the Faculties of Physical Education And sports science in Iraqi universities.

#### **Research Problem**

The educational process needs analytical procedures and occasional diagnoses, and not other in its methods, corrections, and means that Direseh, and from this perspective, researchers and specialists are on top of them. In terms of sasyate and rules, taking into account the individual differences between the learners, one of the main objectives of the proper planning of the educational process. The learners do not differ in the stages of learning. Therefore, the choice of T. Oluyemi method must suitably meet the needs of the learner and lead to unleash their potential. Rhythmic gymnastics is the traditional method used that depends on the teacher's overall experience, and although it is a way to benefit the learner, innovation is required in order not to raise the level of the educational process by finding alternative teaching methods that reach E. Le e le. Education is preferable, so it is classified as a researcher. T of working on the overlap of some teaching methods and reaching a new method for teaching Yep, and a teaching method for interoperability (directive and training) and their practical application in education, free skills for the age of body rhythms for students (13-14) in Baghdad governorate.

#### **Research Objective**

Identify the effect of using a multidisciplinary teaching method (prince and training) on improving the performance of some free skills in rhythmic gymnastics for female students (13-14) years old in Baghdad governorate.

#### **Imposing research**

There are significant differences in the teaching method of interoperability (mandatory and training) of their skills. T. Free body regularity in pre-tests and dimensional tests in favor of post-test.

#### **Research areas**

**The human domain:** Female students of the second intermediate grade in Dijla High School for Girls (13-14) years old in Baghdad / Rusafa 2

**Spatial area:** the outer yard and the Degla Secondary School for Girls.

**Field time:** 2/4/2019 9 until 5/14/2019 9 PM.

Research methodology and field procedures

#### **Research Methodology**

The methods of scientific research are “that determine the scientific method that the researcher follows, as it is the primary tool for collecting information, imposing hypotheses, setting goals to solve the problem and arriving at it” (2: 1985: 407). Therefore, the researcher used T for the experimental approach to suitability of goals and hypotheses.

### **The research sample**

The research community i does not qualify for the second intermediate grade in the Dijla Girls High School and Rusafa Education 2 Baghdad governorate for the academic year 2018-2019 9 A.D. A sample of (24) students representing people (B) and (6) students represent an exploratory sample. Students who were not physically fit or sedentary were also excluded.

### **Data collection methods, devices and tools**

The researcher used T tools and aids as follows: (Arab and foreign references, international information network (internet), tests and measurements, personal interviews, questionnaires to assess the level of performance of the skill in rhythm of the body for free skills. Plastic No. 1, No. 2 chair, 1 transverse scale number, Vdioah No. 1 camera, Casio xi 3920 manual calculator, statistical methods)

### **Determination of skill tests in rhythmic gymnastics**

The researcher selected (4) free skills from rhythmic gymnastics skills, which include a set of basic movements (jumps, slides, balance and steps) that fall within the international law of rhythmic gymnastics (2003: 1), and the candidate skills. Hmm (2009: 3: 65-67):

1. A sliding step with a gradual jump (sliding step): It is accomplished by moving the body by moving one of the legs, followed by the other leg, and it consists of three types (front, side, and back slider).
2. Combining the jump to raise the doubles: a full fitness jump with the two men joining together and the two men guiding.
3. Triple front step (Waltz front): It is a transfer to move the body in front of a wide step and then on the tips of the small two-step fingers and perform this step in front and behind a with rotation.
4. The front scale: The metatarsal of the front foot is balanced, while the back foot is raised and extended horizontally with the ground, as the body weight falls on the focal instep and on the back muscles.

### **Of the exploratory experience**

Although the body's rhythm of free skills enjoys high coefficient health and high reliability, the researcher conducted a survey on (6) students of the second grade secondary average in Tigris for girls and outside the boundaries of the sample work. Skill tests, body rhythm, in addition to one educational unit on 7/2/2019 at nine in the morning in the school yard, and the aim of the experiment was:

- Identify expected difficulties in implementation.
- Find out how long it takes to perform each freestyle skill with rhythmic gymnastics.
- Knowing the validity and adequacy of the devices and tools used.
- Make sure the program is valid for the application.
- Ensure the location of the test and its suitability to implement the free skills of rhythmic gymnastics.
- Knowing the adequacy of the assisting work team.
- Ensure that the sample understands and understands how to perform the free skills of rhythmic gymnastics.

