EFFECT OF THE STRATEGY OF LOOK BEFORE YOU HEAR IN INTERACTIVE THINKING AND LEARNING SOME TYPES OF PASSES IN BASKETBALL FOR STUDENTS

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Abstract:
Teaching strategies are mental processes that help learners perceive and acquire knowledge. They also enable them to store and stabilize information and give them the ability to organize information in memory, which helps them facilitate the process of recalling it. Modern strategies have emerged in teaching, including experiential learning strategies that may have an effective role in making the student the focus of the educational process. This type of learning comes from the fact that it achieves the student's desires and needs and increases his ability to carry out evaluation, effective planning, and observation, all of that. It leads to the student learning a new skill and forming new positive attitudes or thinking in a new way away from the state of stress and anxiety The objectives of the research are to identify the degree of interactive thinking among first-year students at the ALMaaref University College- Department of Physical Education and Sports Sciences, prepare educational units according to the Look before you hear strategy among the research sample, identify the effect of the Look Before You Hear strategy on interactive thinking and learning. Some types of basketball pass in the research sample, The researchers hypothesized that there are no statistically significant differences between (the pre- & post-tests) in interactive thinking and learning some types of passing in basketball among first-year students at the AL Maaref University College - Department of Physical Education and Sports Sciences. There are no statistically significant differences between (the post-tests). In interactive thinking and learning some types of basketball passing among the research sample, the researchers used the experimental approach to suit the nature and problem of the research on a sample of first-year students at the Maaref University College - Department of Physical Education and Sports Sciences for the academic year 2022-2023. The number of students was (69). The interactive thinking scale was distributed and skill tests for various types of passes were conducted among the students. After collecting the data, appropriate statistical methods were used to extract the results. In light of the results, the researchers reached several conclusions, the most important of which is the Look Before You Hear strategy, which made students a primary focus in the learning process. It led to an increase in the level of interactive thinking among students and participation throughout the lesson period, and interactive thinking has an important and positive role in learning the skill of passing of all kinds. In basketball, in light of the conclusions, the researchers recommend the following:

diversifying the teaching strategies used by the teacher to encourage students to learn skills and obtain suspense and excitement, and to conduct a similar study on other sports.

1-Introduction and Significance of Research:

Teaching strategies are mental processes that help learners understand and acquire knowledge. They also enable them to store and stabilize information and give them the ability to organize information in memory, which helps them facilitate the process of recalling it. Modern strategies have emerged in teaching, including (experiential learning) strategies, which may have an effective role in making the student the focus of the educational process. This type of learning comes from the fact that it He achieves student's desires and needs and increases their ability to carry out evaluation processes, effective planning, and observation. This is to make the student learn a new skill form new positive attitudes in him or think in a new way away from stress and anxiety. One of the experiential learning strategies is (**look before you hear**), which provides an opportunity for students to think, explore, and participate in the teaching and learning processes, which makes the student think about Practical tasks designed to achieve a specific purpose or aim. These tasks may be completed individually by the student or collaboratively by a group of students. (132:2)

Interactive thinking is the individual's ability to exchange ideas with others and interact with them to find appropriate solutions to problems. (85:7)

Therefore, the game of basketball is one of the (competitive group games), which has taken the lead in terms of its spread and which contains in its content many offensive skills, including passes, which are Significance in advancing and achieving victory in the match.

The importance of research in identifying the effect of the "look before you hear" strategy on interactive thinking and learning some types of passes and their important and effective role in the game of basketball.

1-2 Research problems:

During the work of the researchers, as they were teachers in the field of basketball, as well as a result of reviewing References, letters, and theses, they found that basketball skills, especially defensive skills, are among the skills that are characterized by a kind of difficulty and that require (accuracy and focus), especially the skill of passing of all kinds, including (Chest pass - bounce pass - over the shoulder pass), so it is difficult for the student to Mastering these skills. Also, many educational strategies were proposed but not used and tried during the processes of learning different skills,The researchers worked to shed light on the strategy (see before you hear), by relying on the exchange of ideas and interaction between students, to find appropriate solutions for the required situation. Perhaps they will find the most appropriate strategy that contributes to making the process of learning the skill of passing of all kinds easier for the students, because This strategy contains steps that work to (stimulate interactive thinking) among students, discover their skills and abilities for creativity, and continuously search for facts related to the skill, in addition to trying to involve students in the educational process.

1-3 Research objectives:

1- Identifying the degree of interactive thinking among first-year students at the Maaref University College - Department of Physical Education and Sports Sciences

2- Preparing educational units according to the strategy (see before you hear) for the research sample.

3- Identify the effect of the "see before you hear" strategy on interactive thinking and learning some types of basketball passes among the research sample.

