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"IMPACT" EDUCATIONAL UNITS ACCORDING TO NO MODEL TO FOLLOW IN LEARN BASIC SKILLS AND SMASH VOLLEYBALL"

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Abstract

That useModelNew learning depends on its own speed, and this can only be done by revealing the learners' potential and their intellectual, cognitive, psychological and other abilities, on the basis of which they are classified and then chosen. The methodSuitable for them to reach the desired goal, and because performing basic volleyball skills is more complicated for beginners, but it gave the learner the uniqueness in performing learning, each according to his way of thinking, until he masters the skills according to some objective tests and the gradual transition to performing other skills until the educational chain is completed in the skills together.

The research sample was chosen intentionally, represented by the National Center for the Care of Sports Talent in Volleyball, numbering (14) players, aged (16-17) years, who were randomly divided in an irregular manner (lottery) into two equal groups, the first experimental group numbering (6), and the second control group numbering (6), and (2) players were excluded due to their level of performance and being different from the rest of the research samples, and the emergence of a clear improvement in their logical thinking, which is one of the basic elements that contribute to improving players' performance and developing playing strategies. This type of thinking requires the ability to analyze different situations during performance, and to make quick and effective decisions based on the available informationFor performance group andFor the experimental and control groups in the pre-tests, post-tests and post-tests, and in favor of the post-test. This is what was concluded from the results reached by the study.

Keywords: logical thinking , Wheatley model

1. Research definition:-

1-1 Introduction and importance of the research:

The educational processOne ofImportant and essential aspects of society that have undergone continuous and great efforts as a result ofUseModern means and methods, as well as research and investigation in all areas of society, and sciencesSports are an important area of life, as they have been subject to various developments that have occurred in societies as a civilized phenomenon and an aspect of social development. Sports games have also been considered one of the means that have expressed progress. Those communities.

It has become necessary to useTeaching units according to a model and followedIt depends on his own speed, and this can only be done by revealing the learners' potential and their intellectual, cognitive, psychological, and other abilities, on the basis of which they are classified and then chosen.RoadsSuitable for them to reach the desired goal, Because performing basic volleyball skills is more complicated for beginners, it gives the learner the uniqueness in performing learning, each according to his way of thinking, until he masters the skills according to some objective tests and gradually moves to performing other skills until the educational chain is completed in the skills together..

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The best results can be achieved by following accurate and objective scientific methods that take into account individual differences in the process of receiving information given by the teacher. In addition, the educational aspect is one of the important aspects that contribute to identifying the level of learners in volleyball.

Because the basic skills in volleyball are intertwined in the process of its success in terms of circulation between six skills, four of which are offensive and three others are defensive, in other words, good reception results in an effective attack in terms of preparing the balls from the setter or passing the ball to the other player in the game, then all beginners must master it perfectly, whether from below or above to the hitting player in ideal conditions in terms of proximity and distance from the net, in addition to the height of the ball determining the method of the type of attack so that the team can succeed.,Through the researcher's observation of the performance of basic volleyball skills and based on personal interviews with some experts and specialists in the field of volleyball (beginners), considering them the basis for laying the real foundation in motor memory.so AThere are individual differences between learners in the same learning period, in addition to fluctuations in the level of learners' performance; hence the startThe researcherIn obtaining its problem by giving the beginner the interference with his own thoughts in order to raise the mental efficiency and launch his own ability and participate in information specific to the game immediately that can raise their mental ability from the speed of reaction and high control in performing the basic skills in volleyball.

1-2 Research problem:

Education is going through a stage of development imposed by the nature of the era, which necessitates taccidentCurricula serve the desired goals and with modern advanced means. Learning today depends on the beneficial function of what we learn, meaning that scientific facts are transformed into life practices and behavior.

The process of evaluation and follow-up is at the heart of the educational process, as there must be provisions that clarify the extent of progress through which the teacher's success in achieving the objectives of the curriculum is demonstrated. It is not correct to putStrategyIt has scientific specifications without measuring it and observing its usefulness. Through evaluation and follow-up, the desired benefit is achieved by distinguishing the correct performance from the wrong path.

