Research Paper Physcal education

Effect of small games for the internal and external thinking pattern in learning skill of over hand passing in volley ball

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ABSTRACT

The two researchers have viewed performing a study in could answer the following questions: to what extent the suitability of the small games for the learners to those of internal and external thinking pattern, and is the learner desire in learning skill of over passing for the volley ball when their thinking become consistent with teaching method? Based on the this the criterion of the two thinking patterns has applied on the research sample amounted(54) she/ student of the fifth secondary school to determine the she/ students of internal and the external thinking and after performing the pre-test for the skill of the over hand passing for (the control and experimental) communities then conducting the teaching curriculum on the control community and implementing the teaching curriculum depended by the school to learn the over skill ,then implementing the post-tests and in light with results , many conclusions have been reached, most important of them, the using of the small games has contributed actively in learning the overhand passing and in method larger than the method pursues in the school.

KEYWORDS

Identifying the research
introduction of the research and its importance

the small games are considered methods work to drive the learners to interactive with them in away to acquire information, which characterized by their ability to make the learner active , besides its role in attracting the attention of the learners to the learning material and his interaction with it in amusing for achieving specified objectives, thus we should pay attention to them and using them in the teaching process and preparing for them in away appropriated with the number of the learners form one side and the playing court and the tools in the other side.

And determine the educational method pursued by the teacher required recognition of the learner's thinking pattern, whereas the learners differ in their thinking patterns(method of their thinking), subsequently, every individual has his characteristics and abilities appropriated with the his thinking pattern, among theses , the internal and the external patterns , the internal pattern preferred to be independent reversal to the external pattern which cared to make relation with the others, depending on what has preceded, the importance of the research lies with the necessity to sponsor the small games in the educational process, besides the necessity to examine the educational method which is appropriated with the learners' thinking pattern.

1-2- The research problem
The research problem stemming from non-attention with the thinking patterns possessed the learners when stipulating the teaching methods, based on this the two researchers has viewed performing a study through which could answer the following questions: to what extent , the suitability of the small games for the learners of the internal thinking pattern, and could the learners desire increased in learning the over hand passing for the volley ball when their thinking pattern consistent with the educational method , which is pursued by the teacher?

1-2 The objective of the research
identifying the effect of the small games for the internal and the external thinking pattern in learning the over hand passing for the volley ball.1

1-3 The research hypothesis
There is difference of static significance between the pre and post -tests and for the experimental and the control communities of the research in learning the passing skill for the volley ball.

There is differences of static significance between the research (the control and the experimental) groups in the post tests in learning the over passing skill for the volley game.

1-5- The research aspects
1-5-1 The human aspect: she/students in the fifth secondary stage in Al- Zuhoor trade secondary school for she/ students.

1-5-2 The time aspect- the period from 1-11-2012 till 23-12-2012.

1-5-3 The external court in in Al- Zuhoor trade secondary school for she/ students, Baghdad/ Al- Karkh

2- Theoretical frame work:-
1-2- The small game: the game of simple arrangement distinguished with simplicity and it is accompanied with joy and pleasure and it does not included compound or complex kinetic skills and the rule governing it characterized with flexibility and simplicity(Nahda A. zaid,2011).

2-2 The internal thinking pattern, the individual tends to work separated from the others' participation(Adnan Y. Al-Atoom,2004).

2-3 The external thinking pattern: the individual tends to participate with the others in their works and facing the problems which they are facing in general life(Thukan A. and Suhila Abualsaad,2007).

The research method and its field procedures

3-1 the research procedure

The two researchers used the experimental method of design(2x2)

3-2 The research community and the its sample

The research community included the fifth secondary she/students in Al- Zuhoor secondary school for trade for girls- Iraq/ Baghdad for the academic year(12-2-2013) whose number amounted (90) she/ students divided in to three divisions by lot, it has chosen two groups , one of them represented the experimental group and the other is the control group, thus the number of the main sample amounted(54) she/students and of percentage(60%).

3-3 The tools, means and the instruments used:

Resources and references- tests and criteria- international information net(net)- timing clock- volley balls- legal volley ball court- measuring tap- computer for processing the results.

3-4- The tests and measures used:

The two researchers have displayed the test and the measures to a group of experienced specialist (*) and reached an accord on the tests and measures which achieved accord percentage(78%) or more while the results the tests and the measures which did not active this percentage, thus the test and the measures used in the research are:-

3-4-1 The passing test from over(Mohammed S. H. and Hamoodi A.,1997):

The purpose of the test: measure the tested individual ability of the passing speed and the amount of ability of the overhand passing skill.

