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The effect of the directed cooperative investigation strategy in learning the attacking skills by changing the direction and the direct rectilinear of the foil weapon for students

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Abstract

The learner is considered a good basic foundation for scientific progress, so he must be provided with a system of multiple values to build a modern and developed society, hence the use of strategies to open new horizons for learning, including the directed cooperative survey strategy if the research problem arises in moving away from teacher-based teaching and providing opportunities for students to search and survey Under the supervision of the teacher to learn the skills of the attack by changing the direction and the direct straight with the fencing weapon, and the importance of the research was manifested as the process of inquiry is the essence of the relationship between the teacher and the learner and the understanding of the students through the questions asked, which leads to responses as a result of thinking and analysis of the given information and skills, and thus this strategy may contribute to achieving Progress in the level of the skills researched, and the aim of the research is to identify the impact of the directed cooperative investigation strategy in learning the attack skills by changing the direction and the direct straight in the foil weapon for the students of the third stage in the College of Physical Education and Sports Sciences, University of Basra. The two researchers used the experimental approach in the manner of equal groups for its suitability to the nature of the research problem. As for the research community, it is challenged D students of the third stage in the College of Physical Education and Sports Sciences \ University of Basra, and the research sample was chosen randomly and consisted of (45) students who were divided into three groups, the experimental group consisting of (20) students, the control group consisting of (20) students, and the exploratory group consisting of (5) students, and the two researchers relied on the vocabulary of the fencing curriculum for the third-stage students, and they conducted pre-tests for the two groups and then applied the educational units to the students of the experimental group, while the control group was subjected to the educational boards prepared by the subject teacher, and after completing the application Units Post-tests were conducted for the two groups, and the data were processed using appropriate statistical methods. The two researchers concluded that the directed cooperative survey strategy had a positive effect on learning the skills of the attack by changing the direction and the direct straight attack in the foil weapon for students. Accordingly, they recommended the adoption of the educational units of the directed cooperative investigation strategy prepared by them for its role in achieving positive results in learning the attack skills by changing the direction and the direct straight attack in the foil weapon for students in a better way than others

Keywords

cooperative investigation strategy, attack by changing direction, direct rectilinear attack

Introduction:

Inquisition is one of the modern trends in teaching various subjects and transferring them from the state of stagnation and routine that they

suffer from to vitality and modernity. This scientific development is for those in charge of the education system through the use of

strategies of thinking, planning and organization in order to eliminate the obstacles of the educational process in the educational system, as the focus was on the student instead of the teacher, so that the student learns according to his abilities and interests, and for the teacher to become a guide and guide in order to achieve learning that must take into account the differences Individualism among the learners in order to meet their needs and take into account their characteristics, and the directed cooperative inquiry strategy is one of the strategies that work to improve the knowledge environment of the learner, because access to knowledge and the realization of the learning process require the use of the scientific method in research and thinking. The relationship between the teacher and the learner and the understanding of students by asking questions It leads to responses as a result of thinking and analysis of the information and skills given, and that the accumulation of response with questions leads the student to explore new concepts through intellectual interaction between them and the teacher, as the answers to the questions prepared in advance by the teacher lead to the student investigating the skill to be reached. To learn it, taking into account the interest in effective teaching methods, strategies and methods in order to deliver the scientific material and learn it in an economical way for effort and time (2), where the teacher plays an important role in providing an environment for learning sports skills and providing various sports activities to create a kind of smart learning for skills (10), As for the research problem, it was determined by the two researchers' knowledge and work in the College of Physical Education as female teachers of fencing, and their knowledge of the sources and references related to teaching students in general and teaching fencing in particular. The learner, and they did not find, within the limits of their knowledge, an experimental study that dealt with the collaborative investigation strategy Jah in teaching the sport of fencing, and the objectives

of the research were identified by identifying the effect of the directed cooperative survey strategy in teaching the two skills of attacking by changing the direction and direct straight in the fencing weapon for students of the third stage of the College of Physical Education and Sports Sciences, University of Basra.