Some teachers believe that curriculum planning means writing the study vocabulary (content), while others believe that planning should not be limited to the subject matter only, but should include diverse experiences, objectives, appropriate time periods, and the ability to use available capabilities for sound planning of a flexible curriculum that is compatible with the environment in its application. They emphasize the broad concept of the curriculum as a starting point for achieving... Educational objectivesFrom here, the researcher started to develop appropriate solutions for the process of learning basic volleyball skills, as learning all skills depends on the sound foundation of basic skills and the process of control and follow-up in trading.

1-3 GoalsSearch:

• ImpactInstructional unitsAccording toWhitley modelInto learnSome basic volleyball skills.

1-4 AssumptionsSearch:

• There are statistically significant differences betweenPre- and post-test In. Some basic volleyball skills.

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• There are statistically significant differences between the two research groups. In some basic volleyball skills.

1-5 AreasSearch:

1-5-1 Human domain: Players of the National Center for Sports Talent Care in Diyala

- **1-5-2 Time domain: The period from (**09/17/2024) to (11/27/2024)
- **1-5-3 Spatial domain:**The inner hall in Baqubah CenterIn Diyala Governorate **1-6 Define terms:**

Wheatley model: One of the models based on the constructivist philosophy in education and the field of teaching in it begins with tasks for a problematic situation that makes learners feel that there is a problem, then they search for solutions through small, cooperative groups, each one individually, and the education concludes with the groups participating with each other in discussing what they have reached. The model is therefore composed of three basic pillars, which are tasks for cooperative, participating groups. (1).

2- Research methodology and field procedures:

2-1 Research Methodology:

Solving the problem made the researcher use the experimental method to ensure achieving what they aspire to, which is "the true test of the relationships of cause and effect."¹It is also "the most adequate means of arriving at reliable knowledge."²The researcher used the method of the experimental and control groups, so that they are completely equivalent except for the variable that affects the experimental group.

2-2 Society and research sample:

It happenedChooseR The research sample was conducted intentionally, represented by the National Center for the Care of Sports Talent in Volleyball, and numbered (14) players, aged (16-17) years. They were randomly divided in an irregular manner (lottery) into two equal groups, the first experimental group numbering (6), and the second control group numbering (6). (2) players were excluded for not fully committing to the number of units.

		Third	Second	The first step		
Step Five	Step Four	Post-test	independent variable	Pre-test	Groups	Т
Difference between the two groups	The difference between	; Send and receive settings,	Teaching units according to the Wheatley model	Tests and basic skills	Experiment al group	1

¹ - Muhammad Hassan Alawi, Osama Kamel Rateb: Scientific Research in Physical Education and Sports Psychology, Cairo, Dar Al Fikr Al Arabi, 1999, p. 217.

²Deobold B. Van Dalby: Research Methods in Education Psychology, and (translated Muhammad Nabil others). Anglo-Egyptian Printing bv) (and Cairo: House, 1985. p. 7.04.

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Figure (1) Experimental design of the research.

2-3 Methods, devices and tools used in the research: 2-3-1 Information collection methods:

- Scientific sources (Arabic and foreign).
- International Information Network (Internet)
- Tests and measurements.
- Test results registration forms.

2-3-2 Devices used in the research:

- Canon camera, number (1).
- Laptop type(Dell).

2-3-3 Tools used in the research:

- Legal volleyball court.
- ↓ Volleyballs type(Mikasa), number (20) balls.
- Leather measuring tape (20m).
- Large plastic signs (4).
- Colored masking tape, chalk.
- Henches, number (4).
- **4** Sitting chair.
- Fens.
- Chinese electronic stopwatch, number (2).

2-4Basic volleyball skills tests:

2-4-1 Volleyball serving skill test:⁽³⁾(:Muhammad Walid Shehab, Nizar Ali Jabbar, Basem Ibrahim Hamid

- **<u>Test name</u>**: Test the accuracy of the transmission skill
- Purpose of the test: Measuring the accuracy of sending skill
- **<u>Tools:</u>** (10)Legal balls, legal volleyball court, measuring tape for scoring, numbered signs.

-1Muhammad Walid Shehab, Nizar Ali Jabbar, Basem Ibrahim Hamid: International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 10, 2020

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- Performance Description: The tester stands at the end line of the other court and then performs the serve. Towards precision areas.
- **Test conditions:**Each tester has (10) attempts in which the ball is sent to the specified targets.



The shape2)

Shows the performance specifications of the sending skill.