1-4 Research hypotheses:

1- There are no statistically significant differences between the two tests (pre and post) in interactive thinking and learning some types of basketball passing among first-year students, AL Maaref University College - Department of Physical Education and Sports Sciences.

2- There are no statistically significant differences (between the post-tests) in interactive thinking and learning some types of basketball passing among the research sample.

1-5 Limitation and Delimitation of Research:

The research sample is from students of the first stage / University College of Knowledge / Department of Physical Education and Sports Sciences for the academic year (2022 - 2023).

The research took a time from 12/4/2022 to 3/1/2023.The research experiment was conducted in theoretical halls and sports halls, AL Maaref University College - Department of Physical Education and Sports Sciences. The researcher did not discuss the samples' food or their special hobbies inside or outside the AL Maaref University College.

1-6 Definition of terms:

1-6-1 Strategy (See before you hear): - It is the strategy that requires introducing a new concept by providing students with the opportunity to look at the topic in several ways, and then going through a new experience before they hear about it. The teacher encourages them to record this, and then reflect on what occurs when they are engaged in the learning process, and students then become actively involved by being introduced to new concepts when they use them. (339:1).

1-6-2 Interactive thinking:

The individual can exchange ideas with others and interact with them to find appropriate solutions to problems (186:5).

2- Research methodology and field procedures:

2- 1- Research methodology:

The researchers used the experimental method by designing (control and experimental groups) with (pre-post-tests) to suit the nature and problem of the research.

2-2 Research population and sample:

The research population and sample were determined intentionally. They are first-year students at the AL Maaref University College - Department of Physical Education and Sports Sciences for the academic year (2022-2023). Their number is (74) students in the two academic classes (A and B). The research sample was chosen randomly. By lottery, Division (A) was determined to be the experimental group, numbering (40) students. (5) Students were excluded due to conducting the exploratory experiment on them, so the number of the experimental group became (35) students, while Division (B) became the control group, numbering (34) students so that the total number of the two research groups is (69) students.

2-3 Methods, tools, and devices used in the research:

2-3-1 Methods used in the research:

Arab and foreign references - forms for recording and transcribing data - assistant work team - statistical methods - observation and experimentation.

2-3-2 Tools and devices used in research

Basketball court - measuring tape - two (2) basketballs - electronic stopwatch - chalk - whistle - computer - camera - illustrative pictures.

2-4 Field research procedures:

2-4-1 Determine skill tests:

First test:

Test - Chest Pass: (65:8)
Test name: Test of passing the ball and receiving it towards the wall from a distance of (2.70 m). Purpose of the test: - Measuring the speed of passing the ball (direct chest) and receiving it. Calculating grades: - Performing the test calculates the time taken by the student from the moment the ball touches the wall in the first successful pass until the tenth successful pass.

Second test:

Two-handed bounce pass test: (65:6)
Test name: Bounce pass test.
Objective of the test: - To evaluate the performance of the bounce pass with both hands.   Grade calculation: Each student is given two attempts and the best grade is calculated, noting that the grade is out of (10).

Third test:

Over-the-shoulder pass test (long): (241:9)

Test name: Long pass accuracy

Purpose of the test: To evaluate the accuracy of the long pass

Calculating the score: The student gets points according to the importance of the playing area, which ranges between (1 – 3) points
- The highest points a student can collect is (30) points.
- If the ball falls in area number (3), the student gets three points. If the ball falls in area number (2), the student gets two points. If the ball falls in area number (1), the student gets one point.   - If the ball falls outside the boundaries of the area drawn on the ground, the student does not get any points.

2-4-2 Interactive thinking scale:

Through the researchers' access to many sources and references, they were able to choose the interactive thinking scale, by the researcher (Louay Hamad Khudair, 2020), which consists of (30) Paragraphs, noting that the answer alternatives for each Paragraph of the scale are (3) alternatives (always, sometimes, never), these alternatives are given scores (1-2-3), thus the highest score for the scale is (90) and the lowest score for the scale is (30) between the Paragraphs of the scale.

2-4-3 exploratory experiments:

The researchers conducted two exploratory experiments, the first special exploratory experiment (the Interactive Thinking Scale), was on Sunday, 12/4/2022. The sample was from the first-stage students at the AL Maaref University College - Department of Physical Education and Sports Sciences. They numbered (5) students in one of the the classrooms, they began distributing questionnaires (the Interactive Thinking Scale) to the sample students of the first exploratory experiment. The instructions for the scale and how to answer it were explained. After the students finished answering the Paragraphs of the scale, the researchers collected the questionnaires and calculated the grades. The same day the second exploratory experiment was conducted for (the skill tests), the tests were conducted in the Hall of the deceased (Ahmed Radhi) for sports games. - AL Maaref University College - Department of Physical Education and Sports Sciences. The scientific foundations of (validity - reliability - objectivity) were conducted for the tests and the scale.

