

THE EFFECT OF SMALL GAMES STYLE IN IMPROVING SOME KINETIC ABILITIES AND LEARNING THE SKILL OF DEFENDING THE COURT WITH VOLLEYBALL FOR FEMALE STUDENTS

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Abstract

The purpose of this paper is to preparing an educational curriculum using the method of small games to improve some kinetic abilities and learning the skill of defending the court with volleyball for female students, identifying the effect of using the small games method in improving some kinetic abilities and learning the skill of defending the court with volleyball for female students. the researchers adopted the experimental method in a way that suits the nature and objectives of the research. They also chose to design the method of two equal groups (experimental and control) with the two pre-tests and the distant one. The research community was represented by the female students of the first stage in the College of Physical Education and Sports Sciences - University of Kufa, who numbered (26) students. The basic sample included (16) female students who were chosen randomly (by lottery) and were divided into Important to (8) students of the control group who were taught It has the teacher's style, and (8) female students for the experimental group, to which the small games method is applied a number of (4) female students were used to conduct the exploratory experiment for the research from the same research community. One of the most important results reached by the researcher is that: Small games have proven effective in improving some of the kinetic abilities and technical performance of the playing field defense skill for students (experimental group), and there is development in the control group in some kinetic abilities and technical performance of the skill of defending the court with volleyball

Keywords: small game style, kinetic abilities, volleyball

Introduction:

The educational process and most known teaching methods focus on one issue, which is transferring information from the teacher to the student in an appropriate manner, which works to make the learning process go better, faster, and

with less effort. A good teacher is the one who can diversify the methods and methods. Different methods and presenting everything that is modern to overcome the occurrence of boredom and boredom in the educational or teaching process.

Those working in the educational process recommended avoiding placing the physical education lesson within a specific template because teaching or education is an art that depends on the teacher himself as well as the student and some of the multimedia that the educational or teaching process requires.

We also follow new methods of learning and developing abilities and skills by diversifying the situations and forms of exercise in order to make the learner have the ability to choose the appropriate kinetic program to solve the kinetic task in the best way, according to the requirements of the situation he faces while playing. The place to benefit and perform the skill well.

Through many endeavors to find educational methods and methods for kinetic skills in different educational methods and methods in the sports field, including teaching the skills first and then practicing them during play, some of them turned to small games to learn the kinetic skill and how to use it in play and competition, that is, in the sense of moving from teaching skills to teaching what. We work with these skills while playing.

Volleyball is one of the group games that makes the learner feel excited, excited and motivated while learning the basic skills, which is an important basis for progress in the level of performance, as the stage of learning basic skills is considered one of the most difficult stages, but at the same time it is necessary for acquiring and developing technical performance, and learning these skills requires Different abilities and capabilities enable the learner to master this learning, and among these abilities are balance, flexibility, and agility. Volleyball skills are a series of interconnected movements, one after the other, and any mistake in one of them is followed by a failure or error in the skills that follow it, which requires the one who performs it. In the educational process, the use of many types of teaching strategies and methods that directly affect the process of learning the skills of this game in order to reach the learner to the best level and the introduction of various aids that help the learner to reach knowledge of the smallest details in performing any volleyball skill.

Hence the importance of research is evident in introducing one of the methods of kinetic education, which is (small games), in improving some kinetic abilities and learning the skill of defending the volleyball court for female students. .

Research problem:

The need has emerged to adopt new methods and reconsider tired methods, and the concept of education (the command method) has transformed into a hybrid concept that works to give students the ability to employ and produce information and not just acquire it, which enables them to demonstrate their abilities, develop their critical thinking, creativity and innovation, and appreciate everything that suits them. Their abilities, inclinations and positive participation in order to raise the level and effectiveness of education and improve it.

It is worth noting that using the mini-games method is one of the modern methods with diversity in kinetic performance with training and educational loads to improve the most important kinetic abilities in service of the technical performance of the skill of defending the court in volleyball for female students.

This is what prompted the researchers to carry out this study, which is the effect of using the method of small games in improving some kinetic abilities (flexibility, agility, balance) and learning the skill of defending the court with volleyball in the physical education class in order to develop the performance level of female students using modern teaching methods that It helps students improve the accuracy of their skill performance of the skill being studied.

Research objective:

- Preparing an educational curriculum using the method of small games to improve some kinetic abilities and learning the skill of defending the court with volleyball for female students.
- Identifying the effect of using the small games method in improving some kinetic abilities and learning the skill of defending the court with volleyball for female students.

Research hypotheses:

- There is a positive effect of the small games method in improving some kinetic abilities and learning the skill of defending the court with volleyball for female students.

