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THE EFFECT OF THE KLEAR AND DUAL COMPETITIVE LEARNING STRATEGIES ON LEARNING THE EFFECTIVENESS OF LONG JUMP FOR STUDENTS

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Abstract

The aim of the research is to prepare two teaching curricula using the Clear and Competitive strategies to teach the effectiveness of the long jump. To know the effect of teaching the klear strategy in learning the effectiveness of the long jump. To know the effect of teaching the Competitive strategy in learning the effectiveness of the long jump. The research community was deliberately selected from the first-year students of the Department of Physical Education and Sports Sciences/College of Basic Education - Al-Mustansiriya University, for the academic year (2024-2024), consisting of (70) students distributed over (5) academic departments. As for the research sample, it was selected randomly from the research community, where (3) departments were selected and by lottery, departments (B, C, D) became composed of (47) students to represent the research sample, ailed students, postponed students, and students of the exploratory experiment were excluded. The research sample members became (30) students distributed into three groups. The first experimental group consisted of (10 students) performing the skill with the Clear strategy, the second experimental group consisted of (10 students) performing the skill with the competitive strategy, and the third control group (10 students) followed the strategy. Thus, the sample percentage reached (67.14%) in comparison to the research community and for the purpose of ensuring the equivalence of the sample in the level of skill performance, and starting with one starting point between the three research groups, the law of analysis of variance (F) was used, i.e. in one direction, to identify the equivalence of the groups in the level of skill performance between the three groups. The researcher conducted the pre-test, after which the research groups were subjected to the experiment and then the post-test. The researcher relied on many statistical laws and reached the most important conclusions, including that the Clear and competitive strategies are effective in influencing learning the basic technical steps for the effectiveness of the long jump. The group that used the Clear strategy showed learning the skill performance in the total degree of movement for the effectiveness of the long jump effectively and outperformed the rest of the groups, then came the second group that used competitive learning and ranked third, the control group. Claire's strategy helped improve the quality of learning and increase its effectiveness, which increased the group's understanding of each of the technical stages of the long jump's effectiveness, as it helped to link these factors during the motor performance and at varying rates. One of the most important recommendations of the research is that the Clear and competitive strategies are effective in influencing learning the basic technical steps of the long jump event. The group that used the Clear strategy showed learning the skill performance in the total degree of movement for the long jump event effectively and outperformed the rest of the groups. Then came the second group that used competitive learning and the control group ranked third.

Keywords: klear strategy, dual competitive learning, jumping effectiveness

1 Definition of the research

1-1 Introduction of the research and its importance:

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The researcher in the field of teaching methods of physical education sciences confirms the necessity of using multiple types of teaching strategies used in physical education lessons to develop a strategic level among learners. This is a natural process for humans, but it is complex and requires a lot of study and analysis. Most researchers have considered teaching methods in their broadest sense to be nothing more than a thoughtful preparation of the steps necessary for the educational process, in that they are closely related to the elements of the curriculum and have mutual effects that cannot be separated from them. Diversity in using different teaching methods and strategies works to relieve students from boredom resulting from using one strategy. A successful teacher is one who is good at applying more than one strategy and is interested in taking into account students' tendencies and trends, and that these tendencies and trends represent motives for stimulating the individual. Among the strategies that recent studies have proven to increase and speed up a strategy and develop skills more quickly than other strategies are the Clear and Competitive strategies. Athletics is the bride of games because of its special status in the sports field, and it is one of the important components in the educational community, so it needs a variety of educational strategies with a certain specificity. The long jump is one of the exciting and enjoyable activities that can be practiced by everyone in different places and locations. This prompted the researcher to study these strategies that accompany the type of sports activity specific to long jump skills and the extent of the optimal and positive representation of each of them in a strategic process. Hence, the importance of the research emerged in being an attempt to add the application of the Clear strategy and competition strategies to the track and field games lesson in the faculties of physical education. Perhaps this research contributes to giving the physical education teacher a practical strategy applied in a scientific manner that can benefit from it in implementing the physical education lesson plan. In addition to standing on the importance of these two strategies and determining which of them has the best effect on students' learning in their performance of this task.

