



## THE USE OF MODERN TEACHING METHODS IN THE FIELD OF PHYSICAL EDUCATION AMONG STUDENTS APPLIED IN MIDDLE SCHOOLS FROM THE POINT OF VIEW OF SUPERVISORS IN MAYSAN GOVERNORATE

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### **Abstract**

The study aims to identify the most important teaching skills necessary for the student applying in managing the physical education lesson in secondary schools from the point of view of the faculty members in the College of Physical Education and Sports Sciences, University of Misan. The researchers used the descriptive approach using the survey method, in addition to using the teaching skills scale that the researchers modified to be consistent with the reality of the educational environment in Iraq. The study sample was represented by the faculty members, numbering (25), who were selected randomly. The researchers extracted the scientific foundations so that the scale would have scientific standards and be ready to be adopted on the application sample. The researchers reached a set of conclusions, including the selection of (7) teaching skills for the applying student from a total of (22) skills. The teaching skills for the applying student were chosen in a manner consistent with the academic orientation in terms of the specificity of the scientific, practical and theoretical specialization of physical education. The researchers recommended the necessity of working on using modern technology in teaching students all sports activities by displaying video clips, and building cognitive achievement measures for the special laws of sports games, which contribute to registering the student who applies them in the arbitration courses held by sports federations.

**Keywords:** modern teaching methods, applied students.

### **1-Definition of the study:**

#### **1.1 Introduction and importance of the study:**

The world community is experiencing an era of human progress as a result of the amazing scientific and technological developments that occurred in the twentieth century, where the last quarter of the previous century, especially the last ten years, was characterized by tremendous growth in the field of information and communication technology as a result of progress in computer and network sciences and the rapid spread of the scientific network of information and the Internet. As Mostin mentions the methods advocated by Moscow Mostin, who presented a set of modern methods in the field of physical education, which was called the spectrum of modern teaching methods that traditional methods are no longer effective in the field of teaching and do not achieve scientific goals has diversified and expanded teaching methods to transfer information to students, allowing to develop the teaching process (Mosston 2002). Amro adds that teaching does not remain confined between the walls of the educational institution. Still, the teacher strives to improve the life of society by involving the student and directing him to serve the community in various educational aspects (Amro, 2006, p. 17)

Where teaching methods are an element of the four curriculum elements (goal, content, teaching methods and methods, and evaluation) and teaching methods are the link between the teacher and the student and therefore



consist largely of the success of the curriculum in achieving the goals, and whenever the goals of modern teaching and good and carefully selected, they effectively achieve the goals (Hayek, 2009, p. 11). By reviewing the methods that were taught to students in the fourth stage in the Faculty of Physical Education and Sports Sciences in the first semester, modern methods were used by students applied in secondary schools in the center of Misan Governorate and under the supervision of resident teachers for students during the training period, and from here:

The importance of the study:

Lies in knowing the effectiveness of the use of modern teaching methods in the field of physical education among students applied in schools from the point of view of supervisors in Misan Governorate.

1.2 Study problem :

Despite the multiplicity of methods of teaching physical education and its methods, whether direct and indirect for teaching games, events and motor skills, but the search for the best and optimal educational method that suits this effectiveness and that skill and the amount of its harmony with the capabilities and abilities of learners with the help of the available learning aids is one of the basic necessary things that contribute to the learning process economy of effort and investments in time to speed up the educational process. The researchers has noted through his field experience being a teacher of methods Teaching in the Faculty of Physical Education, The lack of use of modern teaching methods by teachers in its learning units, and after study and analysis, the studier found it necessary to promote teaching methods to reach students to a better level of learning, for the purpose of knowing the impact of these modern teaching methods in order to reach better learning, the diversity of teaching methods in the field of physical education and sports, on the basis of which the development and development of various abilities of those applied in schools, has become more than ever on the teacher familiarity with them, so that he knows how to apply them so that he can reach the desired goal for which they were found, and from this point of view comes to our minds to ask this question and say: What is the importance of choosing effective teaching methods in developing the different abilities of students applied in middle schools?

1.3 The Objective:

1 . Identifying the effectiveness of the use of modern teaching methods in the field of physical education among students applied in schools from the point of view of the supervisors of the application of faculty members .

2. The first hypothesis, states that there is a statistically significant difference at the level of significance (0.05) between the average scores of university professors on the scale of modern teaching methods by students applied in middle schools in the center of Misan Governorate.

1.4 Study areas:

First: The human field: students applied from the fourth stage of physical education and sports sciences students in middle schools in the center of Misan Governorate.

Second: Time Domain: Second Semester of the Academic Year 2023-2024. Third: Spatial Area: Government averages in the center of Maysan Governorate.

5 Define terms

1- Modern teaching methods: defined by (Foresta) as including modern teaching methods in physical education for school students using information and communication technology, such as interactive whiteboard, and exercise programs. Computerized, and video recording systems, which enhance teaching processes and provide opportunities for self-study and skills development, (Foresta, 2023). 2- The method is a set of tasks, laws, and procedures that include a logically interconnected educational experience therefore



the method is an organized process and aims to achieve a set of goals announced in advance of another. (Ismail 2008, p. 105).