Registration:

- ✤ 4 points for each serve that lands in zone A.
- ✤ 3 points for each serve that falls in area B.
- ✤ 2 points for each serve that falls in zone C.
- ◆ 1 point for each serve that lands in zone D.
- Zero points outside the specified area.

The maximum score for the test is (40) points.

2-4-2 Volleyball Reception Skill Test⁽¹⁾

<u>Purpose of hidingR</u>: Measure the laboratory's ability to accurately receive transmissions.

- Tools needed: legal volleyball court, tape measure, duct tape width (5) centimeter, Adequate Legal specifications.
- **procedures:**
 - \checkmark Draw a circle at both ends of the field, the diameter of each circle is (2) meters.
 - ✓ Frontal area divisionFor the stadium(region3 meters) into three equal areas..

(1) Mohamed Sobhi Hassanein, Hamdi Abdel Moneim: Scientific foundations of vollevball and measurement methods for physical, skill. psychological, cognitive, and analytical evaluation, 1st ed., Cairo, Book Center for Publishing, 1997, p. 243.

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✓ and A mark (×) is placed on the other half of the field and at a distance of (3) meters from the finish line and away(4.5) Meter from the side line, figure (6).



Figure (3)

Transmission reception test shows

> <u>Performance Description:</u>

The test subject stands facing the net inside circle (A), and the coach stands over the (\times) mark to send the ball towards the test subject so that the latter can perform the receiving skill. He must direct the ball into area (1) in five consecutive attempts. The same performance is repeated as shown in the figure above.

✤ Test instructions:

✓ Number of transformers in each region (15) attempts.

Test management:

Judge: Calls the tester, gives the signal to start the test, and records the tester's scores on the registration form.

Calculate grades:

The total score obtained from the thirty attempts assigned to him shall be recorded for the examinee, at a rate of (15) attempts from each department, according to the following method:

- \checkmark The tester awards (3) points when the ball falls within the designated area.
- The examiner (2) awards a point when the ball falls outside the designated area and inside the area adjacent to it.
- \checkmark The tester awards (1) point when the ball falls outside the designated area but inside the field.
- \checkmark The laboratory will award (0) points in cases that violate the above.

Thus, the highest test score that can be achieved by the tester = 90 points.

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2-4-3 Volleyball preparation skill test:: (4)

- Test name: Test the accuracy of the preparation skill
- **Purpose of the test:**Measuring the accuracy of the preparation skill from center (3) towards the center between (1-6) back.
- **Tools:** 5 legal balls, legal volleyball court, tape measure, mattress (1m x 1m).
- **Performance Description:** The coach hands the ball to the examiner in position (3) and the examiner must \geq prepare the ball to positions (1-6).
- **Test conditions:** The laboratory has (5) attempts for each center. \geq



The shape (4)

Shows the performance specifications of the preparation skill

Registration:

- \checkmark If the ball falls in the (4) point rank.
- \checkmark If the ball falls in the planned area (3) points.
- \checkmark For each ball that falls in the area (A)-b) (2) points.
- \checkmark If the ball falls in area (C)-d) Award (1) point.
- ✓ If the ball is outside what is indicated above, it is awarded (zero).

The maximum score for the test is (40) points.

⁻¹Muhammad Walid Shehab, Nizar Ali Jabbar, Basem Ibrahim Hamid: International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 10, 2020

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2-4-4 Smash Ball Skill TestThe plane:⁽⁵⁾

<u>Purpose of the test:-</u>Measurement of the accuracy of the crushing strike in the diagonal direction.

- Tools: -Volleyball court, (6) volleyballs, adhesive tape to mark the specific area for the ball to fall as shown in Figure (1).
- > <u>Performance specifications: -</u>

The examiner performs the smash from position (4), so that the coach passes from position (3) using the high facing pass. The examiner performs (5) attempts with the smash on the back area, then (5) more attempts on the front area. The examiner is credited with the correct attempts in the (10) attempts allocated to him according to the scoring rules.

> <u>Registration:-</u>

- \checkmark If the fall is inside the square, the tester is awarded four points.
- \checkmark If the fall is in the planned areas, the tester is awarded three points.
- ✓ If it falls in (a-b) The laboratory is awarded two points.
- \checkmark If a fall in (c) is given the tester one point.