2-1 Research problem: Most researchers and specialists in the field of motor strategy emphasize the necessity of using modern and diverse methods and strategies in teaching physical education in order to contribute to raising the level of learners. Through the researcher's experience and her knowledge of many studies, the large number of students in classrooms put teachers in a difficult position to teach while taking into account individual differences between students during the process of learning motor skills in the manner followed by most physical education teachers in general and track and field games in particular, which indicates the use of the teaching method with the strategies of the self-strategy used in teaching the track and field activity, in addition to not using the Clear and competition strategy in teaching and the lack of development of the game for students in their performance of the long jump activity.

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after explaining it theoretically and then applying it practically during practical lessons to create the required strategy and accelerate it. The researcher considered this a scientific problem facing teachers, which prompted him to use the klear and Competition strategies when teaching an athletics event, which is the long jump.

1 Research aims:

1. Preparing two teaching curricula using the Clear and Competition strategies to teach the effectiveness of the long jump.
2. Knowing the effect of teaching the klear strategy on learning the effectiveness of the long jump.
3. Knowing the effect of teaching the Competition strategy on learning the effectiveness of the long jump.

4-1 Research hypotheses:

1. There are statistically significant differences between the pre- and post-tests of the group that uses the klear strategy in the level of learning the long jump and in favor of the post-tests.
2. There are statistically significant differences between the pre- and post-tests of the group that uses the competition strategy in the level of learning the long jump and in favor of the post-tests.
3. There are statistically significant differences between the pre- and post-tests of the control group in the level of learning the long jump.
4. There are statistically significant differences between the results of the post-tests of the three research groups in the level of learning the long jump.

1 Research areas:

1. Human field: Students of the Department of Physical Education and Sports Sciences - College of Basic Education, Al-Mustansiriya University for the academic year 2024-2024
2. Temporal field: For the period from 2/15/2024 to 5/10/2024.
3. Spatial field: The outdoor yard in the Department of Physical Education and Sports Sciences - College of Basic Education - Al-Mustansiriya University.

3 Research methodology and field procedures

1-3 Research methodology:

Choosing the appropriate method that is most consistent with the nature of the problem to be researched is a necessity of research. Therefore, scientific research methods have varied so that the method that is appropriate for each research has been used. Accordingly, the researcher used the experimental method.

2 Research community and sample: The research community was deliberately selected from first-year students in the Department of Physical Education and Sports Sciences/College of Basic Education - Al-Mustansiriya University, for the academic year (2024-2024), consisting of (70) students distributed over (5) study sections. As for the research sample, it was selected randomly from the research community, where (3) sections were selected and by lottery, sections (B, C, D) became consisting of (47) students to represent the research sample. Failed students, postponed students, and students of the exploratory experiment were excluded. The research sample members became (30) students distributed into three groups. The first experimental group consisted of (10 students) performing the skill with the Clear strategy strategy. The second experimental group consisted of (10 students) performing the skill with the competitive strategy strategy and the third control group (10 students) followed the strategy. Thus, the sample percentage reached (67.14%) in comparison to the research community. In order to ensure the equivalence of the sample in terms of skill performance level, and to start with one starting point between the three research groups, the law of variance analysis (F) was used, i.e. in one direction, to identify the equivalence of the groups in terms of skill performance level between the three groups.

3. pilot experiment:

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The exploratory experiment was conducted on a sample of the research community of first-stage students, numbering (4), who were excluded in the main experiment on Monday, corresponding to (2/15/2024 AD) at exactly 9:00 am, on the field and field stadium in the Department of Physical Education and Sports Sciences - College of Basic Education, Al-Mustansiriya University. The aim of the exploratory experiment was as follows: -

- Identifying the obstacles and errors that accompany the research.
- Ensuring the appropriateness of the test parts' times.
- The suitability of the outdoor field in performing the experiment in terms of providing (number of holes, obstacles, boxes, and gloves).
- Ensuring the validity of the devices used, and their suitability in implementing the test.
- Introducing the support team to the nature of the experiment, and how to work on the tools and means used in the research.
- Knowing the method of transferring groups from the outdoor field.
- How to conduct the tests.

