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The effect of cooperative game teams' strategy of cooperative learning on learning some basic tennis skills for students

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Abstract

Physical education and sports science is one of the educational institutions that provide the learner with the scientific and mathematical aspects in order to be healthy in the body and able to lead sports institutions and provide clubs with athletes of nullification according to the sciences that are provided to the learner during his studies. Kinetic learning is one of those important and fundamental sciences because it is the basis for learning any mathematical game and building it right

The importance of the research comes to clarify the role and importance of the teaching method according to the strategy of tasks, the cooperative games teams in the cooperative method to upgrade the basic skills of tennis, and thus we reduce the time and effort of the learner and the teacher.

The research objectives were:

1- Preparing the cooperative games teams strategy for cooperative learning in learning some basic tennis skills for students.

2- Knowing the effect of cooperative game teams 'strategy of cooperative learning in learning some basic tennis skills for students.

Conclusions:

1- Collaborative Games teams' strategy for cooperative learning in learning some basic tennis skills for students from successful and targeted strategies for the learner in the game of tennis.

2 - Competition and cooperation within exercises that are built on a competitive and equal atmosphere, which increases the excitement and motivation of learning, and this raises the level of learning basic skills in tennis.

Recommendation:

1- *Adopting the cooperative game teams 'strategy for cooperative learning in learning some basic tennis skills for students because it is one of the successful and targeted strategies for the learner in the game of tennis.*

Keywords: *cooperative learning, mathematical game, basic skills of tennis*

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I. Introduction

The life of a person advances with the advancement of education, because it is the basic basis for providing state institutions with learners capable of advancing their institutions and their prosperity, and this is reflected in a person's life because he will be blessed with his future production.

Here comes our role in building the learner in the correct and scientific way and indoctrinating all sciences, including educational, social, scientific and even sports.

As physical education and sports science is one of the educational institutions that provide the learner with the scientific and mathematical aspects in order to be healthy in the body and able to lead sports institutions and provide clubs with invalidation athletes according to the sciences that are provided to the learner during his studies.

Kinetic learning is one of those important and fundamental sciences because it is the rule in learning any sports game and building it right.

And the game of tennis is one of the individual games that requires the self-ability of the learner to master it, especially its basic skills because it is individual and difficult to practice, and you do so only through building the correct educational strategy according to a correct principle and a correct educational method, which is cooperative learning that depends on cooperation between individuals in learning the required skill performance.

The strategy of cooperative gaming teams is to obtain high levels of competition with a level similar to them and not to drop the learner's morale or indifference in playing with the simple level.

Hence the importance of the research to demonstrate the role and importance of the teaching method according to the strategy of tasks, the cooperative games teams in the cooperative style to upgrade the basic skills of tennis, and thus we reduce the time and effort of the learner and the teacher.

Research problem

Basic tennis skills require the ability to self-control the muscular effort to perform the various strikes, with the required accuracy and the correct kinetic path. This requires a strategy and educational style that rises to the difficulty of these skills, including the strategy of cooperative gaming teams.

experience in motor learning and the game of tennis, there is that learning the basic skills does not rise to the level of ambition and because of the use of educational methods and strategies unfulfilled to the goals required to learn these skills so it was decided to use the strategy of cooperative gaming teams in learning some basic skills on tennis in a scientific and successful manner.

Research goals

1- Preparing the cooperative games teams strategy for cooperative learning in learning some basic tennis skills for students.

2- Knowing the effect of cooperative game teams 'strategy of cooperative learning in learning some basic tennis skills for students.

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3- Knowing the differences between the results of pre and post tests in learning some basic tennis skills for students.

4- Identify the differences between the control and experimental groups in the results of the post-test in learning some basic tennis skills for students.

Research hypotheses

1- There are significant differences between the results of the pre and post tests in learning some basic tennis skills for students.

2- There were significant differences between the control and experimental groups in learning some basic tennis skills for students.