And through conducting the exploratory experiment, the researcher made sure of the validity of the free skills in rhythmic gymnastics as well as the students' understanding and understanding of the educational unit in addition to the adequacy of the support team.

### **Test data tribal of**

The researcher conducted pre-tests for tests of body rhythm skills for female students of the second intermediate grade at Dijla High School for girls from the age of (13-14) years and their number (24) students. All body rhythm skill tests were filmed. It consists of (step piste with Prance step (step piste), double jumping and progression, waltz front, and frontal balance) for performance evaluation by experts when each class is given a skill.

### **President's experience**

The researcher developed an educational program for free skills in rhythmic gymnastics according to the interlocking teaching method (leadership and training) proposed by the researcher, and a model for this program was presented to specialists in teaching methods and rhythmic aesthetics for the purpose of expressing them. Opinions and opinions about the program and after taking their notes were approved. The validity of the program is applicable, so it used to

start teaching the curriculum 3/3/2019 until the end of 5/5/2019, and down (8) weeks with Talimitan Weekly A units, and it takes one (30) minutes to be applied to (16) educational units in The time amounted to (480) minutes, and a committee of professors specialized in rhythmic gymnastics was used to evaluate the movement performance of the sample for a period. The educational units were determined and distributed in the educational curricula according to the approved weekly schedule approved by the school administration (only two units). Each educational unit includes a plan describing the work to be done, identifying it and distributing it in the sequence stages with the least effort and time possible to achieve the desired goal, knowing that the approach was applied by the school of physical education in the school under the supervision of a researcher for the period of application and implementation of the curriculum within the studied sport. The researcher also divided the educational unit into the unit's three sections, namely:

1. The Preparatory Department: It lasts (10) minutes, in the style of leadership, where the full responsibility falls on the subject in terms of heating, as well as preparing the body to reach the students. And their ability to apply the vocabulary of the curriculum.
2. The main section: duration of 30 minutes and divided into two parts. (I) Tutorial, duration of (10) minutes. Here the teaching method is used by the school, and (the second) is training and its duration is (20) where students apply free skills with rhythmic anesthesia and perform them individually, and here the school controls times, repetitions and times during which students are trained and here the training method is used.
3. The final section: Its duration is (5) minutes and includes an entertaining game, a contest, or conducting calm and relaxation exercises.

### Tests of dimensionality

The subsequent tests were conducted after completing the implementation of the educational program on May 6, 2019, and the researcher followed the same method that she used in the preliminary tests and in cooperation with the auxiliary work team with the same spatial and temporal conditions. Circumstances.

### Statistical laws

The ready-made software system (IBM SPSS Statistics Ver25) was used to extract the following: (arithmetic mean, standard deviation, and test) T. test for restricted non-independent samples, Kolmogorov-Smirnov test, TestShapiro-Wilk)

### Presentation, analysis and discussion of results

Presentation and discussion of test results T test of free skills with rhythmic gymnastics in the pre and post tests:

Before starting the statistical treatments, the researcher made a (normal) test as shown in Table No. (1) where it was observed that all values of the significance level Sig (for all free skills with rhythmic gymnastics) in J test (Kolmogorov-Smirnov) and (Shapiro-) WilkIt is greater than the certified level of significance (0.05) indicating that the data follow a normal distribution, so the researcher should use variable tests.

Table (1) Rate all free skills using your own rhythmic gymnastics in my test (Kolmogorov-Smirnov) and (Shapiro-Wilk)

Shapiro- Wilk			Kolmogorov-Smirnov			Free skills in rhythmic Balmnstak	No.
Sig	Df	Statistic	Sig	Df	Statistic		
7 8 0.0	24	814 .0	235 .0	24	0.240	Glide step with step jump ( glide step)	1
613 .0	24	843 .0	229 .0	24	12 0.2	Jumping included a doubles and advancement	2
551 .0	24	728 .0	094 .0	24	67 0.1	Front Triple Step ( Front Waltz)	3
693 .0	24	833 .0	11 0.2	24	162 .0	Front scales	4

Given that the sample follows the distribution, the natural researcher used the (T. test) test for non-independent coherent samples to find out the significant differences between the pre and post tests in some free skills in rhythmic citizenship. Students from the age of (13-14) years as shown in Table (2) and Figures (1, 2, 3, and 4) and it is clear

from the table that all the variables were of significant significance in favor of the message. - The test, considering that all values of the calculated significance level (Sig) are less than the value of the approved level of significance of 0.05.