. 9-3 Main experiment:

The researcher began conducting the main experiment after giving two introductory educational units for the second semester of the academic year (2024-2024) which begins on (2/9/2024). The date of the first introductory unit was on (2/22/2024) and (2/23/2024). The aim of the units was to:

- Introduce the research sample members to the nature of the technical performance of the long jump and accustom them to applying this performance in a practical way so that an initial idea is formed among the research sample members as they have an initial level of performance.
- The main experiment took (6) weeks from the date of implementation of the educational units, on the first (1/3/2024) educational unit until the last educational unit on Tuesday (4/5/2024).
- The duration of the educational unit is (90) minutes.
- An agreement was made with the subject teacher on how to apply the experiment to the two groups using the Clear strategy and the Competitive strategy.
- The practical aspect of the two groups was implemented in the field and arena stadium in the Department of Physical Education and Sports Sciences - College of Basic Education, Al-Mustansiriya University.
- As for the control group, it received instruction from the teacher on the Amiri strategy for the lesson.
- After completing the last educational unit, the post-test was conducted.

10-3 Experimental implementation strategy:

The researcher followed the following steps in implementing the experiment:-

- After completing the pre-test for the three groups, the experiment began on Monday (1/3/2024) with two educational units per week.
- Each supervisor from the work team supervised a group, with the help of the student who was assigned as the head of his group, with general supervision by the researcher on the two groups.
- The first group was taught the Clear strategy in the outdoor stadium of the yard and field at the College of Physical Education - University of Kirkuk, with the supervision of the assistant work team in the educational and applied aspects.
- The exercises were performed collectively, as every three students were learners performing the exercise at the same time, and the performance was left to the learner in terms of repetition, rest, and exercise performance time, because this is one of the characteristics of the Clear strategy and competition, and in each educational unit the learner performed two exercises.

12-3 Post-tests:

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After completing all the educational units, the post-test was conducted on the three groups on Monday (10/5/2024) in order to know which of the groups was better in strategy, as the conditions in the skill test were the same as in the pre-skill test in terms of location and in terms of conducting the test for the three groups.
Statistical tools: The researcher used the statistical program (SPSS) to process the research results.
4 Presentation, analysis and discussion of results:
1-4 Presentation, analysis and discussion of the results of the pre- and post-tests of the control group:
Table (3)
shows the difference in the arithmetic means, its standard deviation, the calculated (t) value, the significance of the differences, and the percentage of learning between the results of the pre- and post-tests in the tests under study for the control group.

Stages	Variables	Unit of measurement	F	F	Calculated t value	Error level	Significance of differences	Percentage Strategy%
First	Approximate run approach	Degree	0.267	0.378	2.228	0.053	Random	12.818
Second	Linking approach and ascension	Degree	0.500	0.283	0.582	0.000	Statistically significant	32.333
Third	Flying in the jump	Degree	0.233	0.335	2.201	0.055	Random	13.844
Fourth	Jump up	Degree	0.517	0.183	8.908	0.000	Statistically significant	31.333
Fifth	Landing	Degree	0.617	0.324	6.011	0.000	Statistically significant	43.057
Total marks			2.250	0.802	8.870	0.000	Statistically significant	27.108