Research fields

A. **The human field**: Third stage students in the College of Physical Education and Sports Science - University of Basra.
B. **Spatial domain:** outdoor tennis court, College of Physical Education and Sports Science - University of Basra.
C. **Timeline**: Duration from 5/11/2018 to 9/1/2019.

II. Theoretical studies:

2-1 Cooperative learning method:

Collaborative method The idea came to cooperation between the learners to perform the motor duty assigned to them and it helps to correct the correct educational path for the presence of feedback from his colleagues.

"It is the method of learning within small groups of learners that allows them to work together effectively and help each other to raise the level of each learner and achieve common educational goals, and the learner's performance by comparing it with a simulation prepared in advance to measure the progress of the group's individuals in performing the tasks assigned to it" [(1)].

2-2 The cooperative games teams strategy for cooperative learning [(3)]:

It is a strategy based on competition among members of cooperative teams in a competition with members of other teams who are identical in degrees and levels in order to obtain the largest number of points for their team, and it is based on the steps of the previous strategy itself (dividing the learners into teams according to the level of motor performance) but instead of Calculating the degree of contribution of each in his group, competitions are held Show individuals in different groups with similar abilities to get the most points possible for their team.

III. Research methodology and field procedures:

3-1 Research Methodology:

The researcher used the experimental method with the two-way equal group (control and experimental) to suit in solving the research problem and achieving its goals.

3-2 Research community and its sample

The research community was identified for the third stage students (whose number is (140) students) and they were chosen in an intentional way.

The research sample was chosen from the research community, whose number is (20) students from one division, and they constitute (28.57%) of the original community, which in turn was divided into two groups (control and experimental) in a random way, so that each group reached (10) students, and the research sample was harmonized within Each group and its equivalence as in Table (1).

Table 1

(Demonstrates the homogeneity and equivalence of the control and experimental groups)

.	Measurement and evaluation	Control group			Experimental group			Calculated value of t
		Arithmetic medium	Standard deviation	Coefficient variation	Arithmetic medium	Standard deviation	Coefficient variation	
	Height / cm	165.13	2.52	1.526	165.87	2.77	1.678	0.861
	Weight / kg	65.71	2.65	4.032	65.77	2.89	4.394	0.066
	Transmission / number	7.26	0.85	11.707	7.44	0.89	11.962	0.638
	Forward ground	20.22	0.56	2.769	20.41	0.55	2.694	1.055

	stroke / number							
	Back hand hit / number	18.15	0.67	3.691	18.47	0.74	4.006	1.397

The value of (t) at the degree of freedom (38) and the level (0.05) = 2.021

3-3 Means of collecting information:

3-3-1 Data collection methods:

-Arabic and foreign sources.

- Scientific observation.

3-3-2 Equipment and tools used:

-stopwatch.

- 20 tennis balls

- Tennis rackets, number (20)

-Tennis Court

-Medical scale.

- 2 meters long tape measure

3-4 field research procedures

3-4-1 Defining search variables:

The curriculum of tennis course that is taught in the Faculties of Physical Education and Sports Science at Basra University was adopted and the following basic skills were chosen:

1- Transmission

2- Frontal stroke

3- Backhand

3-4 tests used:

3-4-1 Chavez and Nider Test of Transmission [(1)]:

Objective of the test: This test measures the accuracy of transmission strokes.

Used equipments:

- 1 racket per lab, 14 tennis balls.
- Tennis Court.

Performance specifications:

- The tested transmitter stands on the individual pitch at the place of transmission, approximately one meter from the left or right side of the center mark.
- The registrar observes and records correct attempts.
- The helper collects the balls and helps the recorder in the note.

Performance method:

- 7 balls are placed on each side of the center mark.
- The sender starts from the right side and performs two attempts to train on it.
- The laboratory hits (5) transmissions directed to the correct transmission area.
- The transmitter moves to the left side of the center mark and does the same for the transmission area.

Registration:

- Balls falling outside the specified transmission area are score (zero).
- Falling balls within the correct transmission area are scored two degrees in the case if the next bounce of the ball is located in an area in front of the baseline, and it is scored 4 degrees in the case if the next bounce is located behind the baseline.
- The balls falling over the lines marked for the transmission area are considered valid.