Table 2( Arithmetic means, standard deviations, and (t) value computed for the pre and post tests in free skills in rhythmic gymnastics

indication	Sig	Value ( v)	A H <sup>2</sup> P	Mug	Post test		The pretest		Variables	No.
					P	s	P	s		
moral	0.002	48.484	0.110	5.352 -	0.410	7.612	0.389	2.259	Glide step with step jump ( glide step)	1
moral	0.000	25.190	0.212	5.353 -	0.820	7.250	0.405	1.896	Bandic jumping and marital advancement	2
moral	0.000	28.998	0.205	5,950 -	0.680	7.216	0.379	1.266	Front Triple Step ( Front Waltz)	3
moral	0.001	66.016	0.086	5.681 -	0.586	7.753	0.397	2.071	Front scales	4

### Discuss the results

Through the results obtained in Table (2), it is evident that there is an improvement in the skills performance of students in all free skills in the rhythmic sense of the subject of study and in favor of the post-test, and thus the imposition of the research was achieved. In the test (the sliding step with the step (the sliding step) figure (1)), the researcher sees that the effectiveness of the new method used in this research has attracted students to apply the lesson paragraphs and apply the free one. The skills of rhythmic gymnastics as well as they practiced a new method that was not familiar to them, and this is consistent with what they indicated (Ali Al-Dairi and Ahmad Al-Batayneh: 1987). Giving the student a good opportunity to share information with the teacher determines the skill that he applies personally "(1987: 71: 6) and also agrees with what he (Muhammad Mahmoud: 1999) pointed out, "When the curriculum is implemented effectively, the student's overall performance improves a lot, and then Students can get additional benefit from the development. New teaching on how to learn skills "(1999: 9: 64). And also agrees with what he said (Zafer Hashem: 2002), "Of the natural phenomena of the learning process, there should be an improvement in learning as long as the teacher follows the steps of the sound foundations of learning and teaching. (2002: 5: 102) As for the test (occasional jumping and marital advancement) Figure (2), the researcher believes that the feature of increasing the duration of the skill practice, the intensity of the number of exercise attempts and an increase in the number of repetitions are among the features evident in the proposed method during the educational performance unit. It leads to the development and development of the achievement of that skill that gave the students the appropriate time to practice it with more time and that the conclusion is consistent with what he indicated (Qasim Hassan: 1980), "The high level of achievement is directly related to the time used for performance" (1980: 25: 8) It also agrees with what was stated (SchmidT, A. Richard, Craig A. Weisberg: 2000) "The teacher should encourage the learners to perform as many exercise attempts as possible" (2000: 11: 206). The front waltz (Fig. 3), the researcher considers that the method of education contains the enjoyable way in which he participates Through the regular lesson, you make the students in a state of constant movement during, in addition to responding to each lesson from the students who are directly related by referring to the command granted by the school, in the method of training, there is time for the student to train in the skill after determining the time to start each exercise, the rhythm and the motor weight In performance, this is consistent with what he said (Ziad Salem: 2006) according to (Mosston: 1981) "The time factor is a fundamental factor in both the skill of learning and the decision-making process. es "(2009: 4:52) In the (frontal balance) test, Fig. (4) The researcher believes that the aesthetic movement gave students the desire for their performance and was repeated in more than one form and related to the movement. One of the weapons to control the performance of movement and mastery of it, as the positive aspects of the method of reciprocal teaching (orientation and training) applied in the study gave the student a greater role as the focus of the educational process and has the ability. To assume responsibility, various exercises and activities, and the relative repetition that each skill, desire, and willingness of the student had that had a great impact on the speed of learning the skill, and this is consistent with what she indicated (Inaya Muhammad: 1998) "Participation with the teacher in making positive decisions contributes to improving the behavior and level of students. Therefore, it is recommended to give

responsibility gradually (1998: 7: 188). It also agrees with what I said (Magda Ibrahim: 1995), “One of the most important principles of good learning is the opportunity for the student to be responsible for learning and evaluation of his performance, which makes him more effective and less dependent on the teacher. Their motivation, which drives them to learn, assimilate and preserve as much experience as possible” (1995: 12: 19).