* Significance at level ≤(0.05) and degree of freedom (9).
The emergence of significant differences in each of the stages of linking the approach, ascent and flight was due to the fact that these two stages are among the most important technical stages of the long jump event, which those in charge of the educational process often emphasize implementing correctly, as they spend a lot of time emphasizing the correct link between the last three steps and ascent to achieve good flight. However, the link between the approach and ascent, although it developed in the post-tests, did not achieve its goal, which is good ascent, as the differences appeared insignificant between the pre- and post-tests through the calculated (t) value. This means that despite the improvement of the individuals in the control group in achieving good linking between the last steps and ascent, this does not mean the integration of good technique for the rest of the stages of performance for this event, as it is assumed that the improvement and development are in the approach stage and in ascent, and these two stages constitute the largest percentage in achieving integrated performance and achievement in this event. Thus, repeating the technical performance during the practical lessons of this activity gives some positive feedback even if the performance is not good, as after a period of repeating the exercise, the learner gradually enters this stage until he performs the skill automatically.

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This mechanism is linked to accuracy and complete mastery of the skill ([1]), as the student's performance reaches the stage of high achievement, decisions become quick without the need for thinking, and movement becomes fluid (high-level motor model). At this stage, self-talk also decreases, self-confidence increases, and the learner's ability to correct mistakes becomes more developed ([2]) This is what appeared among the individuals of the control group during the stage of linking approach, ascension, and flying. On this basis, the development rates for the stages ranged between 12.818% and 43.057%. The reason for the progress in the performance level of the approach and ascent phase and the flight phase is due to the control sample (the third) practicing the applied method (the prescribed method for the long jump), and here (Mohamed Hassan and Abu Al-Ala Ahmed) ([3]) confirm that the sensory receptors in the muscles, tendons and joints send sensory nerve signals that carry information about the extent of muscle shortening or lengthening, the extent of its tension and relaxation, the speed and strength of muscle contraction, the different body positions and the positions of the body as a whole, the changes in these positions, the accuracy of movement in the surrounding space and the time of its performance, and thus this information helps the student to estimate the motor performance through the nervous system's control over the performance of acquired movements and their mastery during the processes of motor strategy and sports training.

4 Displaying and analyzing the results of the pre- and post-tests for the Claire strategy group and discussing them

Table (4)

shows the difference in the arithmetic means and its standard deviation and the calculated (t) value and the significance of the differences and the percentage of learning between the results of the pre- and post-tests in the tests under study for the Claire group

Stages	Variables	Unit of measurement	F	F	Calculated t value	Error level	Significance of differences	Percentage Strategy%
First	Approximate run approach	Degree	0.267	0.378	2.228	0.053	Random	12.818
Second	Linking approach and ascension	Degree	0.500	0.283	0.582	0.000	Statistically significant	32.333
Third	Flying in the jump	Degree	0.233	0.335	2.201	0.055	Random	13.844
Fourth	Jump up	Degree	0.517	0.183	8.908	0.000	Statistically significant	31.333
Fifth	Landing	Degree	0.617	0.324	6.011	0.000	Statistically significant	43.057
Total marks			2.250	0.802	8.870	0.000	Statistically significant	27.108

([1]) Hanafi Mahmoud Al-Mukhtar, Foundations of Planning Sports Training Programs, 1st ed., Dar Zahran for Publishing and Distribution, Cairo, 1988, pp. 167-168.
([2]) Israa Muhammad Amin A, The Effect of Using Computers in Learning Some Basic Skills in Artistic Gymnastics for Women, Master's Thesis, College of Physical Education and Sports Sciences, University of Baghdad, 2020, p. 13.
([3]) Muhammad Hassan Alawi and Abu Al-Ala Abdel Fattah; Physiology of Training and Sports; (Cairo, Dar Al-Fikr Al-Arabi, 1984) p. 83.

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* Significance at level ≤(0.05) and degree of freedom (9).