Method and tools:

The two researchers used the experimental approach in the manner of equal groups due to its suitability to the nature of the research problem, as the experimental approach gives real, tangible results on the impact of educational strategies, methods and methods, and what distinguishes the exact scientific activity is the use of experiment, identifying the community and choosing the appropriate sample for the type and objectives of the study" (6), and after the two researchers made sure of the vocabulary of the fencing curriculum for third-stage students, they identified the research community of third-stage students in the College of Physical Education and Sports Sciences \ University of Basra, who numbered (40) students for the year (2021-2022), and a sample was chosen as the main experiment by the method The number of (40) students was divided into two groups (control and experimental), as the (20) students of Division (A) were chosen to represent the experimental group, which learns with the directed cooperative investigation strategy. As for the second group, Division (B), its number was (25) students, (20) students were chosen from them to represent the control group, which works according to the strategy used by the subject teacher, the exploratory group, as they numbered (5) students from Division B, and from In order to know the homogeneity of the members of the research sample, the two researchers used measures of height, age and mass on Wednesday corresponding to 1/26/2022, as the researchers used the torsion coefficient to conduct homogeneity, as the torsion coefficient ranged between (± 1), and the results indicated

that the sample is homogeneous , and as shown in Table (1).

Table (1)

Shows the homogeneity of the research community

Seq .	Variables	Measurement unit	Arthmactical Mean	Median	Standered deviation	Coefficient of torsion
-1	chronological age	Year	23.05	23	0.68	0.062
-2	Length	.Cm	163.85	163.5	6.96	0.322
-3	Bloc	.Kg	62	60.5	5.43	0.318

After reviewing the sources and previous studies in the sport of fencing with fencing, the two researchers relied on the offensive skills in the fencing weapon, which are specified within the vocabulary of the study material for the third stage / College of Physical Education and Sports Sciences / University of Basra. Existence of special tests for fencing, the two researchers adopted tests to evaluate the technical performance of the skills researched through a preliminary photograph of each student and presented it to a group of arbitrators according to a special form prepared for the purpose of evaluation, which is of (10 degrees)” (4), the two researchers conducted an experiment An exploratory study before the implementation of the pre-tests on a sample of (5) students to ensure the process of applying the tests and overcoming all the negative issues that may accompany the course of the research, and then the two researchers, with the assistance of the

assistant work team, conducted the pre-tests on the experimental and control research groups on (Monday) Corresponding to (2/7/2022) in the fencing hall in the College of Physical Education and Sports Sciences / Basra University, at exactly (9) am, B After the warm-up was conducted by the research sample, and all the temporal and spatial conditions were confirmed to be unified with the post-tests, and the pre-test was conducted in the following manner: Numbers were placed on the shoulder of each student of the research sample in unified colors for each of the experimental and control groups in an illustrative way in front of the camera to identify the individuals The research sample during shooting for the purpose of evaluating the pretest skills of the attack by changing direction and the direct attack.

Results:

Table (2)

shows the pre and post results of the experimental group in the performance evaluation tests for the attack skills by changing the direction and the direct straight attack) with the fencing foil weapon

statistical transactions position name	Measure ment unit	Pre test		Post test		Calculated (T) value	signific ance level	signific ance
		A	STD±	A	STD±			
The attack changes direction	Score	5.05	0.68	8.25	0.55	17.169	0.00	Sign
Direct attack	Score	5.00	0.56	8.55	0.75	17.898	0.00	Sign

Table (3)

It shows the results, before and after, of the control group in the performance evaluation tests for the skills of the attack by changing the direction and the direct straight attack) with the fencing foil weapon.

statistical transactions position name	Measure ment unit	Pre test		Post test		Calculated (T) value	significance level	significance
		A	STD±	A	STD±			
The attack changes direction	Score	4.95	0.75	5.95	0.76	5.210	0.00	Sign
Direct attack	Score	4.90	0.78	5.80	0.83	5.197	0.00	Sign

Table (4)

It shows the dimensional results of the experimental and control research groups in the performance evaluation tests for the attack skills by changing the direction and the direct straight attack) with the foil weapon

statistical transactions position name	Measur ement unit	Pre test		Post test		Calculated (T) value	significance level	significance
		A	STD±	A	STD±			
The attack changes direction	Score	8.25	0.55	5.95	0.76	10.971	0.00	Sign
Direct attack	Score	8.55	0.75	5.80	0.83	10.909	0.00	Sign

Discussion:

