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THE EFFECTIVENESS OF THE RING DEBATE STRATEGY IN LEARNING THE TECHNICAL PERFORMANCE OF THE SKILL OF NETTER LIFTING IN WEIGHTLIFTING

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Abstract
The teaching methods are one of the principles and rules that guide the procedures followed by the teacher for the purpose of organizing what students have from previous experiences, the education process is an essential pillar to achieve learning in line with the different positions to form the strategy and achieve the goals through what it does, and the research aimed to prepare an educational curriculum using the strategy of the ring debate for students of the first stage of the Faculty of Physical Education and Sports Sciences and to identify the impact of the effectiveness of the strategy in learning the technical performance of the elevation of the netter, The research was applied to a sample of 30 students of the first stage, they were divided into two equal and equivalent groups of control and experimental by 15 students per group, the researcher took into account the homogeneity procedure in the factors affecting such as height, weight and age, and the ring strategy took a period of time of (6) weeks and according to the college curriculum, and the researcher reached conclusions, the most important of which is the superiority of the ring debate strategy on the approach used in learning the technical performance of the elevation of the netter for students.
Keywords: ring debate, learning, nettress, weightlifting.

Introduction

The methods of education are the principles and rules that guide the procedures followed by the teacher for the purpose of organising what students have learned from previous experiences. The process of education is a cornerstone to achieve learning in line with the different positions to form the strategy and achieve the goals through what is done by "the teacher and the organisation and excitement of students and direct the subject until the response that results from stimuli organised according to his style "(Musa, 2016)

There is no doubt that learning mathematical skills in the elevation of the netter must be a major requirement in order to reach students to master the movements that make up the skill, as understanding and realising the details of performance is the pillar of success in practical performance, and that this process will achieve the goal when it is within the framework of educational cooperation raises the passion of learners towards motor learning of the skill.

Some of the strategies that emerged from the ideas put forward by the constructivist theory are active strategies that make the student the main focus of the learning process, including the ring debate or the ring circle that can be applied either in a written or oral way, by asking the teacher the problem or questioning or writing it on the paper or board of the board to be distributed to groups of students, It is a collaborative organisational structure that arranges the ideas of the group and gives everyone an opportunity to participate equally. (Bassem & Mohamed, 2018)

The importance of the research is shown through a number of proposals; the first is the cognitive aspect of this strategy, while the other proposal is that what emerged from the constructivist theory of ideas can be

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applied to students and make them the focus of the learning process and that the results of the study will be an important reference for many teachers in the faculties of physical education and sports sciences, so the direction of the researcher was to study the effectiveness of using the strategy of ring debate in learning the artistic performance of raising the netter for students.

The observation of researcher and is a specialist in teaching weights, noticed that students did not master the technical performance correctly for the skill of lifting the netter, as well as the reluctance that affects students to participate in the acquisition of information due to the traditional method used, which aroused the attention of the researcher in the following question,

Is the ring debate strategy effective in learning the technical performance of the netter lift for students of the Faculty of Physical Education and Sports Sciences?

Research Objectives

- Prepare an educational curriculum using the ring debate strategy for students in the first stage of the Faculty of Physical Education and Sports Sciences.
- Identify the effectiveness of learning the artistic performance of the netter lift for students in the first stage of the Faculty of Physical Education and Sports Sciences.
- Identify the preference between the traditional curriculum and the educational curriculum with the ring debate strategy.

Hypothetically researched:

- There are statistically significant differences between the results of the pre-and post-measurement of the control and experimental groups in learning the technical performance of the netter lift for students.
- There are statistically significant differences between the results of the dimensional measurement between the control and experimental groups in learning the technical performance of the niter lift.

Materialy methods

Research Methodology:

The researcher used the experimental research methodology by designing tight control of two equivalent and equal groups in number(Awad et al., 2024; Mohammed Hammood et al., 2025), as each group is subjected to a pre-and post-test.

Research community and sample:

A research community was determined in a deliberate way. They are the students of the first stage of the morning study (males) for the academic year 2023-2024 for the College of Physical Education and Sports Sciences, Anbar University. Their number is (136) students and represents divisions (b), (c), (d) and (e) by (34) students for each division; division (b) was chosen to represent the research sample. After excluding (4) students due to non-compliance, the research sample reached (30) students who were divided into two control and experimental groups by lottery method (15) students for each group.