This means that using the Clear strategy may help to raise the level of long jump performance and has improved the level of skill performance among the members of this group. The researcher attributes the reason for the emergence of differences between the pre- and post-measurements of the long jump stages under study and shown in the table above to the progress in the level of performance, due to the use of the study variable (Clear strategy), during this period of time the members of this group practiced the applied approach supported by the variables of the Clear strategy strategy, and here (Smith & Berlant) confirm that using the Clear strategy strategy as a general structure for the lesson will lead to improving the level of performance and raising the level of the strategic quantity for the entire learning group, especially when learning individual games, and on the contrary, the level of the strategy may not develop for some or may develop slowly when using the traditional method ([4])

This indicates that the Clear strategy takes into account two basic principles, the first of which is (the principle of individual differences) and the second (reaching the stage of mastery). In addition to the above, we see that there is a great learning that occurred in the strategic ratios in the group to which the klear strategy for the long jump was applied, indicating the effectiveness of this strategy during the strategic stages, as the ratios reached between 279.838% to 152.109%, and these values are very large if they are compared with the results of the control group that we referred to in item 4-1-1.

In terms of the relationship between the difference and the Clear Strategy strategy, Bloom indicates that the Clear Strategy strategy was designed to address individual differences on the one hand and achieve good achievement for the entire learning group on the other hand. The task required to be completed is divided into several parts and one does not move from one task to another until the previous task is completed. In the event that low levels of achievement appear, treatment is done by using (correct feedback, repetitions, additional units) until the skill is mastered well for the entire learning group. This is the work of the researcher ([5]).

-1-3 Presentation and analysis of the results of the pre- and post-tests for the competitive learning strategy group and their discussion

Table (5)

shows the difference in the arithmetic means and its standard deviation and the calculated (t) value and the significance of the differences and the percentage of learning between the results of the pre- and post-tests in the tests under study for the competitive learning strategy group

Stages	Variables	Unit of measurement	F	F	Calculated t value	Error level	Significance of differences	Percentage Strategy%
First	Approximate run approach	Degree	2.400	0.296	25.634	0.000	Random	111.628
Second	Linking approach and ascension	Degree	2.483	0.355	22.103	0.000	Statistically significant	144.613

([4])Bloom, Benjamin and others: Evaluating the Student's Total and Formative Education, translated by Muhammad Amin Al-Mufti and others, Makroheny Publishing House, Cairo, 1983, p. 122.

([5]) Weiss, M., Mecullagh, P., Smith, A., & Berlant, A. Observational Learning and the fearful child: influnce of peermodels on Swimming Skill performance and psychologicalres ponses. Research Quartely for Exereise and sport, 2023, 63 (1) P. 67-75.

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Third	Flying in the jump	Degree	2.517	0.419	18.991	0.000	Random	149.554
Fourth	Jump up	Degree	2.650	0.621	13.497	0.000	Statistically significant	151.429
Fifth	Landing	Degree	2.267	0.238	30.078	0.000	Statistically significant	129.543
Total marks			2.250	12.233	0.959	40.667	0.000	27.108

* Significance at level ≤(0.05) and degree of freedom (9).

The researcher attributes this to the effectiveness of the strategy used in teaching the members of this group, as the presence of students in an atmosphere of bilateral competition with different methods led to the occurrence of this strategy. The students' regular attendance during the period of implementing the educational curriculum, which included performance practices for a month and a half, also led to this strategy, during which the students practiced a new strategy that was not familiar to them in regular lessons, which attracted the students to implement the paragraphs and parts of the lesson and apply its skills well. The researcher also attributes this strategy of the common and different in its proportion to this age stage that the students in this class are going through, as it is characterized by the student's desire to satisfy his group and strengthen his position, as he desires to increase his participation in practical activities in the yard and field lessons, which constitute a group activity represented by the yard and field lessons, which are dominated by a competitive nature. This result is consistent with what was shown by studies on the effects of competition on motor performance, which made the skill of competition between individuals and groups tend to be a strong reinforcer for different groups and ages ([6]). The researcher indicates that the stages of performance that have an impact on achievement, which are among the most difficult stages of performance, namely approaching and linking with ascension and implementing ascension, have developed significantly and significantly for both the Clear Strategy group and the Competitive Strategy. The researcher says that the rise phase is one of the most important technical phases that play a fundamental role in the integration of performance and achieving the main goal of performing the long jump skill. It is the correct link between the speed achieved during the approach phase and what should be achieved from this speed during the launch and with the least decrease in this speed. Therefore, learning to perform this phase is one of the important matters that should be focused on during education and training. In addition, in this phase, the path taken by the body and the amounts of mechanical energy are determined, which must be proportional to the kinetic transfer that aims to place the center of gravity of the body in its best mechanical position in order for the final path of speed to be closer to the horizontal direction. Therefore, all educational methods must aim to clarify the importance of this phase and what should be performed in it. Therefore, significant differences appeared between the results of the performance level of this phase for the Clear and Competitive groups, and clearly.