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appearance(5)

Qatar volleyball smash accuracy test

The shape (5)

Shows the performance specifications of a skill.crushing blow

Maximum test score:40

2-5Exploratory experiment

He didTresearcherAndBy his experienceASurvey dated(17/09/2024)With the help of the support team before starting the implementation of the main experiment, he conductedTresearcherAndThis experience on(12) junior They are the main experimental sample to avoid the process of experimental control and regulation in order for the growth process to occur for both groups and its goal was to stand on the reality of the actual operation of the experiment.

2-6Main experience:

2-6-1 Pre-tests

Pre-tests have been done.dailyTuesday and WednesdayAgree(24-25/09/2024)One hour for each of the following basic skills tests: (serving, receiving, setting or passing, smashing),After testing in an ideal way in front of the examiners and with real evidence.

Table	(2)	Equivalence	of	groups	in	skills.
	(-)	Lquivalence	U1	Stoups		DIMINU

	Error rate T value	Control group	Experimental group	Variables	
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		Standar d deviatio n	Arithm etic mean	Standard deviation	Arithme tic mean	
0.067	2.058	1.602	15.833	1.169	14.167	Test the accuracy of the transmission skill
0.196	1.387	2.280	40,000	1.862	38,333	Reception skill accuracy test
0.589	0.558	2.787	16.833	2.366	16,000	Test the accuracy of the preparation skill
0.053	2.193	2.191	<mark>12,0</mark> 00	3.011	15.333	Smashing Skill Accuracy Test

2-6-2 Implementing the educational unit using the Wheatley model

The researcher developed a timetable for implementing the educational units, which included (8) eight educational weeks, with an actual (16) educational units (practical and theoretical activities) in the time of an educational unit (90) minutes. The educational units were implemented on Tuesday, corresponding to (10/01/2024).

The following table represents the actual work schedule for the experimental group.

table(3)The program schedule is shown.

Timeline	The attribute	Μ
8week	Actual weeks of experiment	1
16lonliness	Educational units	2
Two educational units	Number of teaching units per week	3
An hour and a half	Unit time	4
Three hours	Time work per week	5
24 actual hours	Total work	6

Table (3) shows the details of the researcher's actual work and her scheduling of the educational units in three sections of the educational units with a fixed timetable, with an experimental control and adjustment process for the experimental and control groups. The distributions of the lesson sections were as in Appendix (1):

He didTresearcherAndBy applying the educational program according toWheatley modelThe first group (experimental) was subjected to the same curriculum while the second group (control) was subjected to the

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same curriculum.Beginners of specialized schools in Diyala Governorate, And it was donefollowingStepsThe following:

- \checkmark Inform beginners of the time of the educational unit and prepare before it starts (at the break).
- ✓ Read the instructions and explain how to complete the form and follow it up.Y With the program.
- ✓ The educational unit begins in the closed hall of the Diyala Youth Directorate (the specialized center for volleyball), starting from the educational section, during which the lecture is presented in the form of slides ((powerpoint)) Via the computer (laptop), starting with displaying the written and read text, then displaying the illustrative images that show what was read in the text, followed by displaying a video clip that also expresses the content of the text. At the end of this part, evaluation questions are presented to beginners consisting of three questions, and beginners must answer them under supervision by supervisors, so that they are informed of the correctness of the answer or not. This is what is called feedback, which has the characteristics of reinforcement, which means that informing the beginner of the correctness of his answer reinforces him and increases the likelihood of repeating the correct response later.
- \checkmark Then move to the volleyball court to implement the unit's vocabulary.
- ✓ The second part of the educational unit takes place in the playground and according to the sequence of the educational unit as in the method followed, except for:AThe educational section given in the classroom for the experimental group.
- ✓ In this part the beginner applies the skill to learn.MBy himself, according to what he understood, absorbed and learned from the educational part, under the supervision of the assistant staff, through training on the skill according to three levels. Every beginner must start from the level that he sees as appropriate for his abilities and capabilities, and he may not move to the higher level and then the higher, except after he has mastered the performance of that skill, provided that this is done under the direct supervision of the responsible professor and the staff who helps him in implementing the lecture, as follows:
- ✓ In performing the different passes, three circles were drawn, the first with a diameter of 7 m, the second with a diameter of 5 m, and the third with a diameter of 3 m. The beginner only has to start the exercise from the circle that he sees as appropriate for his level. When he masters the performance in the circle he chose, he can move to the circle with the higher level, provided that this is done under the supervision of the observers present during the performance of the exercises.
 - 1- The end of the educational unit includes relaxation exercises or recreational games, lasting (5) minutes.