Research fields:

- Human field: First-year female students at the College of Physical Education and Sports Sciences - University of Kufa.
- Time field: (18/2/2023) to (10/4/2023)
- Spatial field: The closed hall in the College of Physical Education and Sports Sciences - University of Kufa.

Research methodology and field procedures:

Research Methodology:

The nature of the current research problem is experimental, so the researchers adopted the experimental method in a way that suits the nature and objectives of the research. They also chose to design the method of two equal groups (experimental and control) with the two pre-tests and the distant one.

Community and sample research:

The research community was represented by the female students of the first stage in the College of Physical Education and Sports Sciences - University of Kufa, who numbered (26) students. The basic sample included (16) female students who were chosen randomly (by lottery) and were divided into Important to (8) students of the control group who were taught It has the teacher's style, and (8) female students for the experimental group, to which the small games method is applied a number of

(4) female students were used to conduct the exploratory experiment for the research from the same research community.

Homogeneity of the research sample:

In order to reach a single, equal level for the research sample and to avoid indicators that might affect the research results in terms of differences found among the students, the researcher performed homogeneity on his research sample by taking the variables (height, mass, chronological age) and then the researchers used appropriate statistical methods for the purpose of statistical treatments to verify In homogeneity, Table (1) shows this.

Table (1) shows the homogeneity of the research population

Variables	Measuring unit	Mean	Median	Std. Deviations	Skewness	Result
Length	Cm	157.75	156	1.879	0.392	Homogeneous
Mass	Kg	58.813	58.5	1.663	0.355	Homogeneous
Age	Year	18.8	18	0.722	0.223	Homogeneous

From the results of Table (7), it is clear that the value of the skewness coefficient is smaller than (± 1), which indicates the homogeneity of the research sample in the variables (height, body mass, chronological age).

Field research procedures

Tests used in the research

Tests of kinetic abilities

First: Testing flexibility (Muhammad Sobhi Hassanein, Hamdi Abdel Moneim, 1996, 437):

- Purpose of the test: This test is one of the tests used to measure dynamic flexibility, as it flexes, extends, and rotates the spine.
- Tools used: electronic stop watch, wall clock.
- Performance specifications: Draw an x sign on two points:
 - On the floor between the laboratory's feet.
 - On the wall behind the tester's back in the middle, upon hearing the start signal, the tester bends the torso forward and down to touch the ground with the tips of the fingers at the (X) mark between the feet, then extends the torso high while turning to the side. He walked to touch the mark (X) located behind
- Recording: The performance time is recorded for 20 seconds, as in Figure (1).



Figure (1) Shows the dynamic elasticity testing

Second: The test of running around the circle (Muhammad Sobhi Hassanein, Hamdi Abdel Moneim. 1996, 256)

- Purpose of the test: to measure agility
- Tools used: stopwatch, chalk, measuring tape, flat ground
- Procedures: A circle with a diameter of (2) meters is drawn on the ground, and then the diameters of the circle are numbered from (1-4). As shown in the figure below, the laboratory stops at the starting point. When the start signal is heard, he runs continuously for 30 seconds my agencies:
 - Run from the starting point, which bears the number (1), a full circle and return to it, then go back diagonally with the back to the point number (2).
 - Run from point (2) to point (3) and then go back diagonally with the back to point (4)
 - Running from point No. (4) to point No. (2) and then returning diagonally with the back to the starting point, which was bearing No. (1).
- Instructions
 - Follow the indicated itinerary for the performance
 - Perform the test without stopping
 - If the tester makes a mistake in the route, the performance must be stopped and repeated after the tester has had a sufficient rest period.
- Method of performance: The timer gives the start signal and calculates the time taken to perform the test, while the recorder calls the testers and records the results.
- Recording: The laboratory records the time of taking the test once.

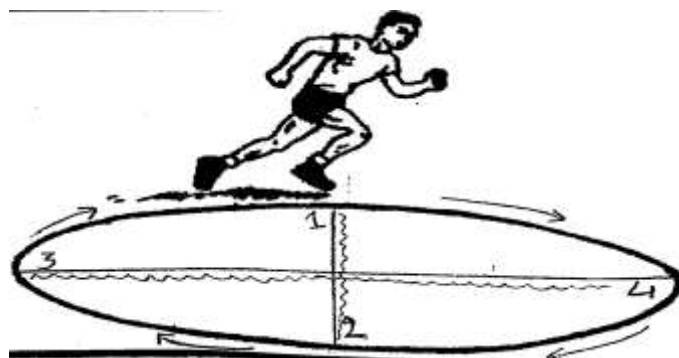


Figure (2) shows the running around the circle test

Third: The test of standing on the balls of the feet (Ali Salloum Al-Hakim, 2004, 122):

- Purpose of the test: to measure static balance
- Tools used: stop watch.
- Performance specifications: The tester takes a standing position on one of the feet, preferably the foot of the rising leg, then places the foot of the free leg on the inner side of the knee of the man on which he is standing, and takes the waist position during the application.
- Calculating the degree: It records the time that begins from the moment the man is lifted from the ground until he commits a mistake or loses his balance.