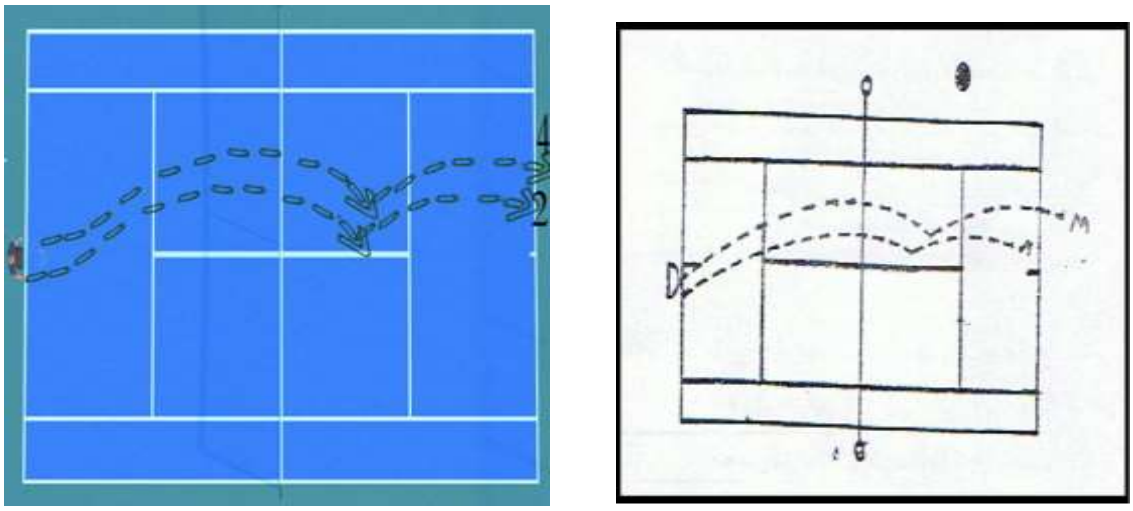

Figure (1)

(Demonstration test of transmission skill)

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3-4-2 ITF test to measure the accuracy and depth of front and back ground strokes:

- **Test objective:** to measure the accuracy and depth of the front and back ground strokes.
- **Tools and equipment**: regular tennis court, balls or coach feeder, 10 tennis rackets, 20 tennis balls, tape measure, registration form.
- **Unit of measure:** degree.
- **Performance description:** The pitch is divided according to the drawing showing the points areas to test the accuracy of the front and back ground strokes. Each player is assigned ten attempts for the front strike and ten attempts to hit the ground and the dimensions must be for the areas as shown in the drawing.
- **Registration:**
  - The points for the first block and the second block for the ball are calculated on the place where the block occurs, so if the first block is in the area of one point and the second in the area of the two points, three points are calculated. Six points for this hit and so on for the rest of the points.
  - The balls that fall onto the grid and the baseline abscess are score (zero).