3- Applied students: defined (Al-Qala 2003 AD, p. 8) as the most important and last step in the field of preparation and university qualification for the teacher or teacher, in which the applied student is responsible for teaching in the school and leading students, which is the real field of practical training on the teaching profession and a laboratory to test his abilities, preparations, talents, and experiences that qualify him for the field of future work prepared for him. (Al-Qala 2003, p. 8)

1 . Study methodology and field procedures

1-1 Study Methodology: Scientific study methods are knowledge that is achieved based on organized scientific observations, organized and intentional experiments of phenomena and objects, the development of hypotheses, and the discovery of general theories and fixed scientific laws, capable of explaining phenomena and things scientifically, and predicting and controlling what will happen in the future. ( Benign 1985, )

2 Study sample: "The sample selection process is closely related to the nature of the population from which the sample is taken because it is "that part of the community on which the tests are conducted and represents the community correctly, the study sample was deliberately selected, and they are the fourth stage students applied in secondary schools in the center of Misan Governorate, which number (50) male and female students (2023-2024), as well as the homogeneity process was conducted for the members of the study sample between variables (height, weight, chronological age and training age), It was found that there is a clear homogeneity in those variables not individual study sample.

3 . Means of data collection:

- Arab and foreign scientific sources and references.
- Questionnaire for students.
- Auxiliary team.

4. Study Tool: To collect information, the studier used (an observation form) to evaluate the performance of students in the use of modern methods in teaching, a form consisting of seven axes, each axis consisting of (5) pre-prepared paragraphs distributed to the supervisors, and through the student's method applied in teaching, so an estimate is placed in front of each paragraph and these paragraphs are divided into five sections (very good, Good, average, acceptable, poor).

5- Field Study Procedures: Due to the appropriateness of the study, the studiers used multiple observations through the tools and devices available in middle schools in which students of physical education and sports sciences are applied and the (supervisors) are informed of the students from the faculty members in the Faculty of Physical Education, the tool in this case needs credibility and follow-up for using the study tool and presenting it to a group of teachers supervising the applied students.

The researchers distributed the questionnaire to the supervisors of the students covered by the application at the time of asking the supervisors to take their notes on the method used from the sample used by the modern method of teaching, thus giving the student a full opportunity in the application and benefit from the method used.

6 – Statistical methods:

- 1- The studier used the statistical bag for statistical treatments ((SPSS)
2. Percentage
- 3- Arithmetic mean
- 4- Rank correlation coefficient Presentation and analysis of the results.



The first objective is the effectiveness of the use of modern teaching methods in the field of physical education among students applied in schools from the point of view of the supervisors of the application of faculty members:

The researchers attribute this result to the fact that the professors are fully aware and aware of technological skills and realize the importance of these cognitive and technological skills and that these skills are sufficient to enable them to practice their work effectively and thus be consistent with their new roles in the application, in addition to their readiness and readiness to keep pace with what is new in the environment surrounding them and the field of academic work, as it is one of the important and necessary pillars to modernize the educational process, which depends on their flexibility and acceptance of these changes, hence it included.

The answers of the supervisors of the students on the skills possessed by the applicators according to the weighted circles and percentages and according to the strength of each of the paragraphs shown in Table (1) Table(1) The weighted mean, percentage and degree of severity of the upper and lower paragraphs in the scale of teaching skills from the point of view of the teachers supervising the applied students

Weight Percentage	weighted mean	Paragraph	Paragraph number in the scale	s
upper paragraphs				
<b>Individual Program Style</b>				
0.836	4,18	Can it be used with a large group of students?	2	1
0.834	4,17	Does it give feedback to correct performance?	3	2
0.833	4,16	Personality. • His attitudes towards his profession, himself and his community.	1	3
0.804	4,02	His ability to deal with the type of learners and their characteristics.	4	4
<b>Initiative style in learning</b>				
0.818	4,09	Characteristics of the student who applies this method of teaching.	3	1
0.816	4,08	His psychological structure in all its aspects	2	2
		His ability to deal with the type of learners and their characteristics	1	3
		Characteristics of the student applied in using this teaching method.	4	4
<b>Interchangeable style</b>				
0.809	4,4	His previous experiences in his field of specialization.	1	1
0.807	4,03	His teaching skills and the extent of his control over them.	2	2
0.744	3,6	His ability to deal with the type of learners and their characteristics	3	3
0.734	3,60	Characteristics of the student applied in using this teaching method.	4	4