2-6-3 The method group followed by the teacher (traditional):

How it works:

The same school teachers and trainers apply the same method used by them in implementing the special units and the same number of educational units and repetitions applied in both the first and second groups.

2-6-4 Post-tests:

It happenedresearcherAndTestsDimensionalityFor the research sample included in the study, two daysTuesday and Wednesday (26-27/11/2024)1:00 PMFor the following basic skills tests:(Sending, receiving, setting or passing, crushing), as it included an explanation of the test specifications after using some special pictures and drawings, and displaying a prototype of them and then applying them by the examinees.

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2-7Statistical means: Use the searchThthStatistical factSPSS)

- **4** Arithmetic mean.
- **4** Standard deviation.
- **4** (t-test) for associated samples.
- t-test) for independent samples.

3- Presentation, analysis and discussion of results:

<u>3-1 Results of the experimental group tests</u> <u>methods followed, their analysis and discussionA :</u>

3-1-1 Displaying and analyzing the results of the experimental group tests of educational units according to the Wheatley model(First hypothesis):

 Table (5)Descriptive statistics For the experimental group.

ErrorStandard	Standard deviation	Ν	Arithmetic mean	Measurement var	iables	
0.477	1.169	6	14.167	Pre-test		Sand
0.683	1.673	6	38,000	Post-test		Sena
0.760	1.862	6	38,333	Pre-test		recontion
1.461	3.578	6	61,000	Post-test	dagraa	reception
0.966	2.366	6	16,000	Pre-test	uegree	propagation Sanall
0.477	1.169	6	36.167	Post-test		preparation-Scroll
1.229	3.011	6	15.333	Pre-test		amishing blow
0.806	1.975	6	27,500	Post-test		crushing blow

Table(6) Inferential statistics For the experimental group.

rateError	Value(t)	Н	AF	S-F	Unit of measure	Variables
0.000	24,311	0.980	2.401	-23.833		Send
0.000	12.333	1.838	4.502	-22.667		reception
0.000	14.652	1.376	3.371	-20.167	degree	preparation
0.000	9.738	1.249	3.061	-12.167		crushing blow

-Degree of freedom (6-1=5) at a significance level of (0.05).

Table (6) shows the achievement of the study objective and proves the hypothesis. Alternative and rejection of the null hypothesisThere are statistically significant differences between the pre- and post-tests. For the group of educational units, according to the Wheatley model, this unit was the reason for the inference of significance in favor of the post-tests.

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3-2 Display the results of the control group tests.(The educational unit for specialized schools for teaching skills) and its analysis and discussion:

4-2-1 Displaying the results of the method test Basic skillsWith volleyballFor pre- and post-tests and their analysis:

Standard error	Standard deviation	Ν	Arithmetic mean	Unit of measure	Variables		
0.654	1.602	6	15.833		Pre-test	Sand	
0.715	1.751	6	30.333		Post-test	Sellu	
0.931	2.280	6	40,000		Pre-test	recontion	
1.222	2.994	6	54.833	daamaa	Post-test	reception	
1.138	2.787	6	16.833	degree	Pre-test	Settings -	
0.667	1.633	6	28,667		Post-test	Scrolling	
0.894	2.191	6	12,000		Pre-test	amahing blow	
0.749	1.835	6	21,833		Post-test	crushing blow	

Table(7)Descriptive statistics for the control group

Table(8)Inferential statistics for the control group

Variables	Unit of measure	S-F	A F	н	Value(t)	rateError
Send		-14,500	2.739	1.118	12.969	0.000
reception	dograa	-14.833	1.329	0.543	27,336	0.000
preparation	degree	-11.833	3.971	1.621	7,300	0.001
crushing blow		-9.833	1.472	0.601	16.364	0.000

-Degree of freedom(6-1) at a significance level of (0.05).

The table shows (8) Achieve the objective of the study and prove the hypothesisAlternative and rejection of the null hypothesisThere are statistically significant differences between the pre- and post-tests. For the set of units followed by the educational apparatus for the programGSpecialized schools for teaching volleyball and this unit was the reason for the occurrence of the inference of morality in favor of the post-tests.