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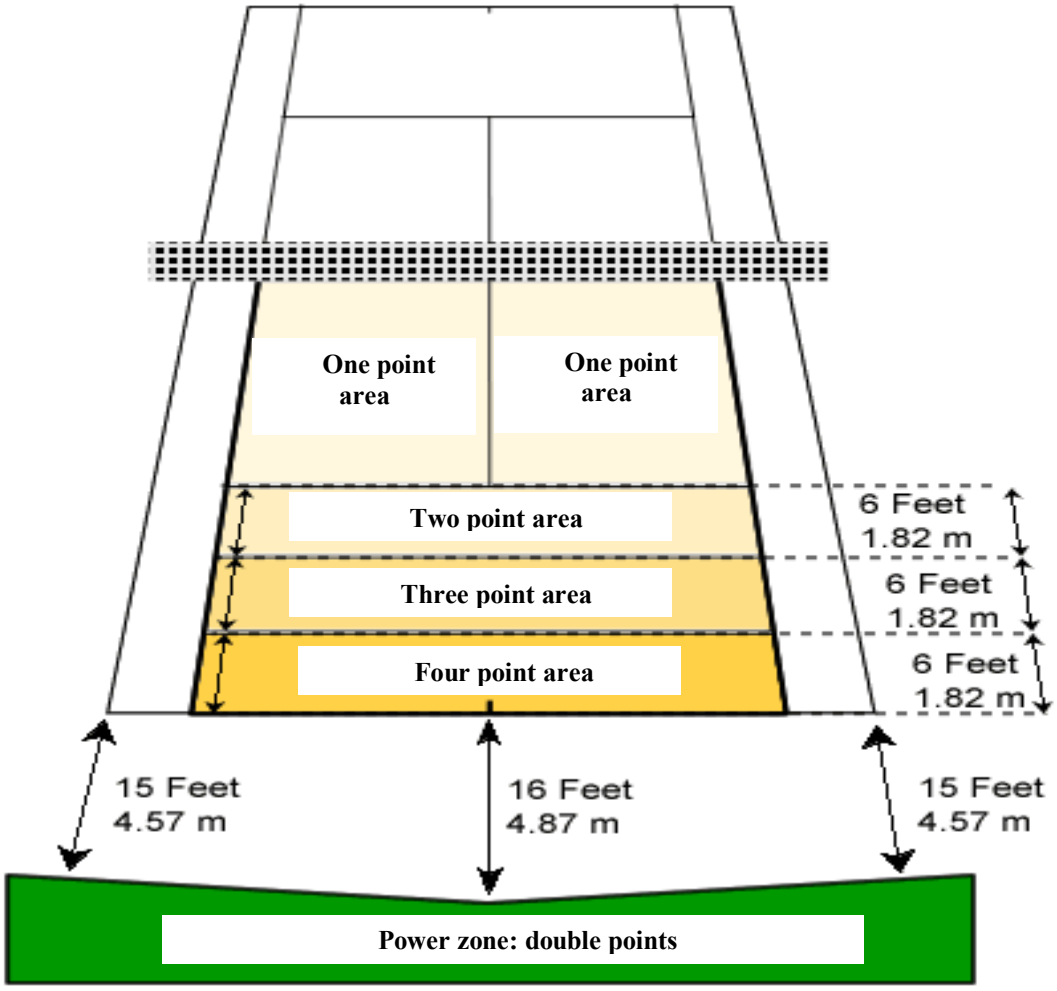

Figure (2)

(The test demonstrates the accuracy and depth of the foreground and backstroke)

3-4 field experience:

3-4-1 Pre-test: The pre-test was conducted on 12/11/2018.

3-4-2 Approved teaching method:

The researcher has prepared exercises for the basic skills of tennis and programmed them into educational units within the lessons of tennis, according to the conditions of the cooperative teams strategy style.

According to the exploratory experience, the sample was divided according to the level of players, that is, each player has the same level of performance, and the competition among them is high which mean it's difficult to predict the winner.

Competitive exercises were given in the form of playing on the field, which was preceded by learning to catch the racket and performance in a simple way, after which the exercises were applied.

The program was implemented during a full lesson and its three sections (see Appendix (1)) for a period of eight weeks within. The application of the program appeared on 11/13/2018 and ended its implementation on 8/1/2019.

3-4-3 Post-test: Post-exams were conducted on 9/1/2019

3.5 Statistical Methods:

Using the spss system with statistical treatments to find the following:

1- Arithmetic mean
2- Standard deviation
3- Coefficient of variation
4- T-test for correlated samples
5- T test for independent samples
6- The percentage.