-1-4 Presentation and analysis of the results of the post-tests for the three research groups

Table (6)
shows the analysis of variance between the three groups (control, Claire, competition) in the variables under study in the post-test

Significance of Differences	Error Level	Calculated F-Value	Mean of Squares	Degrees of Freedom	Sum of Squares	Source of Variance	Tests

([6]) Brownal: An – Instruction Technology, Media & sons York. U.S.A. , 2017 , P.12

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significant	0.000	181.500	52.545	2	105.91	between	Approximate run approach
			0.290	27	7.817	inside	
significant	0.000	186.592	44.479	2	88.957	between	Linking the approach
			0.238	27	6.436	inside	
significant	0.000	150.522	44.553	2	89.106	between	Upgrade
			0.296	27	7.992	inside	
significant	0.000	235.840	44.159	2	88.319	between	Flying in the jump
			0.187	27	5.056	inside	
significant	0.000	247.244	23.203	2	64.406	between	Landing
			0.130	27	3.517	inside	
significant	0.000	427.645	1075.404	2	2150.807	between	Total marks
			2.515	27	67.897	inside	

* Significance at level ≤(0.05) and degree of freedom (2.27).

It appears from the above presentation of the results of the analysis of variance in Table (6) above that all the results of the analysis were statistically significant in favor of the post-tests for the three groups of performance evaluation scores for the long jump stages under study, as the calculated (F) values were greater than the tabular value under a degree of freedom (2, 27) and a significance level less than (0.05). The calculated (F) values were respectively (181.500) (186.592) (150.522) (235.840) (247.244) (427.645) for the stages (approximate run, approach linking approach and ascent, flight, landing and the total performance score) respectively between the three groups (control, clear and competitive) in the post-tests. This indicates that both the klear strategy and the Competitive strategy were effective in acquiring long jump skills for the members of these two groups, and that these two strategies were effective in influencing behavior. The motor skills of the two experimental groups, This caused a significant and tangible development in the stages of technical performance that make up the long jump effectiveness, and in favor of the post-test for the three research groups. To identify the significance of the difference between the individuals of the research sample in the post-evaluation scores for the stages of technical performance of the long jump, the researcher used the Least Significant Difference (LSD) test, which is presented in Tables (7) (8) (9) (10) (11) (12).

4-1-5 Displaying the results of the least significant difference in the variance results for the post-tests of the three research groups

Table (7)

The test of least significant difference between the three groups in the approximate run variable shows

Significance of differences	Error level	value LSD	mean differences	Score means	Groups
significant	0.000	0.494	-4.583	6.933-2.350	Control group - kleer

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significant	0.000		-2.200	4.550-2.350	Control group - competition
significant	0.000		2.383	4.550-6.933	kleer - Competition

* Significant if the difference of means is greater than the (LSD) value.

It is clear that the least significant difference in the above table (7) was in favor of the Clear strategy group compared to the control group, then the competitive group, and compared to the control group as well, as the largest difference between the means was (4.583) greater than the calculated (LSD) value of (0.494) in favor of Clear, then (2.200) also greater than the calculated (LSD) value in favor of the competitive group compared to the control group, and finally the control group.

Second: The link between approach and ascent in the jump

Table (8)

The test shows the least significant difference between the three groups in the variable of linking approach and advancement.