2-4-4 Pre-tests for the research sample:

The researchers carried out (pre-tests) on the research sample (control - experimental group) within two days, on Monday (12/5/2022) applying the (Interactive Thinking) scale in one of the classrooms at the AL Maaref University College - Department of Physical Education and Sports Sciences. The researchers distributed the scale form to the sample members and explained the test instructions accurately. The time to answer the scale Paragraphs took (25 minutes). After the students finished answering, the questionnaires were collected and

their results were transcribed into special forms for ease of statistical work, on Tuesday (12/6). / 2023), (pre-tests) were conducted for the skill of passing of all types, after completing the introductory unit for both groups. The tests were carried out by the assistant work team, with direct supervision from the researchers. The results were recorded directly during the work, the researchers worked from one starting line, after the research samples were divided into two groups (control- experimental). To ensure that there were no significant differences between the two groups, the researchers conducted Equivalence between them in (the pre-tests that included the practical skill tests for basketball) in addition to (the interaction scale Social), Table (1) shows the results of equivalence for the two research groups (control and experimental) in the pre-tests.

Table (1)
Shows the equality of the two research groups in the interactive thinking scale and skill tests

Tests	Control group			Experimental group			Calculated T value	Error level	Statistical significance
	N	m	s	n	M	s			
Interactive thinking scale	34	54,86	10,80	35	56,64	10,54	1,36	0,811	Not significant
Chest pass	34	17,9	1,06	35	13,84	1,25	0,321	0,245	Not significant
Bounce pass	34	2,933	0,703	35	3,133	1,355	0,2783	0,164	Not significant
Over-the-shoulder pass	34	18.2	1,352	35	17.30	1,213	0,620	0,825	Not significant

Below the significance level (0.05) and degree of freedom (67)
Number = n
Mean = m
Standard deviation = s
2-4-5 Formulating and implementing educational units according to a strategy (look before you hear):
The researchers developed educational units for the strategy curriculum (see before you hear) for the experimental group, in a way that suits the subject and sample of the research, distributed into (12) educational units and divided as follows: - (4) educational units for each type of passing, one educational unit per week. The implementation of the educational units for the "Look Before You Hear" strategy began on (Monday, 12/12/2022), one educational unit per week (for the experimental group), and the implementation of one educational unit per week (for the control group) using the curriculum approved in the department. The period for implementing the educational curriculum (for the experimental group) ended on (Monday, February 27, 2023). The prepared educational units were implemented by (a teacher specialized in the field of teaching basketball), under the supervision of the researchers.
The "Look Before You Hear" strategy approach for the current study included the following steps:
•The teacher divides the students into several groups and then displays the chosen skill (for example, the chest pass) using multiple means of illustration, including a video, an explanatory flex, or papers distributed to the students about the skill to be explained to know and explore it.   •The teacher walks among the students while displaying the skill (see stage) toprovide assistance and answer any questions raised by the students.   •The teacher explains the skill that was displayed it. in

detail to the students. He asks them questions about the skill to encourage them and also record their experiences and know the extent of their understanding of the skill that was displayed.
 • Providing students with the opportunity to discuss among themselves the ideas and results they have reached, to determine the extent of the experiences they have gained, and then discuss them with the teacher.   •Students apply the skill.

2-4-6 Post-tests for the research sample:

Post-tests - for the two research groups (control and experimental) were conducted during two consecutive days, (Tuesday, February 28, 2023) by applying (the interactive thinking scale). After the students finished answering the scale's items within (20) minutes, the questionnaires were collected and emptied. In special forms for statistical processing, on (Wednesday, 3/1/2023) the skill tests were applied (for the control and experimental groups). The researchers worked to create the same conditions in which the (pre-tests) were conducted,In terms of testing time, the sequence of performing tests, and the use of the same tools, through one work team.

2 -5 Statistical methods used in the research:

The researchers used the following statistical methods (286:10)(142:11)(231:12)

  - mean
  - Mediator
 - Standard deviation
- Torsion coefficient   -
Independent samples- T-Test   -
Symmetrical samples- T-Test

3-1 Presentation, analysis, and discussion of the results (pre- and post-tests) of the variables under study for the control group

Table (2)

shows the results of the significance of the differences between (pre- and post-tests) and the interactive thinking scale and skill tests for the control group

Variables	Pre-test		Post-test		A d	C d	Calculated T value	Error rate	Statistical significance
	M	s	m	s					
Interactive thinking scale	54,86	10,80	62,63	10,64	31.800	0,625	5,13	0,00	Significance
Chest pass	17,9	1,06	10,9	1,70	7,00	2,321	14,340	0,000	Significance
Bounce pass	2,933	0,703	4,733	0,7037	2,4300	0,9411	8,367	0,000	Significance
Over-the-shoulder pass	18,2	1,352	20,192	1,268	2,15	0,71	15,001	0,000	Significance