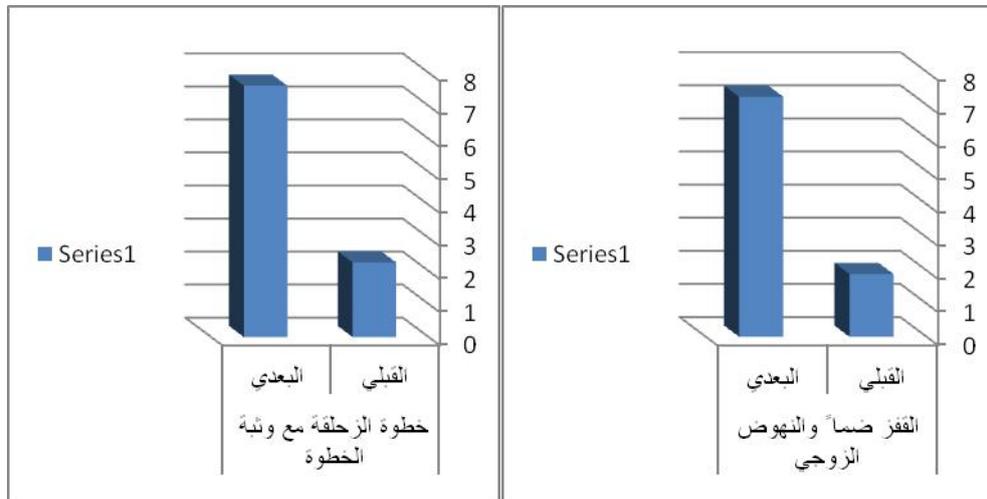


Figure (1)

Figure (2)

Step - piste with a leap step (step Piste) jumping doubles and the advancement of annexation

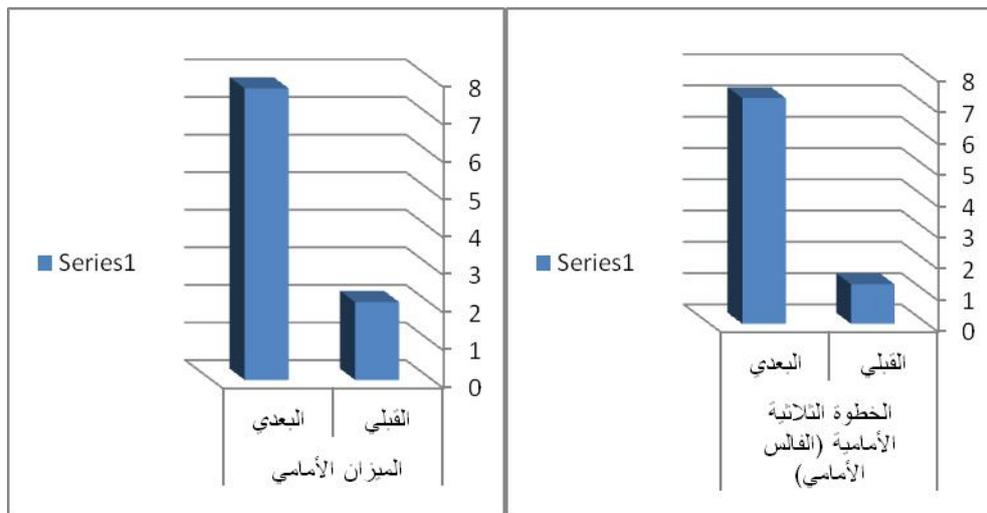


Figure (3)

Figure(4)

The front three -step (front waltz) and the front escapement

## Conclusions and Recommendations

### Conclusions

1. Based on the findings of T.the researcher of within the limits of the study has reached the following conclusions:
2. The emergence of significant differences between the results of the pre and post tests in sliding step with step jumping (piste step) in favor of the post test.
3. The emergence of significant differences between the results of the pre and post tests in (jumping and marital rise ) in favor of the post test.
4. The emergence of significant differences between the results of the pre and post tests in the (front three step) front waltz)) and in favor of the post test.

5. The emergence of significant differences between the results of the pre and post tests in the (front scale) and in favor of the post test.

### Recommendations

1. The interoperability of teaching interoperability (orientation and training) in teaching and learning the body of other skills has not been dealt with harmoniously in the current study of female students aged between (13-14) years.
2. Teacher counter by holding training courses to clarify the importance of using the teaching method for interoperability (orientation and training) in teaching and learning activities, and individual and group games skills in the physical education lesson instead of the traditional teaching method.
3. Conducting a similar study for the same proposed teaching method to develop the mental, physical and motor capabilities that was dealt with in the current study and for students of both genders.

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