It is clear from the results in tables (2-3-4) that there are statistically significant differences obtained by the two research groups in the performance evaluation tests for the two skills of the attack by changing the direction and the direct attack in the foil weapon. Which indicates that there is an improvement and development for both the experimental and control groups in the pre and post tests and in favor of the post tests, but in varying proportions in learning the attack skills by changing the direction and the direct straight attack in the foil weapon with the preference of the experimental group, where the researchers attribute this remarkable progress in the experimental group to the education My attack skills by changing the direction and the direct attack with the wave collaborative inquiry strategy contributed to the students reaching knowledge and discovering it on their own, in addition to that the strategy gave the students a

motivation to communicate with the teacher to prove their worth and their ability to reach facts and information during their learning in cooperative groups and this was confirmed by (12), and that the information and experiences that the student obtains help the learner to understand and apply the theoretical and scientific educational effectiveness, and this increases his knowledge, in addition to the role of the student in the process of research and investigation and access to various learning sources, as the teacher directs his students to the various learning resources (7), to ensure the validity of assumptions and data, and students evaluate each other In groups under the guidance and direction of the teacher, and that one of the natural phenomena of the learning process is that there must be a development in education as long as the teacher follows the proper basic steps for learning and teaching (15), applying the exercises in their correct form and focusing on continuous repetitive attempts until the

consolidation and stability of performance. (3) The two researchers believe that the introduction of the directed inquiry strategy in learning the attacking skills by changing the direction and the direct attack worked on the development of the ideas of the experimental group, as it puts the students in an educational situation that raises and questions them in a scientific phenomenon by using questions related to the educational situation. This is confirmed by (11) That the practice of various sports activities provides the student with the opportunity to realize herself (and to acquire the skills that enable her to perform better in the new educational situations that she was exposed to and what is required of her to achieve (5), and that making students the focus of the educational process has formed her motivation to use these steps A solution to the problem based on the scientific method of thinking through research behind scientific knowledge using questions related to this knowledge and the hypotheses generated on it, which You need to collect the necessary information to test these hypotheses in order to reach the required knowledge” (8). The researchers also attribute the reason for the emergence of the moral differences obtained by the experimental group to the fact that the use of cooperative groups encouraged students to learn the attack skills by changing direction and direct attack through teamwork. And the cooperation of the groups among themselves, and this led to a reduction in the role of the teacher (1). Also, enhancing the psychological state and banishing the feeling of boredom, especially when preparing for a new educational unit that may contain difficult and new requirements (17), and the two researchers believe that what was proven by the research results of the use of modern software and technologies in education would have developed the education process and provided the teacher and the learner with An educational-learning environment built according to technological foundations that enable the teacher to perform his task

successfully as well as give the learner high competencies (13), And that the stimulation and excitement of the students has created a state of suspense and excitement (14) and that the provision of educational units was not random or accidental, but rather integrated in an orderly, sequential and planned manner, and that one of the natural phenomena of the learning process is that there is a development in the learning process as long as the teacher follows the steps Sound foundations for learning and teaching (16), and that this strategy has prompted students to generate ideas and acquire knowledge in a way that does not guarantee to a large extent a positive trend in the future (19), and through the results that appeared in the previous tables, it was found that there are significant differences between the tests The tribal and remote and in favor of the post-tests of the control group. The two researchers attribute the improvement in the performance of the students of the control group who learned using the strategy used by the teacher to the educational units organized and prepared by the teacher and the study period in which they gained information that helped them learn skills, and the commitment of the group The constant control contributed to the improvement of performance, and the teaching style in teaching has a role in students' acquisition of the correct information (9), as strategies and Methods in which the teacher is the only source of information and the student is a passive recipient, but modern concepts focus on transferring the educational process from the teacher to the learner, and the role of the teacher is guiding and guiding (18).

Conclusions:

From the foregoing, the two researchers concluded the following:

- The directed cooperative investigation strategy has a positive effect on learning the skills of the attack by changing the direction and the direct straight attack in the foil weapon for students.

- The strategy of cooperative inquiry directed by the teacher requires a double effort to manage the discussion and dialogue among the students.
- The directed collaborative inquiry strategy contributed to increasing the students' self-confidence by giving them the opportunity to generate ideas.