3-3 Display basic skills resultsWith volleyballIn the post-tests between the two experimental research groups (educational units according to the Wheatley model) andControl group(Educational unit for specialized schools for teaching skills) And its analysis and discussion:

Table(9) ShowsDescriptive and inferential statistics at a significance level of (0.05).

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Error rate	Value (t)	Standard deviation	Arithmetic mean	Unit of measure	Variables		
0.000	7 752	1.673	38,000		Experimental group	Sand	
0.000	1.135	1.751	30.333		Control group	Senu	
0.000	3.578		2 7 2 0	61,000		Experimental group	recontion
0.009	5.230	2.994	54.833		Control group	reception	
0.000	9.148	1.169	36.167	degree	Experimental group	Satting/Degging	
0.000		1.633	28,667		Control group	Setting/Passing	
	5.149	1.975	27,500		Experimental group		
0.000		1.835	21,833		Control group	crushing blow	

<u>3-3-1 Discussion of the results of the post-tests for the experimental group (educational units according to the Wheatley model) and the control group (the method followed):</u>

Through the results shown in the table (9), it becomes clear to us that the first goal has been achieved in identifyingAs a resultTeaching units according to the Wheatley model for learning basic skillsWith volleyball, like thatAndverificationFrom the second hypothesis testBetween the two groupsYPost-test.

The researcher attributes this to the clarity of the general objective of the curriculum's educational units and its consistency with the beginners' abilities, which led to a clear improvement in performance. This is what he indicated: "The clarity of objectives and their definition in behavioral images or specific levels of performance are meaningful and effective."¹⁾.

As well asUse of learning units according to the modelWheatley's model allows the beginner to take enough time to learn according to his own capabilities and abilities until he reaches the stage of mastery. The feedback he is provided with and the method of presenting the educational material, whether in written text, still and moving images, or video clips, which enables him to use more than one sense in the learning process, have contributed in an effective way to the diversity of knowledge sources and the increase in opportunities for good learning. This is what happened through Wheatley's model.

In this field, the self-stepping of each learner until he reaches the level of mastery, and the development of motivation in the learner in addition to the use of assistants to provide assistance in individual performance in addition to conducting tests are all factors that help the learner in achieving his educational goals, and this is what was indicated by "thatThe degree of mastery of learning the subject of previous training, as the greater the mastery of previous learning, the greater the possibility of transferring it to new learning, and mastery is one of the factors influencing the learning process (⁶).

Ya'rab Khayoun: Motor Learning between Principle and Application, Baghdad, Al- (1) Sakhra Printing Office, 2002, pp. 113-114.

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Other sources confirm thatTraining,And repetition,Imitating the performance or motor behavior presented by the teacher, while following his instructions and directions, in order to be able to improve performance.⁷

whatGloryAnd the researcher Reason for progressAt the level of being that both skillsThe fourThe above mentioned individual performance depends primarily on the learner's ability and capacity.How to perform itThis is because these skills are individual skills, the basis of which is the performer's knowledge. How to perform these skills without needing help from other colleagues, as the learner depends on himself to complete the task or skill after mastering it. This is whatpointed outTo himAnalyzing the material into its components and elements helps to understand its organizational structure, and thus provides the learner with a higher mental capacity thanAbsorptionAnd the application" ⁽⁴⁾

4- Conclusions and recommendations:

4-1 Conclusions:

- presence of fect For educational units using the Wheatley model in proportions Varying in learning basic skills And the crushing blow with the volleyball.
- There was a significant superiority between the applied and the experimental and control research groups and for both educational units.
- The educational units according to Wheatley's model had an impact on mastery of the educational material, and this depends on his own readiness and not on the readiness of the group to which he belongs.
- The educational units are modeled after Wheatley, which achieves the principle of cooperation between the working group, taking into account the differences.QIndividuality is not mineNThe support.
- It provides learners with the time needed to learn, on the other hand, and gives learners complete freedom in the process of performing motor skills and sports games according to their own abilities and capabilities.

4-1 Recommendations:

- The use of instructional units according to the Whitley model has a positive effect on learning basic volleyball skills and smashing.
- Conduct further studies using educational units according to the model. It is recited On the rest of the technical skills in volleyball.
- Conducting an update on the information of specialists in the field of teaching methods in order to work with the modern requirements in the field of modern teaching methods.
- Using modern teaching methods and other models to engage a large number of students saves time and effort for the teacher and helps develop cooperation and exchange of ideas among them.