Testing the skill of defense the court with volleyball:

- The purpose of the test: to evaluate the technical performance of each student's pitch defense skill in its three stages (preparatory, main, and final).
- Tools used: volleyball court, 10 volleyballs, Japanese-made SONY video cameras, 2 wooden chairs.
- Description of the test: The student takes the position of defending the court to defend the ball hit by the teacher, and the student's defense is in accordance with the legal conditions for the parts of the skill (preparatory, main, final) that are clearly visible when photographed for the purpose of evaluation.
- Test conditions:
 - The student takes the correct position (ready position when defending the field).
 - The student must perform the skill of defending the field in a legal manner.
 - If the ball falls to the ground during performance, the student must try again.
- Registration method: The evaluation is through a skill performance evaluation form for the skill of defending the field for each part of the skill (preparatory, main, final), and the sum of the evaluator's scores indicating each part is the final score of the test.

Exploratory experience:

The researchers conducted the exploratory experiment for the tests used on (Monday), corresponding to 20/2/2023, on a sample of (4) female students from the

first stage community, who did not participate in the main experiment, in the closed college hall. The aim of the exploratory experiment was the following:

- Ensure the validity and suitability of the hall, the tools and equipment used, and the research supplies.
- Organizing the auxiliary work team, and the required instructions.
- Preparing the work team and the supporting team, as well as identifying the difficulties they may face.
- Knowing the readiness of the research sample to perform the tests.
- 5-Knowing the time the test takes.
- Identifying the intensity of the exercises used and the possibility of applying them to the research sample.

Main research procedures

Pre-tests

The researchers conducted the pre-tests for the (experimental) research sample on (Sunday) corresponding to 25/12/2022 in the closed hall of the Faculty of Physical Education and Sports Sciences - University of Kufa, where the tests for the research were conducted, which were (the kinetic abilities test, and the defense skill test). About the volleyball court), where the researchers fixed the conditions related to the tests in terms of time, place, tools used, and method of implementation in order to provide them in the post-test.

Preparing and applying the small games method to the research sample:

After completing the pre-tests of the research variables (some kinetic abilities, and the skill of defending the field), the researchers began implementing the method used in the research (small games) prepared by the researchers on the experimental group in the period from (26/2/2023) to (10/4/2023) and in the main section of the lesson and in the closed hall in the college, with two educational units per week, as the number of educational units reached (12) educational units and for a period of (6) weeks, and the time of the educational unit was (40) minutes, as the researchers adopted In it on The principle of gradation with small games according to their difficulty and in the main section of the lesson, as the games were repeated in two educational units in order to give the students an opportunity to learn better and master the performance of these games.

- Rugby.
- Change the colored balls.
- Transferring the stick.
- 4 - Tunnels.
- Stick and run.
- Mail messages.

Post-tests:

The researchers, with the help of the supporting staff, conducted the post-tests for the research sample after completing the application of the curriculum using the small games method. This was on Sunday (12/4/2023) and in the same sequence as

the pre-tests; as the researchers took into account the same conditions in which the test was conducted. Pretests in terms of Sequence of tests.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Results and discussion:

Presentation, the results of the pre- and post-tests for the control group for the studied variables:

Table (2) shows the arithmetic means, standard deviations, T-value calculated for the correlated samples, the test significance level, and the significance of the difference for the pre- and post-tests for the control group for the investigated variables.

Variables	Measuring Unit	Pre-test		Post-test		T value Calculated	Level sig	Type sig
		Mean	Standard deviation	Mean	Standard deviation			
Flexibility	Degree	16.14	1.417	17.88	1.221	6.043	0.000	Sig
Agility	Second	13.22	0.811	11.54	0.932	4.112	0.011	Sig
Balance	Second	42.12	1.034	49.28	0.992	8.332	0.000	Sig
Defending the field	Degree	4.42	1.051	5.11	0.932	2.812	0.008	Sig

Presentation, the results of the pre- and post-tests for the experimental group for the variables studied:

Table (3) shows the arithmetic means, standard deviations, T-value calculated for the correlated samples, the test significance level, and the significance of the difference for the pre- and post-tests for the experimental group for the investigated variables.