The performance characteristics: the individuals subjected to test performed the passing from behind the line distant from the block(180 CM), in away that the passing on a drawn line on the block of height(2M.) from the earth surface provided that the ball should rebound to him again to follow-up the passing, the individuals subjected to test continue in performing this for half a minute(30 Second)[2]

Scoring: the times of touching the ball to the block are calculated within(30 second) determined for the test, and the final degree of the test is the number of correct attempts in(30 seconds x3).

3-4-2 Criterion of thinking pattern(thukan A. and Suhila Abulsaad, 2007):

The criterion included eight diversifies items described the characteristics of each pattern, where as before each item the degree from (1-7) and according to the following scale:(1- never applied 2- does not applied clearly 3- applied on me in a simple way 4- applied on me to some extent 5- applied on me in a good manner 6- applied on me in high degree 7- applied on me very high) then the degrees are collected that put on all the eight items and divided on (8) and average the result to one number then compared with the existed criterion to know to what extent the pattern is applied on the individual, these items are:-

S.	Criterion of interior pattern	S.	Criterion of external pattern
1	I 'd like to supervise the work and implement it without consultation	1	when starting work, I prefer one brain storming session with the others
	When starting a project I depended on my visions and judgments	2	When needing information I prefer contacting others
	The best cases by which I perform my opinion and judgments without depending on others	3	I prefer the work presented to me a chance to interact and contact with others as member in the team
	When I debate and write my opinion, I use only my own opinion	4	I prefer to work with the others
	I prefer project , I could achieve alone	5	I prefer to work when I have the chance to work with the others
	I prefer to read the reports to obtain information I want	6	In any debate or writing a report, I prefer to exchange opinion with the others
	When I face a problem, I work alone	7	I prefer to integrate my thoughts with the other's thoughts
	I prefer to work alone	8	When taking a decision , I take other's opinion in to consideration

5-3 The questionnaire experiment

The two researchers performed two questionnaire experiments ,one of them for the measures in 1/11/2012 in one study hall in a school, and the other the over hand passing experiment and the educational method using the small games in 4/11/2011 performed in the outer court of the school on (5) students from the community research and not from has emphasized on the suitability the tests and the measures and the educational method to the sample level and the validity of the tools and instruments used, besides the experiment results and they are encouraged to a great significance in performing what has required from them.

3-6- Specifying the sample according to the internal and external thinking pattern

It has applied the internal and external pattern criterion on a sample of the research in11/11/2012 in one of the scholar hall in the school and after obtain the results, it has specifying the she/ students of the internal thinking pattern and of the external thinking pattern for the control and experimental groups as illustrated in the table (1)

Table(1) illustrated the number of the sample

The groups	number of total sample	Number of the eliminated sample	Final number of the sample	External pattern	Internal pattern
The follow-up method(the control)	32	5	27	13	14
Small games(the experimental)	30	3	27	14	13
Total	62	8	54	27	27

3-7- procedures of the field research

3-7-1- pre- tests

The (overhand passing) test was performed for all the groups of the research(the experimental and the control) in 18/11/2012 in the school court after performing two introducing units to introduce the skill currently under study.

3-7-2 the educational method

The educational curriculum was performed by the school depended on the controlling group and also performing the educational curriculum by using the small game on the experimental group for learning skill of over hand passing in 9/11/2012 of two educational units per a week, and the time of the educational unit(40) minutes and the curriculum has included exercises in the form of games practiced by two contested individuals or two teams or more with the existence of thinking and encouragement to achieve clear and specified objectives , as for the school role was to observe performing the game to help the she/ students and some times to interfere, and after ending the game, the negotiation begins to illustrate what they have learned of the game and their impression, besides of the feed back, as illustrated in the appendix.

Table(2) illustrated the pre and post results for the four groups

The groups	Thinking pattern	Means difference	Groups difference	Value(T) calculated	Freedom degree	Tabular(T) value	Significance level
control	External	10.92	64.87	17.06	12	2.18	Significant
	Internal	9.71	56.35	17.65	13	2.16	Significant
Experimental	External	14.07	58.86	25.12	13	2.16	Significant
	internal	12	66	18.46	12	2.18	Significant

Table (3) illustrated post test results for the four groups

Contrast resource	Total of the squares	Freedom degree	Medium of the squares	Calculated value of (F)	Static significance
Among the groups	114.49	3	38.16	*8.69*	*significant*
Inter groups					

illustrated Results of (L.S.D.) to recognize less significant difference among the four

groups (Table (4)

The groups	Medium differences	L.S.D value	Different significance Difference significance
Experimental group with external and internal pattern	1.75	*2.22*	Random
Experimental and control groups with external pattern	2.36		significant
Experimental group with external and external pattern	4		significant
Experimental and control group with internal pattern	0,61		significant
Experimental and control group with internal pattern	2.25		significant
External and internal pattern groups	1.64		Random

The sound bases for learning and teaching (Dafir hashim, 2002) as it has become clear via the table(3) (4) the best results were in favor of the experimental group of the external pattern followed by the experimental groups of the interior pattern then the control of the external pattern and lastly the control group of the internal pattern.

