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The impact of the guided imagination strategy on learning to perform some volleyball skills among fifth preparatory students

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Abstract

Imagination is inherent to the stages of life and is distinguished from concepts, so the imagination is the formation of ideas in the brain and they are presented and find solutions to them and satisfy the needs for confronting situations, and the importance of research emerged based on the strategy of imagination directed in learning some volleyball skills, and as for the problem of weakness that occurs among students when learning volleyball skills especially for beginners, to show a weakness in their learning of the skillful performance of some volleyball skills. The aim of the research is to prepare educational units with the directed imagination strategy for the fifth preparatory school students, and to identify the impact of the directed imagination strategy in learning to perform some volleyball skills among the fifth preparatory school students. One experimental group with two tests, pre and post, on a sample of (26) students who were randomly selected by (25%) from Division B in a school from Al-Aqila Preparatory School, who are continuing to attend attendance for the academic year (2021-2022), and after determining the tests, the strategy in question was experimented for a period (12) consecutive time weeks for each skill (4) educational units, at the rate of one educational unit per week, and after the end of the experiment it was done together, the results were evaluated using the (SPSS) system, and the two researchers concluded that the application of the guided imagination strategy helps in improving the level of performance of crushing hitting skills, court defense, and the front preparation over the head in volleyball among the fifth preparatory students. With the guided imagination strategy to be applied to students of different stages in a manner that depends on scientific planning according to the foundations and principles of motor learning.

Keywords

directed imagination strategy, learning to perform volleyball skills

Introduction:

The guided imagination strategy is one of the effective strategies to make the learner communicate with his imagination and discover himself. It also develops thinking skills and gives the learner important qualities that make him more creative, focused, present and effective in performing the duty required to be performed. It also makes them calmer, less disturbed and more aware of their inner feelings. Imagination is "one of the important mental skills that a person resorts to in order to obtain new ideas and experiences, and a lot of

research and studies indicate the importance of introducing concepts of imagination into the educational process, which emphasized the importance of including imagination in teaching processes." (11)

As imagination accompanies all stages of an individual's life, and to distinguish it from other concepts, what calls for imagination is to form ideas in the brain whose purpose is to find solutions to achieve adequacy in satisfying the learner's needs when confronted with certain situations that require immediate or future

solutions, and several skills are linked to it represented in the ability to recalling previous experiences, that is, this matter calls for finding a kind of balance between reality and logical imagination organized according to the determinants of assimilation in order to bring about a positive impact on motor behavior, to show the result of their motor learning in the form of a purposeful skill in accordance with the performance determinants of volleyball, "as imagination is classified Directive is defined as one of the mental skills defined by each of (remembering, imagining, intelligence, evaluation, planning, decision-making, persuasion), and improving or employing mental skills and imparting them to the student does not depend on his innate mental aptitudes only, (16) and from that came the directed imagination strategy to invest the skill of mental imagination in the teaching process, as "the strategy of imagination or visualization is based on stimulating the mind to fly in horizons far from reality, making itself an active party and obtaining a semi-live experience." Through his imaginative dealings with these things, and through imagination, the learner can reach new discoveries and methods that were not known to him before. (8), as for the guided imagination strategy, it is defined as "formulating an imaginary scenario that takes the learners on an imaginary journey and urges them to build mental images of what they hear, and the learners are directed to build pictures that are rich in colors, of various sizes, and work is done on the integration of the five senses." (2), since the specificity of female students in the College of Physical Education and Sports Sciences requires that they learn volleyball skills, given that learning performance in their stage is not limited to being a base for the game of volleyball, but rather extends to teaching what they have learned, and from the limits of the experience and knowledge of the two researchers, the academics in the field of teaching and motor

learning noticed the clear weakness of the students in how to learn some skills, especially from the beginners, showing a weakness in their learning of skillful performance in the skills of crushing hitting, defending the court, and preparing from above the head. the educational process to a better level.

The aim of the research is to prepare educational units with the directed imagination strategy for the fifth preparatory school students, to identify the effect of the directed imagination strategy on learning the performance of some volleyball skills for the fifth preparatory school students.

The research hypothesized that there are no statistically significant differences between the results of the tests of learning to perform some volleyball skills, before and after, for the experimental research group.

As for the fields of research, it was represented by the human field, represented by female students of the second stage, the College of Physical Education and Sports Sciences, University of Baghdad. As for the spatial field, the sports hall of the College of Physical Education and Sports Sciences, as for the temporal field 2021.2022

Method and tools:

In accordance with the researched problem, the experimental approach was adopted. The experimental approach is defined as "a pattern of research in which the researcher controls one or more variables to bring about a deliberate and controlled change to the specified conditions and interprets the results of this change." (3) by the experimental design with one experimental group with two pre and post-tests.