Homogeneity of the sample: For the purpose of removing the factors affecting the variable of height, weight and age, the researcher used the law of the coefficient of variation, and the results showed that the sample is homogeneous in those variables as the value of the coefficient of difference values fall between (1-30) and Table No. (1) shows that

Table (1). Shows the values of the coefficient of variation of the homogeneity of the sample (n = 30)

Variables	Units of measurement	S	MD	Coefficient of variation (C. V)
Length	Centimetre	173.62	4.76	2.71
Weight	kg	70.16	7.14	10.17

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lifetime	year	254	17.65	6.94

Means, tools and devices used in research:

Means of gathering information

- Arab and foreign sources
- Observation and experimentation
- International Information Network (Internet)
- Data Registration Form
- Assistant Team

Devices used

- Medical Scale Measuring Height and Weight
- Chinese Origin DELL Core(TM) i7 Laptop
- Canon camera of Japanese origin
- Cosio stopwatch of Japanese origin

Tools used

- Iron bar (height, weight column) legal weight 20 kg number 15
- Educational iron bar work number 15
- Different weights from 25.5 to 10 kg
- Legal Wood Drum 4×4 m
- Small drums 25 cm high replace the lip lift discs
- Wooden stick (15)

Evaluate the technical performance of the netter lift

"The Clean and Jerk Technique Test."(Essam, 2011)

Test name: Skill performance of jerk lifting.

The objective of the test: Measuring the technical performance of the citrus lift.

Performance Description: The player stands on the lifting drum in front of the referee (subject teacher) and the bar horizontally in front of the legs of the weightlifter and is caught with the fingers down and the back of the hands out, then the weight is pulled in one movement from the wooden board (lifting floor) to the shoulders in a way that bends the knees (squawite method), and during the movement, the bar may slide on the thighs and pelvis, but the bar should not touch the chest before the end of the movement of the clean where the bar rests on the collarbones or on the chest (above the nipples) Or on the arms bent fully flexed - then return the feet to be on one line and the legs are straight before performing the movement of traction up and the weightlifter can return to the position of standing from the movement of clean without specific timing to end the movement of the clen and feet on one line with the trunk and bar.

The second part of the movement (hands-up):

It is done by opening the legs (the Sbilt method) with the arms fully extended so that the bar is perpendicular above the head. Then, the feet return to be on one line with the arms and legs extended and fixed to wait for the signal of the referee to lower the weight on the wooden board (lifting floor), and once the weightlifter is stable without movement in all parts of his body.

Number of attempts: (3 attempts).

Registration (measurement): The registration process for performance by the evaluators according to the form prepared for the purpose and the grade is measured. The evaluation is carried out by the referees according to the main stages or parts of the movement.

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The form was divided into two parts; the lifting section to the chest (clen) took (50) degrees, which is the same stage that the kidnapping lift went through. Moreover, the section of the netter (jirk) took (50) degrees. Their total was (100) degrees, as each part of the stages was given (10) degrees as well. The stages of the second section of the netter are (initial position - landing - push (fall) - joining the feet - stability)", as shown in the form (Appendix (1).

Exploratory experiment

The verification of the accuracy of the work is done through the researcher's conduct of an exploratory experiment on (Thursday) 9/11/2023, on a sample of first-stage students who did not participate in the research experiment, numbering (8) students and the purpose of applying the experiment was: (Ensure the application of the evaluation form in the presence of the referees, Determine the test application time, Determine the exercise time and suitability, Know the adequacy of the assistant team to work, Know the obstacles that the researcher may face in the future(Ali, 2022; Saeed et al., 2024).

Introductory Unit:

Through the guidance of the researcher with the information obtained for the exploratory experiment and its results, and the researcher and the assistant team knew the real level of the research sample, the researcher conducted two introductory units on the research sample, the experimental group and the control group in the weightlifting hall (College of Physical Education and Sports Sciences - Anbar University), in the presence of a professor of weightlifting as follows:

- The first introductory unit: It took place on (Tuesday) 14/11/2023, at (10) am.
- The second introductory unit took place on (Wednesday) 15/11/2023, at (10) am.

The purpose of conducting the identification units was to achieve the following:

- Learners should familiarise themselves with the proposed educational exercises for the experimental group members.
- To familiarise the educated students (experimental and control) with the method of performance of the elevation of the netter and its stages.
- That the educated students can perform well and have access to interaction with the professor of the subject.
- Learners should familiarise themselves with the steps and sections of the lesson plan and how to organise it.
- To generate conviction and readiness among educated students about the importance of their participation in the study experience to serve scientific research.