Depending on the previous results, it has appeared the supremacy of experimental group used the small games on the control group used the pursued method in learning the over passing skill in volley ball, and the two researchers attributed the cause to the role of the small games in learning which add a state of joy and pleasure also increasing the competition spirit(Basil AbdulMahdi 2008). And it increase the motivation of the she/ students for learning in addition to provision of competition element , luck and excitement(Mohammed Mahmood Al- Hiliya ,2003), also the results have showed the supremacy of experimental group of the external pattern on the groups of the internal pattern , but in small percentage and the two researchers attributed the cause that in spite of the using the small games comes in line with characteristics possessed by the group of the external pattern, whereas this pattern group cares to establish relationships with others and like to work with them more than groups of the internal pattern tends to work alone." Whereas the success or the failure of the she/ students attributed to incompatibility between the methods and styles of the pursued teaching and the methods the students are thinking about more than attributing this to the abilities of the students them selves, thus the teacher bears responsibility of teaching the students in a method consistent with patterns(the styles) of their thinking as possible and this what we need in volleyball game being a collective game requires cooperation inside the one team to gain best results.

Conclusion and recommendations

5-1 conclusions

- The style of the small games and the pursued style in the school are effective styles in learning skills of overhand passing in volleyball.
- Using the small games has contributed effectively in learning skill of overhand passing more than the style used in the school.
- Supremacy of the she/ learners of the external thinking pattern on the she/ students of the interior thinking pattern.
- The identical of the teaching style of the thinking pattern for the learners plays an important role in learning the over hand passing skill in volley ball.
- The best groups of the research were in favor of the external thinking pattern in the experimental group used the small games.

5-2 Recommendations

- The necessity of using the small games in learning overhand passing skill in volleyball.
- Observing the identical of learning style with patterns of learning thinking for its active role in the teaching process.
- To urge the teachers to diversify in the teaching styles to make them suitable with the two internal and the external patterns to improve the learning process and reaching the best for the learners.
- To observe thinking pattern for the learners when setting the curricula.
- The necessity for the teacher's acquaintance with the patterns of the thinking for its importance to achieve the best results,
- The educational institutions associated with the ministry of education and the Ministry of higher education benefited from the results which the current research has reached to consider them when learning some basic skills in volley ball.
- Performing similar studies used in them another thinking patterns not that used in the current study to recognize their effect in learning some volley ball skills.

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Annexes

Sample of teaching unit via using the small games

<table>
<tr><td>Teaching objectives</td><td colspan="3">Learning over passing skill</td></tr>
<tr><td>Behavior objectives</td><td colspan="3">Performance of over passing skill
Developing of respect and feeling of responsibility
Developing cooperation spirit</td></tr>
<tr><td>Tools and equipments</td><td colspan="3">Volley ball</td></tr>
<tr><td>Preparatory Dept.</td><td colspan="3">Introduction(two lesson(taking absents and preparing tools.
General warming up(4 lessons) collection of exercises to prepare muscles and joints of the body.
Special warming up(4lessons) warming via balls.</td></tr>
<tr><td rowspan="2">Main dept.(25 lessons)
Educational aspect(10 lesson)
Application aspect(15) lessons)</td><td colspan="3">Presentation introduction about over passing skill and explanation of the body sound position to perform the skill and then present it
before she/students</td></tr>
<tr><td>Time</td><td>Exercise</td><td>organizing</td></tr>
<tr><td></td><td>5lesson</td><td>Dividing the students in to two groups to perform skill of passing the ball on the block then return back of the group and the group finishes first is the winner.
Each group stand in circular shape to perform constant hand over and the group which falls the ball loses.
Each group stand at the half of the court to perform over passing only and the group which falls the ball loses a point.</td><td>x x x x
x x x x
x x xx
x x x x</td></tr>
<tr><td>Final dept.(5lessons)</td><td colspan="3">Giving general relaxation and calm down excercises for the body.
Presenting correction feedback for all the she/ students via mentioning all the errors occures in the lesson and means of their correction.
Returning the tools totheir place and instruct to discharge</td></tr>
</table>