IV. Presenting, analyzing and discussing the results:

Table 2

(Shows the pre- and after (t) values of the control group in the evaluation used)

.	The evaluation used	pre		after		The standard error	The calculated value of t	Significance level
		Arithmetic medium	Standard deviation	Arithmetic medium	Standard deviation			
	Transmission / number	7.26	0.85	9.44	0.88	.774	.816	moral
	Forward ground stroke / number	20.22	0.56	22.23	0.78	.674	.982	moral

	Backward ground stroke / number	18.15	0.67	20.74	0.87	0.778	3.329	moral

Table (T) value at freedom degree (9) and below (0.05) level = 1.833

Table 3

(Shows the pre- and after (t) values of the control group in the evaluation used)

.	The evaluation used	pre		after		The standard error	The calculated value of t	Significance level
		Arithmetic medium	Standard deviation	Arithmetic medium	Standard deviation			
	Transmission / number	7.44	0.89	11.25	0.89	0.899	4.238	moral
	Forward ground stroke / number	20.41	0.55	24.57	0.95	1.899	2.19	moral
	Backward ground stroke / number	18.47	0.74	22.47	0.99	1.775	2.253	moral

The value of (t) at the degree of freedom (19) and under the level (0.05) = 2.093

Table 4

(Shows the after values of (t) between the control and experimental groups in the evaluation used)

.	The evaluation used	Control group		Experimental group		t he calculated value of t	Significance level
		Arithmetic medium	Standard deviation	Arithmetic medium	Standard deviation		
	Transmission / number	9.44	0.88	11.25	0.89	6.306	moral
	Forward ground stroke / number	22.23	0.78	24.57	0.95	8.327	moral
	Backward ground stroke / number	20.74	0.87	22.47	0.99	5.728	moral

The value of (tab) at the degree of freedom (38) and under the level (0.05) = 2.021

By noting tables (2) and (3), there were significant differences between the results of the pre and post tests, and for the control and experimental groups, and for the benefit of the post tests. This indicates that the two groups have learned in performing the basic skills of tennis under study, that is, the strategy is the cooperative

gaming teams used by The researcher and the traditional control group method had a role in success and achieving good results in the research variables.

The researcher attributes this improvement to the control group in the skills for regularity and continuity in the educational units in which the students practiced the approved method which increases the time invested in the skillful performance that helped the development of the control group and this is indicated by Afaf Abdul Karim (1990) [4] Diverse practices of open skills. Diversity or manifold patterns are necessary in order to meet the changing skills needs. "

In addition, the learning of the control group is due to the desire and motivation of the learners, and this helps to increase accuracy in skillful education. In addition, any organized exercises help to learn as mentioned by Bastawisi Ahmed and Abbas Al-Samarrai (1984)[2]. During which to develop the kinetic and passive qualities in the field of life and sport. "

As for the experimental group, its development, as in Table (4), came to the strategy of cooperative games teams used that have improved the level of learning this group because there is cooperation and competition between members of one group, which increased the excitement of the learner towards practice, and this was confirmed by Nahedh Abd Zaid (2011) [5]) "Several methods to arouse the learner's motives towards effectiveness or the game to learn her skills and practice, and from these Methods are to facilitate motor learning opportunities and clarity of the appropriate goal for learning and developing the skill, as well as the balance in satisfying the learner's needs.

In addition to the program used according to this strategy, which was built on an accurate scientific method that has led to the upgrading of the required skill level and affirms (Saad Mohsen, 1996) [6] "that the educational program inevitably leads to the development of achievement, if it is built on a scientific basis in organizing the educational process and programming it And the use of appropriate and gradual methods with difficulty and note the individual differences as well as the use of effective educational methods.

V. Conclusions and recommendations:

5.1 Conclusions:

1- The cooperative games teams strategy for cooperative learning in learning some basic tennis skills for students from successful and targeted strategies for the learner in the game of tennis.

2- Competition and cooperation within exercises that are built on a competitive and equal atmosphere, which increases the excitement and motivation of learning, and this raises the level of learning basic skills in tennis.

5-2 Recommendations:

1- Adopting the cooperative games teams 'strategy for cooperative learning in learning some basic tennis skills for students because it is one of the successful and targeted strategies for the learner in the game of tennis.

2- The necessity of building exercises in which competition and cooperation are based on a competitive and equal atmosphere in order to increase the excitement and motivation for learning, and this raises the level of learning basic skills in tennis.

3- The necessity of conducting other research on other cooperative learning strategies as they are important in learning and raising the level of basic tennis skills.

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