



The impact proposed educational units according to blended learning to develop the legal knowledge of fourth-year students.

Prof. Dr. Israa Abbas Mohammed Faculty of Physical Education and Sports Sciences, Diyala University
Israa.abbas@uodiyala.edu.iq

Keywords: Proposed Educational Unit, Blended Learning, Legal Knowledge, Fourth Grade, Volleyball.

Abstract: The objective of the research is to design an educational unit based on blended learning to develop legal knowledge in volleyball and to identify the impact of the educational unit on the development of legal knowledge in volleyball among fourth year students of the College of Physical Education and Sports Sciences of the University of Diyala. The researcher used the experimental method, as this is the most appropriate approach to solving the research problem. The research sample was deliberately selected and consisted of fourth-year students from the College of Physical Education and Sport Sciences of the University of Diyala for the academic year 2022/2023, totaling 174 students divided into 5 sections. Two sections, (C) and (E), were randomly selected by lottery to represent the research groups. Section (C) represented the control group, while section (E) represented the experimental group, each group consisting of 25 students, excluding those who failed, postponed, or were members of the college volleyball team. Thus, the final research sample included 50 students, representing 28.73% of the total population.

Based on the results, the researcher concluded that the proposed educational units, designed according to blended learning, were effective in developing legal knowledge



in volleyball among fourth-year students of the College of Physical Education and Sport Sciences of the University of Diyala. Blended learning has significantly reduced the effort required by the instructor and facilitated feedback, while contributing to the improvement of legal knowledge in volleyball. The researcher recommends focusing on the use of blended learning to increase legal knowledge in arbitration and using the proposed educational unit to develop legal cognitive skills in volleyball. In addition, further research and similar studies based on blended learning are recommended to develop legal knowledge and adjudication mechanisms in other applied sports courses in colleges and physical education and sports science departments.

1. Defining research priorities

Scientific research and studies in the field of sports are a key basis for improving the level of athletes, as they represent a scientific link that contributes to the discovery of new facts that can form various additions that contribute to improving performance. Volleyball is one of the games that is witnessing rapid and remarkable development, both in terms of its spread and the increase in the number of its practitioners and fans. Since the development of the game is one of the main goals of the International Volleyball Federation, interest in the technical aspect is manifested by the organization of several tournaments for all age groups. The interest in the legal aspect of the game is also evident in the work on the development and preparation of referees from an early age, similar to the preparation of players.

The development of rulers requires great efforts, as it includes cognitive, physical, psychological, personal, and cultural aspects. This requires the development of special curricula and careful follow-up by technical supervisors. Legal knowledge is one of the most important foundations that researchers seek to enhance in order to achieve the

best achievements. This knowledge is manifested in the referees' mastery of the arbitration skills related to the game, which helps them to better understand its laws, distinguish technical and administrative errors and penalties and make the right decisions accurately, to ensure a consistent and uniform application of the laws and to achieve a distinguished arbitral level.

The use of modern learning techniques represented by blended learning is one of the modern means of learning that stimulate the senses of the learner, which is reflected in skill performance well, as well as through which scientific content can be presented in a clear and accessible manner, which may contribute to increasing the thereby increasing his knowledge .

2.Problem being researched:

Through the researcher's follow-up of the nature of the legal knowledge of volleyball among the students of the fourth stage of the Faculty of Physical Education and Sports Sciences at the University of Diyala, being a teacher of volleyball in the college, she noted that there are students who arbitrate and manage matches in formats that indicate the extent of their arbitral ability and do not show the extent of their understanding of the knowledge of the law of the game. Therefore, she finds it a problem to know the amount of legal knowledge that the student has related to his arbitral skill in volleyball. Such a situation expresses a problem that must be addressed. Therefore, she found it appropriate to prepare an educational unit according to the integrated education to serve the game and its employees, especially the students of the fourth stage, the faculties of physical education and sports sciences.



3. Research objectives

Preparing an educational unit according to the education integrated in the legal knowledge of volleyball.

Identify the impact of the educational unit according to the integrated education to develop the legal knowledge of volleyball among the students of the fourth stage, Faculty of Physical Education and Sports Sciences, Diyala University.

1-4 Hypothesis of Research

- There are significant differences between pre-tests and post-tests in favor of the post-tests among the sample members.