Significance of differences	Error level	value LSD	mean differences	Score means	Groups
significant	0.000	0.448	-4.217	6.217-2.000	Control group - kleer
significant	0.000		-2.200	4.200-2.000	Control group - competition
significant	0.000		2.017	4.200-6.217	kleer - Competition

* Significant if the difference of means is greater than the (LSD) value.

It is clear from the table above that the least significant difference was in favor of the Claire strategy group compared to the control group, then to the competition group, and compared to the control group as well, as the largest difference between the means was (4.217) greater than the calculated (LSD) value of (0.448) in favor of Claire, then (2.200) also greater than the calculated (LSD) value in favor of the competition group compared to the control group, and finally the control group as the difference in the means between it and the competition group was (2.017) greater than the (LSD) value in favor of the competition group.

Third: Rising in the jump

Table (9)

The test shows the least significant difference between the three groups in the variable of advancement.

Significance of differences	Error level	value LSD	mean differences	Score means	Groups
significant	0.000	0.499	-4.217	6.133-1.917	Control group - kleer
significant	0.000		-2.283	4.200-1.917	Control group - competition
significant	0.000		1.933	4.200-1.917	kleer - Competition

* Significant if the difference of means is greater than the (LSD) value.

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It is clear from the table above that the least significant difference was in favor of the Clear strategy group compared to the control group, then the competition group, and compared to the control group as well, as the largest difference between the means was (4.217) greater than the calculated (LSD) value of (0.499) in favor of Clear, then (2.283) also greater than the calculated (LSD) value in favor of the competition group compared to the control group, and finally the control group as the difference in the means between it and the competition group was (1.933) greater than the (LSD) value in favor of the competition group.

Fourth: Flying in the jump

Table (10)

shows the test of least significant difference between the three groups in the flying variable.

Significance of differences	Error level	value LSD	mean differences	Score means	Groups
significant	0.000	0.397	-4.217	6.367-2.167	Control group - kleer
significant	0.000		-2.283	4.400-2.167	Control group - competition
significant	0.000		1.933	4.400-6.367	kleer - Competition

* Significant if the difference of means is greater than the (LSD) value.

It is clear from the table above that the least significant difference was in favor of the kleer strategy group compared to the control group and then to the competition group, as the largest difference between the means was (4.200) greater than the calculated (LSD) value of (0.397) in favor of Claire, then (2.233) also greater than the calculated (LSD) value in favor of the competition group compared to the control group, and finally Claire, as the difference in the means between it and the competition was (1.967) greater than the (LSD) value in favor of kleer.

Fifth: Landing

Table (11)

shows the test of least significant difference between the three groups in the drop variable

Significance of differences	Error level	value LSD	mean differences	Score means	Groups
significant	0.000	0.331	-3.583	5.633-2.050	Control group - kleer
significant	0.000		-1.967	4.017-2.050	Control group - competition
significant	0.000		1.617	4.017-5.633	kleer - Competition

. * Significant if the difference of means is greater than the (LSD) value.

It is clear from the table above that the least significant difference was in favor of the Claire strategy group compared to the control group, then to the competition group, and compared to the control group as well, as the largest difference between the means was (3.583) greater than the calculated (LSD) value of (0.331) in favor of Claire, then (1.967) also greater than the calculated (LSD) value in favor of the competition group compared to the control group, and finally the control group as the difference in the means between it and the competition group was (1.617) greater than the (LSD) value in favor of the competition group.

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Table (12)
shows the test of the least significant difference between the three groups in the total score variable.

Significance of differences	Error level	value LSD	mean differences	Score means	Groups
significant	0.000	1.455	-20.733	31.283-10.550	Control group - kleer
significant	0.000		-10.833	21.383-10.550	Control group - competition
significant	0.000		9.900	21.383-31.283	kleer - Competition

* Significant if the difference of means is greater than the (LSD) value.