The two researchers recommended the following:

- Adoption of the cooperative directed investigation strategy for its role in learning the attack skills by changing the direction and the direct attack in the foil weapon for students.
- The need to take into account individual differences among learners to choose the most appropriate methods and strategies to reach the desired goal of raising the level of learning, improving skill performance, and increasing the effectiveness of the educational process.
- The need to adopt modern methods and strategies that move away from traditional methods as much as possible, and focus on the learner, who is the focus of the educational process in terms of thinking and discussion, as well as focusing on theoretical concepts and linking them to the practical side during the implementation of educational units.

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Appendix to the directed cooperative survey strategy An educational unit according

.Seq	Sections of the educational unit	Time	Motor skills and activities	Organization	Notes
1	Preparatory section	min 15			Emphasis on calm inside the room
	Introduction part	min 3	Preparing the tools - students standing in one line - inspecting clothes and jewelry - taking attendance - performing the starting shout (sport - activity).		
	General warm-up	min 5	Normal walk - Walking on the instep - Walking on the heels - Jogging around the fencing hall - From trotting with arms forward - From trotting with arms backwards - From trotting with torso to the sides - From trotting when the whistle is heard jumping high - From trotting with knees high - From trotting Hit the heels with the hip		Emphasis on adhering to the time set for the general warm-up and physical exercises, and doing the warm-up correctly
	physical exercise	.min 7	(Standing, arms to the side) Bend the arms, then raise them high, then lower them, then extend them to the sides.... (4 counts start) (Standing, arms to the side) Bend the arms, then raise them high, then lower them, then extend them to the sides, while raising the knees high..... (4 counts start) (Standing, waisting) Twisting the torso to the sides.... (4 reps, start) (Standing, waisting) Torso tilting to the sides.... (4 repetitions, start) (Standing, opening) Bend the torso forward, then raise it high..... (4 counts, start)		

	applied side Develop temporary solutions	.min 40 .17min	In this important strategy activity, students put the skill into practice: In this measure of the strategy, the skill is performed practically, where the students are distributed in the fencing hall, each student with his colleague, where the skill is performed as a preliminary performance, by setting the learners temporary solutions to the problem raised to them, which is the preliminary performance of the skill presented to them in order to understand the skill sections and apply them correctly.		Emphasis on the correct performance and in part of the skill and not to rush the performance.
	Examine the proposed solution	.min 15	In this procedure, exercises are put in place to choose the best and most appropriate performance for the learners from the performances that the learners made as a preliminary performance of the skill for everyone to perform under the supervision and guidance of the teacher. Through cooperative groups, they help each other in the correct performance of the skill, as the teacher roams between the groups, giving feedback to correct the performance, body position and movements of the performer. 1- Standing ready with the colleague, joining the sixth defense position, direct stabbing at Area 6, then returning to the ready position. 2- The same exercise as the previous one. Perform the exercise from docking in the fourth position. 3- The same exercise as the previous one. The exercise is performed by joining the lower defensive positions (7,8). 4- From the movement, bending and extending the armed arm, then moving forward and making a straight attack directly with the colleague		Emphasis on giving feedback and working in groups
	Result	.min 10	In this measure of the strategy, the teacher makes the learners perform the skill individually in terms of the three skill sections (preparatory, main, and final) and the teacher gives the result of the performance percentage to the learner verbally in order to increase the learners' motivation towards correct learning.		
2	main section educational side	min 60 .min 20	Emphasize attention on the presentation and sequential performance of the skill		
	sense of the problem	.min 10	The teacher divides the students into four groups, and then the skill (straight direct attack skill in fencing) is presented by the teacher in front of the learners. Through a model leads the skill of each group in front of the teacher. The problem is determined by questions related to the skill presented to them 1- Is the armed arm bent when performing the direct straight attack skill? 2- When to perform the direct straight attack skill		
	Defining the problem	10 min.	The learners determine the correct performance and the appropriate solution for the skill presented to them, through the claims made by the models of the groups of learners successively as solutions to the skill in question, by comparing them with the performance presented to them by the teacher. review.		Emphasis on active participation in the proposed solutions and performance of the offered skill