RESEARCHED AREAS

1-5-1 Human Area: Students of the fourth stage, Faculty of Physical Education and Sports Sciences, University of Diyala for the academic year 2022/2023

1-5-2 Time Range for the period from: 1/11/2022 to 20/1/2023

1.5.3 Spatial scope: Closed hall in the Faculty of Physical Education and Sports Sciences, University of Diyala

2- Research methodology and field procedures:

1. Méthodologie de recherche

The researcher used the experimental approach as it is the most appropriate approach to address the research problem.

3-2 The research community and sample

The research community was chosen in a deliberate way, and they are the students of the fourth stage, the Faculty of Physical Education and Sports Sciences/University of Diyala for the academic year 2022/2023, which numbered (174) students by (5) people, and my division (C, E) was chosen



randomly by lottery to represent the two research groups, as Division (C) was chosen to represent the control group, while Division (E) represented the experimental group and each group consisted of (25) students, after excluding the failed and postponed students and the players of the college volleyball team, and thus the final number of the research sample is (50) students representing a percentage of (28.73%).

2-3 Means of collecting information, devices and tools used in the research:

2-3-1 Means of collecting information:

- Internet
- Sources et références
- INSTRUMENTS D'ESSAI ET DE MESURE
- Pool d'experts

2-3-2 Devices and tools used in the research:

- The volleyball court is legal.
- (15) legal volleyballs of Chinese origin.
- horloge d'intervalle
- [Radio playing rock music] BLADE: Whistler.
- Carte banquer
- Stripe
- Meezan
- Dell Inspiron 15 Laptop Calculator
- Video camera (Sunny).
- Nikone D3500 Camera

2-4 Field Research Procedures:

2-4-1 Tests used in the research:

Cognitive Test Question Scale (Mohammed:2019: 214)

The researcher used the cognitive test scale prepared by (Bassem Ibrahim Mohammed, 2019), which consisted of (90) sentences, and each sentence consisted of (3) choices.

2-4-2 Exploratory experiment:

The exploratory experiment was conducted on 8/11/2022 in the hall of the martyr Dr. Wilhan Hamid at the Faculty of Physical Education and Sports Sciences, University of Diyala, at 9:00 am on (5) students from outside the research sample. The purpose of the exploratory experiment was:

- Find out how efficient the assistant team is.
- The time taken to carry out the test.
- The suitability of the devices and tools used in the research.

2-4-3 Pre-test:

The pre-test was conducted at 9:30 am in the volleyball hall at the Faculty of Physical Education and Sports Sciences, Diyala University, for the experimental and control groups on 14/11/2022.

2.4.4 Key Experience:

In light of the preparation of the proposed educational unit according to the integrated learning in the development of legal knowledge, the researcher implemented the curriculum for the period from 22/11/2022 to 01/10/2023 for the experimental group, and the control group maintained the teaching method followed by the subject teacher, and in the following details of the proposed educational unit for a method according to the integrated learning Developing the legal knowledge of the students of the fourth stage, Faculty of Physical Education and Sports Sciences, University of



Diyala, in the experimental group, the time of the educational unit for the method of practical presentations in the main section ranged from (50 D – 60 D), by (20–25) educational aspect, (30–35) applied aspect, and the educational aspect included the presentation (live model, video and images) of the legal knowledge and the arbitration mechanism subject of the study, and the applied aspect included exercises and cases (educational arbitration positions) of the legal knowledge and the arbitration mechanism subject of the study, as for the integrated learning conducted in an electronic educational unit between each two educational units that included models of arbitration decisions from meetings (international and local) to be presented to students.

2-4-5 Post-test:

After the completion of the application of the proposed educational unit, the researcher began to conduct the post-test in the volleyball hall of the Faculty of Physical Education and Sports Sciences, Diyala University, on 16/1/2023 at 9:30 am. The researcher took into account the temporal and spatial conditions in which the post-tests were conducted.

2-5 Statistical means:

The researcher used the Statistical Portfolio (SPSS) to process the results and extract the data.

PRESENTATION ET DISCUSSION DES RESULTATS

3-1 Displaying the results of the arithmetic media, standard deviations, the calculated t-value and the error percentage of the experimental and control groups in the pre-post tests of the cognitive test:



(Table 1)

Shows the results of the arithmetic media, standard deviations, the calculated value of t, and the percentage of error for the experimental and control groups in the pre-post tests in the legal knowledge test

Groupe	Essai	Moyenne arithmétique	Écart-type	Erreur type	O	Error ratio	Signification
groupe expérimental/groupe expérimental/le groupe expérimental	Pre-application	Ed.	5.15	1.031	811	0,000	Juridique
	Valider Lettrage	2009 80 88	4,42	885			
Groupe de contrôle	Pre-application	75-5=_____	2,94	1.296	3.513	002	Juridique
	Valider Lettrage	71.68	5,35	1.071			