Variables	Measuring Unit	Pre-test		Post-test		T value Calculated	Level sig	Type sig
		Mean	Standard deviation	Mean	Standard deviation			
Flexibility	Degree	15.88	1.228	18.92	1.011	9.024	0.000	Sig
Agility	Second	13.84	0.901	10.64	0.739	5.621	0.001	Sig
Balance	Second	42.28	1.213	52.17	0.891	10.044	0.000	Sig
Defending the field	Degree	4.81	1.221	6.43	0.766	4.558	0.000	Sig

Presentation, the results of the post-tests for the control and experimental groups for the variables studied:

Table (4) shows the arithmetic means, standard deviations, T-value calculated for the correlated samples, the test significance level, and the significance of the difference

for the post-tests for the control and experimental groups for the investigated variables.

Variables	Measuring Unit	control (Post-test)		experimental (Post-test)		T value Calculated	Level sig	Type sig
		Mean	Standard deviation	Mean	Standard deviation			
Flexibility	Degree	17.88	1.221	18.92	1.011	3.852	0.005	Sig
Agility	Second	11.54	0.932	10.64	0.739	2.612	0.021	Sig
Balance	Second	49.28	0.992	52.17	0.891	5.251	0.004	Sig
Defending the field	Degree	5.11	0.932	6.43	0.766	4.012	0.009	Sig

Discussing the results

The results “presented in Tables (3) and (4) for the tests of kinetic abilities (flexibility, agility, balance) and the test of the skill of defending the court with volleyball showed that there were significant differences between the pre- and post-tests and in favor of the post-tests for the control and experimental groups,” and the researchers attribute the reason to This significant difference for members of the control group was attributed to variables that contributed to the improved learning process, including following the gradual principle in learning kinetic skills, as well as repetition and practice, as continuing to repeat the skill and providing the learner with feedback helps the learners to increase their motivation and thus has positive effects in the learning process. The researchers attribute the reason for these differences in the control group to the exercises that were used by the subject teacher, as he used exercises in multiple ways and methods, as well as the use of compound exercises, as these exercises together contribute to developing basic volleyball skills, and this was confirmed by “Feedback increases individuals’ energy and motivation, enhances correct performance and avoids incorrect performance” (Mervat Ali Khafaja, Mustafa Al-Sayeh. 2007: 2).

The results presented in Table (4) for the tests of kinetic abilities (flexibility, agility, balance) and the test of the skill of defending the court with volleyball showed that there were significant differences between the pre- and post-tests and in favor of the post-tests for the experimental group, and the researchers attribute this progress to the positive effect of the educational unit. Using the method of small games prepared by the researchers, as these games were closely linked to the technical performance of the game of volleyball, they included the movements of starting and stopping suddenly, jumping, jumping, and running with the rest of the group members. These repetitions and changes in carrying the performance from one educational unit to another were necessary and similar to what the game requires. In addition, how to

defend the field, and it has a role in influencing the muscle groups that affect the development of kinetic abilities.

This was confirmed by “Kinetic games that depend on bodily kinetic independence, such as climbing, running, jumping, and throwing, have a kinetic character characterized by movement and independence and the absence of strict rules and principles that the learner must know and adhere to. Therefore, these basic movements will contribute to the development of their physical and cognitive components and their development” (Ahmed Balqis, Tawfiq Mar’i. 1982: 152) \ (Ali Salman Abdel Tarfi. 2013) . The method of small games presented by the researchers meets the needs of female students in particular and gives them freedom, independence, diversity, simplicity and lack of pressure in playing games such as running, jumping, jumping, and changing direction and other movements. This is another reason for the emergence of physical development in them.

Conclusions and Recommendations:

Conclusions:

Based on the research results that were reached within the limits of the research sample, it was possible to reach the following conclusions: -

- Small games have proven effective in improving some of the kinetic abilities and technical performance of the playing field defense skill for students (the experimental group).
- There is development in the control group in some kinetic abilities and technical performance of the skill of defending the court with volleyball.
- Members of the experimental group that used small games in some kinetic abilities and technical performance of the skill of defending the court with volleyball outperformed the control group in the post-tests.

Recommendations:

According to the conclusions reached by the researchers that demonstrated the effectiveness of using the small-game method, the researchers recommend several recommendations:

- Working to organize the content of the study material with an educational design according to the steps of the small games method and in a way that is consistent with achieving the educational goals set in other sports games.
- The necessity of using various small games within the college curriculum in order to ensure the improvement of the physical and kinetic abilities of students.
- Conduct similar research and studies to compare the method of small games with other methods or with various teaching methods to determine their impact on learning some basic skills in volleyball and other sports games.

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