Research community, the current research community of the problem of the study is determined by the female students themselves in what is consistent with the phenomenon observed by them, and accordingly it is represented by the fifth preparatory students

who are continuing in regular attendance for the year (2021-2022) distributed by their nature into three academic divisions (A, B, C), as their number reached (104) students. The two researchers went to study this community for reasons related to the fact that similar studies were not conducted on them in the period of the current study experiment, in addition to being available in the ease of contact with them to ensure their presence by virtue of their continued regular attendance at official working hours, and the availability of capabilities that serve the various research procedures. Division (B) was randomly selected from them, which numbered (34) students, and after excluding (8) students for the purposes of the exploratory experiment, the number of the research sample in one experimental group, according to the experimental design, became (26) students, at a rate of (25%) from their original community.

Measurement and its procedures:

In the pre and post-tests, the two researchers relied on filming tests for the accuracy of the crushing hit (5), defending the court (9), and the numbers over the head (4), to evaluate the performance of the students from three assessors, according to a questionnaire. The evaluation consists of (10) grades divided into (3) for the preparatory section, (5) for the main section, and (2) for the final section for each skill. , and a temporary and permanent storage memory (for photocopying tests and documentation), and storing the photocopies on compact discs (CD) and they were shown to the three residents. There are few obstacles. As for the preparation of the educational units using the guided imagination strategy, they were according to the following steps:

- See the type of exercises and educational methods used by the students in their courses used in the school.
- Reviewing many specialized scientific sources and studies on motor learning

strategies, especially skill learning for female volleyball players.

- Conducting deliberations with specialists about models of some exercises proposed for the directed imagination strategy, as they were prepared by the two researchers with simple modifications to some educational exercises, and going through special methodological steps to accept them.

- The goal of each learning exercise for each of the three skills has been determined and limited accurately.

- Then, the two researchers intended to include the concepts and application requirements of this strategy and employ them in the content of the physical education lesson for fifth-stage female students, in the educational part of the main department, after receiving the school's explanation using multiple illustrative media in the classroom environment to serve the achievement of the desired goals in the required improvement of skill learning for each of the three skills according to what their age stage requires through learning by playing, as the reference frame was adopted in this study regarding the concepts and application requirements of the strategy to apply it practically in the lesson, by applying educational videos and flexes, and by using the overhead projector in one of the corners of the hall corners, and in the applied part implementation of the imagination investment of the motor program required for the specific skill by using aids appropriate to the privacy of the students, their age and gender when performing volleyball skills, and the focus was on the parts of performing these skills, so that this educational curriculum extends through the guided imagination strategy over a period of (6) consecutive academic weeks for each skill (2) A week, at the rate of two educational units per week, for each skill (4) educational units b a time of (45) minutes for each educational unit applied in the weekly lesson schedule for the

physical education lesson. The role of the two researchers was to supervise the course of the practical lessons and follow up on the experiment. Their school itself applied the vocabulary of the guided imagination strategy in these practical lessons. For each student in a special form for the purpose of processing it statistically, as this research was from the beginning of the first semester of the academic year (2021-2022) to its end. (18)

Statistical means: The two researchers verified the treatment of the results using the statistical social bag system (SPSS) by automatically extracting each of the percentage values, the arithmetic mean, and the standard deviation, and the t-test for correlated samples.

research results:

Table (1)

shows the results of the three skills performance tests, pre and post, for the research sample

Test and unit of measurement	comparison	arithmetic mean	standard deviation	average variances	deviation of variances	(t)	(Sig)	The significance of difference
Smash Skill Performance (Score)	Pre-test	2.19	0.895	3.462	1.24	14.23	0.000	Sign
	Post-test	5.65	0.892					
Defending the field skill performance (score)	Pre-test	1.27	0.874	4.923	1.383	18.146	0.000	Sign
	Post-test	6.19	0.801					
Performing the skill of the frontal setup over the head (score)	Pre-test	2.50	1.105	5.731	1.373	21.286	0.000	Sign
	Post-test	8.23	0.71					

n = (26), sign: (Sig) \geq (0.05) at the significance level (0.05) and degree of freedom (n) - (1).

Results discussion:

From reviewing the results of Table (1), it is clear that the students improved in their levels of learning the performance of the research skills that increased in the results of the post-tests than what was the levels of these values in the results of the pre-tests. The positive effect of the role of the guided imagination strategy in directing the learning process, investing knowledge, and stimulating the mind towards learning by doing, that is, through practical application, by encouraging learners to continue implementing mental images on the ground by investing in the details of skillful performance in them. They

are exposed to the surrounding educational environment, and do not receive negative feedback from what is presented to them, and build imaginative fantasies to implement kinetic programs that match the model presented in multimedia and try to reach it with the least errors, as well as harness the latent capabilities by linking the manifestations of attention and the reaction required for each skillful performance, i.e. They implement their imaginations according to recalling past experiences and linking them to the requirements of the current situation to perform by preparing and educating the mind for the requirements of the present, and this is