Table 2

Shows the results of the arithmetic media, standard deviations, the calculated value of t, and the percentage of error for the experimental and control groups in the post-test – post-test in the legal knowledge test

Groupe	Moyenne arithmétique	Écart-type	Erreur type	o	Error ratio	Signification
groupe eksperimental/groupe sperimental/groupe expérimental/le groupe expérimental	2009 80 88	4,42	885	648	0,000	Juridique
Groupe de contrôle	71.68	5,35	1 071			

Observations faites sur la flèche de gonflement

The results of Table (1) (2) showed the significance of the differences between the pre and post-tests and the experimental and control groups, the significance of the differences and in favor of the post-test. For the benefit of the experimental group, the researcher attributes the development of her experimental group in the legal knowledge of volleyball among the students of the fourth stage of the Faculty of Physical Education and Sports Sciences, University of Diyala, in terms of its use of most of the vocabulary of learning and education and the interaction of the role of the teacher and the student in the lesson through technological means, the field application of learning and evaluation of it, and the integration of the theoretical and practical material. The researcher believes that the development of the legal knowledge of the experimental group came as a result of enhancing the motivation of

learning using the blended learning method, which moves away from traditional methods of learning. This was reflected in the increase in students' acceptance of the scientific material and their desire to learn it, by providing a variety of content, including videos and educational images accompanied by the teacher's explanation. The blended learning style stimulated learning and fostered a spirit of cooperation among students, which increased their interest in educational unity and their discipline in the learning process. This method is also one of the modern and effective educational methods, as it provides learners with an interactive environment that allows them to see themselves on the display screen or the computer while performing the required skills, which greatly enhances the learning process, especially with regard to legal knowledge, as well as the suitability of the blended learning method and the diversity of its educational techniques for students and their interactive integration with the educational environment has increased learners' enjoyment and suspense, which in turn leads to the elimination of boredom during the lesson has helped to speed up learning.

The educational units seek to achieve specific goals through learning and practice and thus improve the level of performance. It is recognized that the basis of the learning process for the skill aspects is the learner's acquisition of skill performance that enables him to reach a good level of performance of the skill to be learned. (Al-Hailah and Al-Azzawi:1999: 64) indicates that, when the units are implemented effectively, the overall performance of the student improves significantly and then the students can gain an additional window to develop new learning about how to learn skills.

The researcher attributes this to the effectiveness of the units prepared by her according to the integrated education to their consideration of the student's



legal abilities, which positively affected their performance, as (Wajih Mahjoub) confirms that "the sense of skill mentally and physically contributes to its development, especially if it is within a program based on the scientific standards to which the educational process is set." (Blocked:2001: 139)

The development of the level of students in the legal knowledge of volleyball arbitration in the two research groups attributes the researcher to the success of the educational unit users according to the blended learning and its effects on the improvement of the level of performance in the post-test, as the process of education used, whether in the educational or applied part, was sufficient to give a clear picture of the vocabulary to be learned, as well as the division of skills according to its sections helped to facilitate the learning process as well as increase the experience of students in actual practice by repeating performance, as (Nazar the student) indicates that "teaching methods and methods are of great importance in the educational process and that these methods and methods affect the speed of learning." (Student:1976: 41)

The researcher also attributes the development of his experimental group in legal knowledge to the fact that the method worked to increase the cognitive abilities of students such as remembering, understanding, applying, analyzing, installing and evaluating through the sequence of the educational curriculum and its progression from easy to difficult and diversity of work with presentation attitudes and specialized application of these cognitive abilities represented by a set of goals (educational, behavioral) during the curriculum prepared by the researcher, as well as the retention of information for the educational curriculum by remembering the educational situations that were presented (video, image) by the researcher, as (Mahmoud Dawood Al-Rubaie, Saeed Saleh Hamad)



confirms that one of the criteria of the good teaching method is "if it is appropriate to the content of the curriculum , and it is related to the objectives of education, and it moves from easy to difficult and a balance between the theoretical aspect and practical application" (Al-Rubaie:2011: 55), and he adds (Walid Abdul Karim Sawafat), the method of practical presentations "has an effective role in increasing students' remembering and understanding information and knowledge immediately after the presentation, and also helps to increase students' retention of information in general (Sawafa 2014: 132).