Below a significance level of 0.05 and a degree of freedom of 33

Average differences = a d

 Contrast deviation = c d

The researchers believe that the significant differences in (the scale of interactive thinking and the skill tests) under study are due to the vocabulary of the curriculum used by teachers. It is because of the vocabulary of the curriculum used by the teachers that the curriculum used was planned with correct scientific foundations,

which included many discussions between teacher and students, which had a clear impact on the development of the level of social interactionAnd learning the skills (for the control group), which led to achieving effective performance among the students. One of the reasons is also the teacher's experience and his style of giving information, by explaining and displaying the skill. The exercises, activities, and method that the teacher used contributed positively to developing the skills of (the control group) in addition to the fact that the basis of the learning process for the skill aspects is the student's acquisition of a set of skill abilities to enable them to reach a good level in performing the skills to be learned, as "achieving and acquiring the best degrees of proficiency in educational situations is due to the educational curriculum because it is a way to organize the study material accordingly." The basis of gradual steps so that the learner can easily acquire them (466:4)

3-2 Presentation, analysis, and discussion of the results (pre- and post-tests) of the variables under research for the experimental group

Table (3)

Shows the results of the significance of the differences between (pre- post-tests) for the interactive thinking scale and skill tests for the experimental group

Variables	Pre-test		Post-test		A d	C d	Calculated T value	Error rate	Statistical significance
	M	s	m	s					
Interactive thinking	56,64	10,54	75,30	12,50	45.26	0,843	6,20	0,00	Significance
Chest pass	13,84	1,25	6,64	1,22	3,02	1,23	8,167	0,000	Significance
Bounce pass	3,133	1,355	7,1333	1,3557	4,7809	1,8516	7,409	0,000	Significance
Over-the-shoulder pass	17,30	1,213	23,562	1,221	4,001	0,35	55,621	0,00	Significance

Below a significance level of 0.05 and a degree of freedom of 34,

The researchers see the significant differences between (the pre-and post-tests) - (for the experimental group) in the scale of interactive thinking and the skill tests, to the effectiveness of the strategy used by the researchers, which is the strategy (see before you hear), which emphasizes the participation of students and makes them a primary focus in the educational process and participants. Because it enhances the learning process and increases the development of his ability to present ideas by linking previous experiences and information with subsequent experiences and finding relationships between concepts, principles, and experiences that lead to solving the problems they face. The "look before you hear" strategy helped in the process of recording notes and writing down questions. By students and reviewing information from scientific references that increased recall of information and experiences that had a major role in increasing students' academic achievement (88:3)

3-3 Presenting the results of the post-tests (for the control and experimental groups) on the scale of interactive thinking and some types of basketball passing, analyzing and discussing

Table (4)

shows the results of the significance of the differences for the post-tests of the interactive thinking scale and the skill tests for the two groups (control and experimental)

Variables	Pre-test		Post-test		Calculated T value	Error rate	Statistical significance
	m	s	m	s			

Interactive thinking	62,63	10,64	75,30	12,50	3,53	0,00	Significance
Chest pass	10,9	1,70	6,64	1,22	10,342	0,000	Significance
Bounce pass	4,733	0,7037	7,1333	1,3557	7,502	0,000	Significance
Over-the-shoulder pass	20,192	1,268	23,562	1,221	13,218	0,000	Significance

Below a significance level of 0.05 and a degree of freedom of 67

The researchers believe that the superiority of (the experimental group over the control group) in the scale of interactive thinking and skill tests indicates the effectiveness of the strategy (see before you hear), which helped to summarize topics and simplify information, experiences, and facts, which attracts students' attention and stimulates their motivation and desire to learn, which facilitates They have the process of understanding and retrieving it, so it increased the level of (interactive thinking) and raised the level of academic achievement for them. The strategy (see before you hear) also helped in developing several senses through the educational methods used, which helped explain and clarify the educational material, which led to the absorption of information. And remembering it and reducing boredom during the lesson. The process of continuous evaluation during lessons, asking questions, and providing students with feedback and external sources had an effective role in increasing their cognitive awareness and academic achievement (89:3)

4- Conclusions -

4-1 Conclusion:

1. The strategy (look before you hear) made students the basis of the learning process, which led to an increase in the level of (interactive thinking) among students and participation throughout the lesson period.
2. (Interactive thinking) has an important and positive role in learning the skill of passing of all kinds in basketball.

4-2 Recommendations:

1- Diversifying the teaching strategies used by the teacher to encourage students to learn skills and obtain suspense and excitement.

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