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The first educational unit (⁸⁾

The material:volleyball

Subject: Skill of sending facing from below

the date:01/10/2024

The stage:Second minutes

Section:Health and recreation

Making students, after the end of this educational unit, able to:	Behavioral
 Gradually apply the metacognitive knowledge strategy (awareness - planning)-Monitoring - review). Developing a strategy of awareness of the educational mission among students. Developing a planning strategy for the educational mission among students. Developing students' learning task monitoring strategy. Developing students' review strategy for the educational task. Understand what is meant by sending skill and what is its purpose. Mention the conditions for learning the skill of sending. Mention the types of transmission Mention the basic principles of the technique of the skill of sending the skill from below. Performing the skill of sending the facing from below Initially. 	objectives
Volleyball court - volleyballs - smooth wall - ropes - chalk - (5) cm wide adhesive	Tools &
tape - whistle-Stopwatches -	Equipment
Illustrative images of the skill of sending facing from below.	
- Introduction (3): Taking absence and preparing tools.	Preparatory
- General warm-up (6) minutes: It includes a set of physical exercises to	section
prepare the body's muscles and joints.	
- Special warm-up (6) d: Special warm-up with balls.	

Basma Naeem Mohsen: (The effect of education according to the metacognitive knowledge (1) volleyball strategy for risk-takers versus caution in learning and retaining some basic skills) PhD thesis, University of Baghdad, College of Physical Education and **Sports** Sciences, 2010) p.



Time:90

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	(15) D
- At the beginning of the theoretical part, the subject teacher will discuss with the	- Main
students the activities they were assigned in the homework sheet in the previous	section
unit (the introductory unit). The students' answers to the questions related to the awareness strategy will be discussed, with praise for the best answer.	(65) D
- Ask students questions to show how well they have prepared for the assignment,	-
and allow students to answer or ask questions.	Educational
– Discuss with the students how to plan the exercises written on the homework	aspect
sheet for the skill of sending facing from below in the planning strategy. Each	(15) D
exercise will be discussed separately, with emphasis on the points for reviewing	
each exercise (performance technique).	
– Provide a definition of the sending skill.	
– Explain its benefit and importance in relation to the rest of the skills.	
- Clarifying the conditions that must be met to learn the skill of sending.	
– Explanation and presentation of the skill of the facing pass from below. When	
explaining, it is important to analyze the skill performance and pay attention to	
the correctness of the performance, with the help of illustrative images for this	
skill.	

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 At the beginning of the practical part, students hang their homework papers on the wall, and the time for that will be (1) minute. In this aspect, students begin to make decisions that have been passed on to them, i.e. to implement the exercises that the students have planned to perform. AOne after the other, which were written on the homework sheet, after the teacher explains and displays these exercises, as the time for applying each exercise will be (6) minutes. Students begin applying the (monitoring strategy) after performing each exercise. The student monitors and tests his/her level of performance after each exercise by filling in the fields for this strategy on the assignment sheet. The time for applying the monitoring strategy for each exercise will be (1) minute. During the exercises, direct observations and appropriate feedback will be 			- The practical side (50) D
organization	Exercises	Time	
	(1) Students stand in a row along the side lines of the volleyball court, then take the ready position to serve and the movement is performed without a ball and each student tries to perform this exercise (40) repetitions within (6) minutes.	(6)Dr. (1)Dr. monitoring	
	(2) The students stand in a row along the side lines of the volleyball court. Each student has a volleyball and then throws the ball in a suitable throw high and in front of the shoulder of the hitting hand and lets it fall to the ground so that it is in front of the foot of the hitting hand and in extension of the hitting hand, in order to control the process of throwing the ball. Each student tries to perform this exercise (40) repetitions within (6) minutes.	(6)Dr. (1)Dr. monitoring	
 Give general relation Give general relation The teacher provimportant mistate enhancing better Students apply the rest 	(3)The students stand in a row in front of the wall at a distance of (3) m from it, and each of them has a volleyball. Then each axation and calming exercises to the body. Each vides corrective feedback to all students by mention kes made in the lesson and ways to correct them, r performance. he (review strategy) by filling in its fields so that sults of his assessment in this educational unit	(6)Dr. oning the most in addition to t each student	Final section (10) D

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- Assign stude		
from below,	which will be the topic of the second educational unit.	
- Put the tools	back in place and then give the signal to close.F.	