Field research procedures:

Pre-testing

After the researcher and the assistant work team began preparing the test application tools and registration forms with the presence of the referees and (3) referees (, the pre-test was conducted to evaluate the technical performance of the netter skills for the members of the two groups on (Thursday) 16/11/2023 in the weightlifting hall, as each assessor is granted (10) degrees on each stage. Then, the scores of the three assessors were collected and divided by (3). The researcher and the assistant team installed the test conditions from the temporal and spatial side and the method of application, and after unloading the data, parity was made between the two groups by statistical means. It was found that the two groups are equivalent in all stages of technical performance, as the value of (T) calculated for them is smaller than the value of (T) tabular, as shown in (Table 2).

Table (2). The parity of the two groups in the technical performance of the netter lift

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	Stages of technical performance	Units of measurement	Control group n = 15		Experimental group n = 15		Calculated value (T)	Significant differences
			M	SD	M	SD		
Stages of sclerosis	Elementary mode	degree	2.89	0.93	2.71	0.86	0.56	Immoral
	First draw	degree	2.01	0.76	2.04	0.58	0.12	Immoral
	Second pull and full extension	degree	1.82	0.87	1.74	0.81	0.26	Immoral
	Falling into a squatting position	degree	1.89	0.86	1.81	0.33	0.34	Immoral
	Advancement	degree	2.77	0.89	2.25	0.91	1.62	Immoral
Stages of germ	Elementary mode	degree	2.66	0.74	2.58	0.87	0.27	Immoral
	landings	degree	2.88	0.16	2.98	0.35	1.11	Immoral
	propulsion	degree	2.13	0.27	2.22	0.31	1.4	Immoral
	Joining the feet	degree	2.67	0.15	2.57	0.20	1.66	Immoral
	Stability	degree	3.11	1.12	3.22	1.11	0.27	Immoral

* Tabular value (T) (2.04) under the level of significance (0.05), and degree of freedom 30 -2 = 28

Preparation of the educational curriculum:

Preparation for the steps of the educational curriculum:

Any educational curriculum is based on a major experience through which the researcher can test the hypotheses of his research (Ahmed & Suzan, 1999). The researcher prepared his educational curriculum taking into account the curriculum, and the units were distributed over (6) weeks by an educational unit per week according to the class schedule of the college from Sunday. And the exercises and methods of application were developed according to the steps of motor learning for the skill of the netter, taking into account the principle of gradation from ease to difficulty; here are some curriculum guidelines:

- The exercises in each lesson should vary through a change in formation and arrangement.
- Students should adopt error correction when repeating the exercise.
- That all students can build a preliminary kinetic perception of each stage of the niter lift through the ring debate strategy.
- The objective of the behavioural educational unit should be achieved in the educational section (ring debate), and the implementation of exercises should be implemented in the applied section.
- All prepared questions should be about the skill that is directed to students by provoking thinking about it, with the gradation of the privacy of the questions clearly and their suitability for the sample in terms of level.
- Students feel free to answer without any pressure.

Application of the main research experience:

The research experiment for the debate strategy was started on (Sunday) 19/11/2023, until (Sunday) 24/12/2024, and the following is the educational plan with the ring debate strategy for a time of (90) minutes (Appendix 1).

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Preparatory Department: (20) D
It includes aspects of organisation and management of the plan for the purpose of preparing students' bodies for the application of the main section, and the preparatory section is divided into:
Introduction: (5) D Recording attendance, encouraging students to exert effort and dedication in performance and then start the lesson with greetings.
General warm-up: (5) D Ensures various exercises aimed at physical ability through walking, jogging, and exercises, such as rotating the arms and free jumping and movements of the legs.
Special warm-up: (10) D These exercises were developed in proportion to the skill to be learned and their kinetic specificity for each stage of the niter lift with the sequence to perform the exercise.
The main unit section (60) D is divided into two parts:
Educational Department: (20) D in which the teacher used the strategy of the ring debate on the members of the experimental group through the use of written debate and adopted the division of students into three groups The number of each group (5) students, and these groups were installed in terms of number throughout the period of application of the curriculum, and the teacher asks the question of how to apply the performance of the stage to be learned according to the information of students, then a student from each group records opinions on the activity sheet has been pre-configured in a circular manner, After completion, the process of discussing the recorded opinions and answers is carried out so that the teacher ends the educational department by presenting his model answer.
The main unit section: (60) d, in this section, the exercises are performed with feedback on performance errors to correct them, and (4) exercises were used in each unit.
Final Section: (10) D
It includes relaxation and calming exercises, a recreational game, and then leaving.