3	Concluding section Discussion	.min 15 .min 10 .min 5	In this procedure, the teacher raises a discussion with the learners about the solutions to the problem that is presented to them, which is the skill in question, how to perform it correctly, the extent of benefit gained by the learners from the performances that they performed with each other, and the extent of its impact on learning on the skills required after this skill, as an evaluation of the learners' information and the extent to which they benefit from The educational unit under study. and then A small game (a game related to the skill in question) Final shout performance (activity sport)		Emphasis on leaving quietly after performing a sports salute to leave
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اثر استراتيجيات الاستقصاء التعاوني الموجه في تعلم مهارتي الهجمة بتغيير الاتجاه والمستقيمة المباشرة لسلاح الشيش للطلاب

م. هند قاسم مهلهل ، أ.د. اقبال عبد الحسين

مستخلص البحث

يعتبر المتعلم الركيزة الأساسية الجيدة للتقدم العلمي لذا يجب ان يتم تزويده بمنظومة قيم متعددة لبناء مجتمع حديث متطور، ومن هنا جاء استخدام الاستراتيجيات لفتح افاق جديدة للتعلم ومنها استراتيجيات الاستقصاء التعاوني الموجه اذا برزت مشكلة البحث في الابتعاد عن التدريس القائم على المدرس واتاحة الفرص للطلالبات للبحث والاستقصاء تحت اشراف المدرس لتعلم مهارتي الهجمة بتغيير الاتجاه والمستقيمة المباشرة بسلاح شيش المبارزة، وتجلت اهمية البحث باعتبار عملية الاستقصاء جوهر العلاقة بين المعلم والمتعلم وسبر غور الطلبة من خلال الأسئلة المطروحة، مما يؤدي إلى استجابات نتيجة التفكير والتحليل للمعلومات والمهارات المعطاة، وبالتالي قد تسهم هذه الاستراتيجية بتحقيق تقدم في مستوى المهارات المبحوثة، وهدف البحث الى التعرف على اثر إستراتيجية الاستقصاء التعاوني الموجه في تعلم مهارتي الهجمة بتغيير الاتجاه والمستقيمة المباشرة في سلاح الشيش لطلالبات المرحلة الثالثة كلية التربية البدنية وعلوم الرياضة جامعة البصرة. واستخدمت الباحثتان المنهج التجريبي بأسلوب المجموعات المتكافئة لملاءمته طبيعة مشكلة البحث، اما مجتمع البحث فتحدد بطلالب المرحلة الثالثة في كلية التربية البدنية وعلوم الرياضة \ جامعة البصرة وتم اختيار عينة البحث عشوائيا وبواقع (45) طالبة تم تقسيمهن الى ثلاث مجموعات، المجموعة التجريبية وتتألف من (20) طالب والمجموعة الضابطة وتتألف من (20) طالب، والمجموعة الاستطلاعية وتتألف من (5) طلاب، وقد اعتمدت الباحثتان على مفردات منهج مادة المبارزة المقرر لطلالبات المرحلة الثالثة، وقامت بأجراء الاختبارات القبلية للمجموعتين ومن ثم تطبيق الوحدات التعليمية على طلاب المجموعة التجريبية، اما المجموعة الضابطة فقد خضعت للوحدات التعليمية المعدة من قبل مدرس المادة، وبعد الانتهاء من تطبيق الوحدات تم اجراء الاختبارات البعدية للمجموعتين وتمت معالجة البيانات باستخدام الوسائل الإحصائية المناسبة، وقد توصلت الباحثتان الى ان لاستراتيجية الاستقصاء التعاوني الموجه تأثيراً ايجابياً في تعلم مهارتي الهجمة بتغيير الاتجاه والهجمة المستقيمة المباشرة في سلاح الشيش للطلاب. وعليه فقد اوصت باعتماد الوحدات التعليمية لاستراتيجية الاستقصاء التعاوني الموجه المعدة من قبلهما لدورها في تحقيق نتائج ايجابية في تعلم مهارتي الهجمة بتغيير الاتجاه والهجمة المستقيمة المباشرة في سلاح الشيش للطلاب وبصورة افضل من غيرها

الكلمات المفتاحية

استراتيجية الاستقصاء التعاوني، الهجمة بتغيير الاتجاه، الهجمة المستقيمة المباشرة