<b>Self-application method</b>				
0.822	4,12	He cares about the e-learning content in a way that achieves the educational goals.	4	1
0.805	4,20	He follows up well on the regularity of students' daily attendance.	2	2
0.804	4,02	Takes into account individual differences in the distribution of roles	1	3
0.60	3	The portfolios is used to assess student activity.	3	4
<b>Problem solving method</b>				
0.72	3,61	Does he give feedback to correct performance?	2	1
0.728	3,64	Personality. • His attitudes towards his profession, himself and his community.	4	2
0.736	68,3	His ability to deal with the type of learners and their characteristics	1	3
0.737	3,68	Characteristics of the student who applies this teaching method.	3	4
<b>Self-teaching method</b>				
0.75	3,75	Adheres to rules expected to be adhered to in electronic discussions	3	1
0.757	3,8	Trains students to use technology and provides support when required	2	2
0.758	3,7	Provides feedback to learners to monitor the level of development of those who answer correctly	4	3
0.759	3,79	Uses PowerPoint to present lectures	1	4
<b>Dual teaching method</b>				
0.804	4,02	Electronic assessment tools are suitable for a variety of goal areas.	35	11
0.768	3,8	His ability to deal with the type of learners and their characteristics		
0.758	3,7	Characteristics of the student who applies this teaching method.		
0.759	3,79	Power Point is used to present lectures.		

Through the results shown in Table (1), the researchers believe that there is a real challenge towards this change, which has changed many concepts and work patterns, and that there is apprehension or lack of conviction using the ((order method)) which was brought by supervisors dissatisfaction with the level of performance that requires the educational institution and those in charge of it to take advantage of the advantages provided by the modern style of teaching and that the future of education in general and higher



education in particular is linked to the development of capabilities and capabilities to use modern methods in Teaching by applied students because it has now become an alternative to traditional education and will occupy the same space in terms of importance as a supportive educational method in the corridors of schools.

1. To verify the validity of the first hypothesis, which states that there is no statistically significant difference at the level of significance (0.05) between the average scores of university professors on the scale of modern teaching methods.

Distribution of the phrase using modern methods according to the values of arithmetic averages and standard deviations with clarification of the descending order of arithmetic averages and standard deviations from the highest degree to the weakest degree according to the answers of the supervisors of the performance of the applied students as shown in Table (2)

Table (1) Values of Arithmetic Averages and Standard Deviations According to the Answers of the Supervisors of the Applied Student Performance

Teaching level				The method used by the implementers	s
Degree	sort	deviation	Average		.1
Very good	1	1.13	4.56	Method Individual Program	.2
Good	2	1.12	4.17	Initiative Learning Method	.3
Good	3	1.10	4.16	Self-teaching Method	.4
Good	4	1.09	4.11	Self-application Method	.5
Average	5	1.07	3.22	Reciprocal Method	.6
Poor	7	1.01	2.23	Paired Teaching Method	.7

The results of Table No. (1) shows a difference in the level of arithmetic averages and standard deviations, which is represented by the paragraph that stipulated ((the method of the individual program) came to a very good degree as the arithmetic mean reached (4.56) and a standard deviation (1.13) and attributed that the method of the individual program of the most interactive methods between the applied and the response of students. The paragraph that ranked last is (the problem-solving method) there is a difference in the level of arithmetic averages and standard deviations with an arithmetic mean (2.23) and a standard deviation (1.01), where the performance ratio of the applicators and students was ineffective through the follow-up of the application supervisors. 4-4 Discussion of the results of the first objective according to Table (2)

Discussion of the result of the first objective :



The result of the objective showed that there is an average degree in the use of the two applications from the point of view of physical education and sports teachers in modern teaching methods for middle school students, as the total arithmetic mean reached (4.56) with a standard deviation of (1.14). The researchers see through the answer of the supervisors of the applied students that the arrangement of these methods in terms of the result is logical. Some of the secondary stage. The teaching method. Average deviation. The order. The degree. Very good. The method. The individual program. The preference for using the individual program method is very good for physical education and sports teachers. The students attribute this to the structure of difficult motor activities to control the learning path. This is what was confirmed by "Atta Allah Ahmed (2004) the more the skill rises and becomes more complex, we turn to the problem-solving method in teaching it, and the results of the study by Ksili Jamal (2014) also showed that the individual program method has a great impact on education, especially in difficult activities, and it cannot be considered in any way a traditional method, especially if it is applied as stated in the spectrum of teaching methods by Muska Mosten, as well as the study by Mustafa Al-Sayeh Muhammad (2009)

#### 4. Conclusions and recommendations :

##### 4.1 Conclusions :

Through the questionnaire distributed to the supervisors, they praised the role of students in some points from the scientific and administrative side and their slippers in some methods.

##### 4.2 Recommendations :

Through the results of the study and our diagnosis of the reality of the use of modern teaching methods by the applicators on the middle-stage students in the center of Misan Governorate, we noticed a shortcoming in the use of these methods due to the existence of differences between professors that prevent their use, which requires us to give proposals as follows:

1. The need to diversify the use of modern teaching methods by the applicators, as required by the learning situation of the lesson.
2. Freedom from (traditional) teaching methods in which the learner's attitude is not positive, which do not take into account individual differences and follow (indirect) teaching methods that provide the production of ideas and develop abilities for students
3. Expanding the circle of control over decisions from the teacher to the students, to get used to making behavioral decisions (before, during and after) the lesson, which is directly related to the development of his capabilities and thinking abilities with the least possible effort.

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