The table above shows that the least significant difference was in favor of the kleer strategy group compared to the control group, then to the competition group, and compared to the control group as well, as the largest difference between the means was (20.733) greater than the calculated (LSD) value of (1.455) in favor of kleer, then (10.833) also greater than the calculated (LSD) value in favor of the competition compared to the control group, and finally Claire as the difference between the means between it and the competition was (9.900) greater than the (LSD) value in favor of kleer. In order to conduct the competition between the results of the three methods in each skill, the researcher resorted to using the least significant difference (LSD) test, and the result was as shown in the previous tables. It is noted that the group that was subjected to the kleer strategy in the first degree, then the group that was subjected to the competitive strategy in the second degree, outperformed the results of the control group, as the differences between the means for all study variables were in favor of the kleer Strategy group because the value of the difference was greater than the calculated (LSD) value, then the results of the competitive strategy group come second, if the differences between the arithmetic means were also greater than the calculated (LSD) value, but with lower values than the first group. The researcher attributes the superiority of the kleer Strategy groups and the competitive strategy group to the increased intensity of incentives among students in the binary groups, which made them perform the long jump skills with high proficiency and great enthusiasm (The student and Louis) mention ((The level of achievement is directly proportional to the degree of motivation)) ([7]).

The kleer strategy also provided ideal opportunities to invest the time of the main section of the lesson plan for learning and developing the approach stage and linking it to the ascent, which caused the ascent to be effective and in accordance with the conditions required for technical performance, which made the flying stage appropriate and good and with high balance, which led to the landing being effective and with great balance. On the other hand, the strategy helped the students compete in the form of paired groups close in level, which led to the student's interest in proving himself by excelling in the exercise, and thus he moved away from the state of indifference that can affect the student during implementation if his colleague was much stronger than him, and the state of underestimation if the competing colleague was much lower than him. Each student had a real opportunity commensurate with his abilities to win the competition, as (Bonniess) mentions ((Competition between individuals close in skill levels results in better performance, unlike those who are not close in skill levels)) ([8]) Barakat also mentions that competition with a colleague in a strategy has

([7]) Nizar Al-Talib, and Kamel Al-Wais: Sports Psychology, Dar Al-Hikma for Printing and Publishing, Baghdad, 1993, p. 118.
([8])Knapp B.: Skill in sport, The Altarnment of Proviciency Billing and suns limited, Guild Ford: London, 2017, p. 125.

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an effect because it is a motivating element and forces the learner to use his personality completely, and that making him feel the results of his work and comparing him with his colleagues and making him feel the extent of his progress or delay is considered the strongest strategic motivation, while he found that neglecting the learner and not making him feel his position or caring about the progress or delay he has achieved is likely to lead the learner to boredom, laziness and slowness of strategy ([9])..

5 Conclusions and Recommendations

1-5 Conclusions:

In light of what the results of the study showed, the following conclusions were reached:

2- The kleer and Competition strategies are effective in influencing the learning of the basic technical steps of the long jump effectiveness.

3- The group that used the kleer strategy showed learning the skill performance in the total degree of movement for the long jump effectiveness effectively and outperformed the rest of the groups, then came the second group that used competitive learning and ranked third, the control group.

4- The kleer strategy helped improve the quality of learning and increase its effectiveness, which increased the understanding of the individuals of this group for each of the technical stages of the long jump effectiveness, as it helped to link these factors during the motor performance and at varying rates.

5- The results of the control group were below the level of ambition compared to the results of the two experimental groups (kleer and Competition) in most stages of the technical performance.

2-5 Recommendations:

1. Using kleer and Competition strategies to learn the long jump skill in physical education lessons in light of the results of this research.
2. Finding other research and studies to know the effect of kleer and Competition to learn the effectiveness of long jump at other age groups.
3. The necessity of benefiting from educational films on sports skills, especially foreign ones, and preparing them to suit understanding and comprehending the Iraqi reality.
4. Using kleer and Competition strategies to learn other skills for track and field games.

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