Post-test:

It was applied on (Monday) 25/12/2024, with the help of the assistant work team and under the same conditions as the pre-test on the control and experimental groups.

Statistical research methods

- arithmetic mean, standard deviation(Ali & Hammadi, 2022).
- c.v (coefficient of variation)(Marwan, 2000).
- T For two independent samples(Hammood et al., 2024).
- T For two related samples(Mohammed Hammood et al., 2025).

Results

Presentation of the results of the pre-and post-test of the control group.

Table (3). Calculated values (T) between the results of the pre-and post-test of the control group and significant

	Stages of technical performance	Units of measurement	Pre-measurement		Telemetry		Teams of the media	The standard deviation of differences	Calculated T* value	Significant differences
			M	SD	M	SD				
Stages of	Elementary mode	degree	2.89	0.93	4.17	0.61	1.28	1.03	.492	Moral

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scleros is	First draw	degree	2.01	0.76	4.88	0.82	2.87	1.22	9.25	Moral
	Second pull and full extension	degree	1.82	0.87	4.32	0.91	2.5	1.11	8.92	Moral
	Falling into a squatting position	degree	1.89	0.86	4.14	0.86	2.25	1.76	5	Moral
	Advancement	degree	2.77	0.89	5.13	0.56	2.36	1.18	7.86	Moral
Stages of germ	Elementary mode	degree	2.66	0.74	4.56	0.98	1.9	1.17	6.33	Moral
	landings	degree	2.88	0.16	5.43	0.74	2.55	1.32	7.5	Moral
	propulsion	degree	2.13	0.27	4.90	0.59	2.77	1.10	9.89	Moral
	Joining the feet	degree	2.67	0.15	5.22	0.83	2.55	1.2	8.22	Moral
	Stability	degree	3.11	1.12	5.23	0.87	2.12	1.20	6.83	Moral

* Tabular value (T) (2.04) under the level of significance (0.05), and degree of freedom 30 -2 = 28

Presentation of the results of the pre-and post-test of the experimental group.

Table (4). Calculated values (T) between the results of the pre-and post-test of the experimental group and the significance of the differences

	Stages of technical performance	**Units of measurement**	**Pre-measurement**		**Telemetry**		**Teams of the media**	**The standard deviation of differences**	**Calculated T* value**	**Significant differences**
			M	**SD**	**M**	**SD**				
Stages of scleros is	Elementary mode	degree	2.71	0.86	6.86	0.65	4.15	1.38	11.85	Moral
	First draw	degree	2.04	0.58	7.14	0.71	5.1	1.87	10.62	Moral
	Second pull and full extension	degree	1.74	0.81	6.88	0.90	5.14	1.43	14.27	Moral
	Falling into a squatting position	degree	1.81	0.33	6.98	0.82	5.17	1.32	15.20	Moral

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	Advancement	degree	2.25	0.91	7.77	0.53	5.52	1.16	19.03	Moral
Stages of germ	Elementary mode	degree	2.58	0.87	6.81	0.87	4.23	1.67	9.83	Moral
	landings	degree	2.98	0.35	7.13	0.98	4.15	1.87	8.64	Moral
	propulsion	degree	2.22	0.31	6.80	086	4.58	1.6	11.17	Moral
	Joining the feet	degree	2.57	0.20	8.13	1.12	5.56	1.98	10.90	Moral
	Stability	degree	3.22	1.11	7.83	0.55	4.61	1.15	15.89	Moral

Tabular value (C) (2.14), degree of freedom (14), significance level (0.05)

Through the two tables (3, 4) of the results of the pre-and post-test of the control and experimental group, it was found that the differences are significant in favour of the post-tests for all variables for the stages of raising the netter, as the calculated values (T) were greater than the tabular values (T) of (2.14), and the degree of freedom (14), with the level of significance (0.05).

Presentation of the results of the post-tests between the control and experimental groups.

	Stages of technical performance	**Units of measurement**	**Control group n = 15**		**Experimental group n = 15**		**Calculated value (T)**	**Significant differences**
			M	**SD**	**M**	**SD**		
Stages of sclerosis	Elementary mode	degree	4.17	0.61	6.86	0.65	12.22	Immoral
	First draw	degree	4.88	0.82	7.14	0.71	8.37	Immoral
	Second pull and full extension	degree	4.32	0.91	6.88	0.90	8	Immoral
	Falling into a squatting position	degree	4.14	0.86	6.98	0.82	9.46	Immoral
	Advancement	degree	5.13	0.56	7.77	0.53	13.89	Immoral
Stages of germ	Elementary mode	degree	4.56	0.98	6.81	0.87	6.81	Immoral
	landings	degree	5.43	0.74	7.13	0.98	5.48	Immoral
	propulsion	degree	4.90	0.59	6.80	086	7.03	Immoral
	Joining the feet	degree	5.22	0.83	8.13	1.12	8.31	Immoral
	Stability	degree	5.23	0.87	7.83	0.55	10	Immoral