done by correct guidance to imagination without extravagance or illogicality within the limits of imagination, that is, in the sense of pre-drawing what is to be implemented in terms of performance by investing the role of the mind and knowledge in the elaborate movement that appears in the form of a purposeful skill, and the use of media also helped multiple presentations of films and skill parts on flexors, good selection of images and good display in one of the corners of the gymnasium in the educational part, and the educational film when showing skill through it is repeated many times and for each of its parts, which was without sound and the explanation relies on the school in drawing the motor program in structure. The cognitive skills of the students by focusing on the sequence of the skill to be learned as from where to start harnessing the nervous impulses in the preparatory section of the skill and moving to the main section of the skill, and so on to the final of its sections, and giving them the opportunity to choose, practice, think and make their decisions based on their analysis and self-assessment of the information that is presented to them. The school monitors the performance of the students and gives an immediate correction. The school helps the students in adjusting the body position during the performance to avoid and override the annoying movements. (17) The owner and the common mistakes, and these applications had an impact on this positive improvement in learning the skillful performance of the three skills, as "the directed imagination strategy works to stimulate the learner's mind to fly in horizons far from reality to imagine things that were not present in reality, he makes himself a party to it, and he gets experience almost alive through his dealings with these things, and through imagination, the individual can reach discoveries of new methods that were not known to him before, and imaginative learning makes the learner

live the event himself, and he enjoys it, so it is a masterful learning. (10), "Teachers are able to invest the suspense and motives of the learners, so that we direct them to planned educational situations in order for them to accept it, motivated by activity, and work to continue this activity until the learning process takes place within a plan that includes defining the goals to be taught accurately, and arousing suspense and motives learners towards achieving specific goals, maintaining interaction between learners and teachers, making sure learning takes place, and evaluating goals accurately. (5), since "in motor learning in general, sensory inputs and perception depend at the same time on the importance of the ability to move easily and gracefully, and therefore any individual cannot be skilled in motor sports performance without his cognitive function being complete and influential." (7), as "the method of active learning allows students to truly contribute to the activities so that this contribution takes them beyond the passive receiving role." (6), "The crushing skill is one of the effective offensive skills because it has a great impact on the results of the matches on the one hand, and on the other hand it plays an important role in reaching the highest effectiveness in the game." (1)

Conclusions:

The two researchers concluded the following:

The application of guided imagination strategic exercises helps in improving the level of performance of the skills of crushing hitting, defending the court, and the front preparation over the head in volleyball among the fifth preparatory students. (15)

The two researchers recommended the following:

It is necessary to pay attention to developing the capabilities of physical education teachers and their knowledge of the guided imagination strategy to be applied to fifth

preparatory students in a manner that depends on scientific planning according to the foundations and principles of motor learning.

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أثر إستراتيجية التخيل الموجه في تعلم أداء بعض مهارات الكرة الطائرة لدى طالبات الخامس الاعدادي م.م. فاطمة نعيم عبد الله، أ.د. اسيل جليل كاطع

التخيل ملازم لمراحل الحياة ويتميز عن المفاهيم فيكون التخيل تكوين افكار في الدماغ ويتم عرضها ويجد الحلول لها واشباع الحاجات عن مواجهه المواقف، وبرزت اهمية البحث بالاعتماد على إستراتيجية التخيل الموجه في تعلم بعض مهارات كرة الطائرة، واما مشكلة الضعف الحاصل لدى الطالبات عند تعلم مهارات الكرة الطائرة لاسيما عند المبتدآت ليظهر بذلك ضعفاً في تعلمهن الاداء المهاري لبعض مهارات الكرة الطائرة ، هدف البحث إلى إعداد وحدات تعليمية بإستراتيجية التخيل الموجه لطالبات الخامس الاعدادي، والتعرف على تأثير إستراتيجية التخيل الموجه في تعلم أداء بعض مهارات الكرة الطائرة لدى طالبات الخامس الاعدادي، وأعتمدت المنهج التجريبي بتصميم المجموعة التجريبية الواحدة ذات الاختبارين القبلي والبعدي، على عينة بلغت (26) طالبة اختيرت عشوائياً بنسبة (25%) من الشعبة B في مدرسة من اعدادية العقيلة المستمرات بالدوام الحضوري للعام الدراسي (2021-2022)، وبعد تحديد الاختبارات تم التجريب بالاستراتيجية قيد البحث لمدة (12) اسبوع زمني متتالي لكل مهارة (4) وحدات تعليمية، بواقع وحدة تعليمية واحدة في الاسبوع، وبعد انتهاء التجريب تمت معالجة النتائج بنظام ((SPSS، واستنتجت الباحثتان أنه يساعد تطبيق إستراتيجية التخيل الموجه في تحسين مستوى أداء مهارات الضرب الساحق، والدفاع عن الملعب، والإعداد الأمامي من فوق الرأس بالكرة الطائرة لدى طالبات الخامس الاعدادي، واوصت من الضروري الإهتمام بتطوير إمكانات مدرسات التربية الرياضية ومعارفهن بإستراتيجية التخيل الموجه لتطبيقها على طالبات المراحل المختلفة بإسلوب يعتمد التخطيط العلمي على وفق أسس ومبادئ التعلم الحركي

إستراتيجية التخيل الموجه، تعلم أداء مهارات الكرة الطائرة

الكلمات المفتاحية