* Tabular value (T) (2.04) under the level of significance (0.05), and degree of freedom 30 -2 = 28

In Table (5) of the post-tests between the two groups, it was found that the differences are significant in favour of the experimental group in the variables of the stages of raising the netter, as the calculated values of (T) were greater than the tabular values (T) of (2.04) under the level of significance (0.05), and the degree of freedom 30-2 = 28

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Discussion

Discussion of the first hypothesis: There are statistically significant differences between the results of the pre-and post-measurement of the control and experimental groups in learning the technical performance of the elevation of the netter for students.

Through the special presentation of the pre-and post-tests of the two groups in the stages of the nitter skill, it was found that the results of the statistical treatment were in favour of the post-tests. This confirms that both curricula have a positive impact for all stages, and this reflects the planning of teaching the material and the researcher based on the scientific basis of the two curricula; it included cognitive aspects and various exercises and that each method had privacy in the amount of influence, and it has enabled the provoking of mental processes in students in terms of attention and awareness of all stages of learning for the skill of the netter, as the researcher believes that raising the level of mental processes at the beginning of the lesson will achieve the goals by the needs and factors of students' subjective as "The students' rush to any learning situation reaches organised knowledge that can be integrated to build knowledge and transfer it for application in any new situation, and this situation causes the transfer of educated students to evaluate their learning through the discovery of experiences."(Yousef, 1993)

Both approaches have achieved another trend in motor learning, which is the behavioural and motor trend through linking to response and reinforcement through external and internal influences, as it showed the effort exerted by the sample in mental abilities and the application of specific exercises and repetitions associated with feedback, as "the repetition of the exercise was found to improve the skill performance in the educational unit and depends mainly on its type and tasks" (Haider, 2012)

The researcher agrees with the opinion mentioned by (Bouraq, 2024) that the development of the game adds an impact on a set of skill and tactical aspects, so it requires the teacher to follow educational methods that provide cognitive aspects to provoke interaction and that its progress is with skill learning because the student may face several intellectual and mental levels to cover the requirements of effectiveness and thus integrate the steps of the lesson to learn (Buraq, 2024).

Discussion of the second hypothesis: There are statistically significant differences between the results of the dimensional measurement of the two control and experimental groups in learning the technical performance of the net lift.

The special presentation of the post-tests between the two groups of the stages of the skill of the netter shows that they were in favour of the experimental group of the stages of performance, and this proves the impact of the positive strategy by the researcher Valmasajla ring played an important role in targeting the brains of students and raised the level of thinking at each stage of performance, by involving the senses in the learning process and in a cooperative manner and make the student a focus mainly for the learning process and not only the future of information, The strategy is based on directing mental thoughts and processes (Hassan' Shehata & Zainab, 2003)

The researcher believes the superiority of the members of the experimental group is a realistic result; achieving participation among students through the formation of the ring circle contributed to the exchange of ideas to reach the answer regardless of its validity because the teacher will present the correct answer at the end of the dialogue, which led to the discovery of an error in students, this strategy strengthens listening skills, which led to excellence. Thus, the awareness of the educational department in all its details was achieved so that students can apply the exercises in the applied department and perform motor duty under a good level of understanding and awareness of the learned skill.

The results of this study are consistent with other studies such as study (Afrah, 2022) in that the strategy contributes to learning skills and that it is a way that increases the level of orientation towards the physical

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education lesson (Afrah, 2022) and the results are consistent with the study (Kagan) in that the applied strategy is a cooperative method that can be used in the learning process as students acquire raising levels of ability to build team, communicate and master the educational material (Kagan s & Kagan m kagan, 2009)

Conclusion

- The strategy of ring debate and the curriculum followed contributed to learning the artistic performance of the netter students.
- The strategy of ring debate surpasses the approach used in learning the artistic performance of raising the netter for students.
- The exercises used and the implementation of the phases of the ring strategy contributed to the student's interest in the learning process.

Recommendations:

- Benefit from the results of the study and use the ring debate strategy because of its effective impact on learning the artistic performance of raising the netter for students.
- Conduct other studies in the kidnapping lift using the same strategy.

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