Conclusion

Through the results that emerged, the researcher concluded that the proposed educational units according to integrated learning and effectively in the development of legal knowledge of volleyball for students of the fourth stage, Faculty of Physical Education and Sports Sciences, University of Diyala, that the integrated education contributed significantly to reducing the effort exercised by a teacher and providing feedback, in addition to contributing to increasing and developing the effectiveness of legal knowledge of volleyball, and the researcher recommends the need to emphasize the use of integrated education in increasing legal knowledge of arbitration, the need to use the educational unit according to the integrated learning in the development of the cognitive capabilities of law in volleyball, conducting other similar research and studies according to the practical integrated learning to develop legal knowledge and mechanism (mechanics) of arbitration , for the rest of the applied lessons of sports in colleges and departments of physical education and sports science.

**reference :**

- Bassem Ibrahim Mohammed; Quantitative estimation of selective attention and spatial intelligence and their relationship to the significance of cognitive achievement and accuracy of technical skills in volleyball for students of the third stage: (PhD thesis, Faculty of Physical Education and Sports Sciences, University of Diyala, 2019).
- Mohammed Mahmoud Al-Haila and Mohammed Dhibian Al-Azzawi, (Educational Design) Theory and Practice, (Amman, Al-Masirah Publishing House, 1999)
- Mahmoud Dawood Al-Rubaie , Saeed Saleh Hamad Amin , Teaching Methods of Physical Education and its Methods , Beirut , Scientific Books House, 2011
- Nizar Al-Taleb, Principles of Sports Psychology, (Baghdad, Al-Shaab Press, 1976)
- Wajih Mahjoub, Learning and Scheduling Sports Training, 1st Edition, (Amman, Dar Wael for Printing and Publishing, 2001).
- Waleed Abdul Karim Sawafta , Contemporary Teaching Methods and Methods, Amman , Dar Al-Masirah for Publishing and Distribution , 2014



Annexe

Contrôle des connaissances

Sr	Questions	Barème
1	Coach restraint line are dashed lines extending from the attack line to remote	A
	A. (1.75) length (15cm) drawn at a distance (20cm). B. (1.80) with a length of (17cm) drawn at a distance of (25cm). C. (1.65) length (10cm) drawn at a distance (15cm).	
2	The transmission area is defined by two short lines of length each (....) They are drawn at a distance from (....) Behind the finish line as an extension of the two side lines	A
	A. (15cm , 20cm). B. (10cm , 15cm). C. (25cm , 30cm).	
3	For the FIVB World Competitions, the area of the warm-up area shall be	C
	A.4 B.5 3 x	
4	The length of the network is (....)	B
	A. (8.5 – 9.5m). B. (9.5 – 10m). C. (10.5 – 11m).	
5	The top of each stick extends over the net by a distance of (....) M and	C



	its diameter (....) mm	
	A. (90cm , 80mm). B. (80cm, 10mm). C. (70cm , 6mm)	
6	La hauteur du flacon. SN	A
	A. (2.55m). UNTRANSLATED_CONTENT_START B. (2.60م). C2.	
7	In the global competitions of the International Volleyball Federation, the two lists installed in the network shall be placed at a distance from (....)	B
	1,50 m B1	
8	Non-playing players have the right to warm up without balls while playing in (....)	B
	A.In the free zone behind their stadium. B.in their warm-up zone. C.Anywhere in the square.	
9	In the international competitions of the International Volleyball Federation, the players' T-shirts must be numbered from (....) A	C
	(1) (22) B.1. 120	
10	The number must not be less than (....) on the chest and that the height is not less than (....) piggyback	A
	a) 10 B15. C. (1 – 20 cm)	



11	The two free-floating players can be	C
	A. Head of the inning. B. Team Leader. C. They never can.	
12	Over the duration of the match, the coach's association with	C
	A. Registrar. B. The First Judgment. – Let's see how our second judge votes.	
13	The coach sits on the team seat closest to the registrar, but	B
	A. He has no right to leave. B. He has the right to leave. C. He has the right to leave it after the approval of the second reference.	
14	The assistant coach sits on the team seat but (...) Vous êtes-vous bien amusés à la fête ?	A
	A. He has no right to interfere. Le droit d'intervenir C. He has the right to intervene after the approval of the first referee.	
15	If he commits one or more errors in a row, he shall be counted (...)	A
	A. The second mistake. B. First mistake. C. The ball is returned to the competitor.	
16	If one or more errors are committed by two competitors at the same time, it shall be calculated (...)	A
	A. Double error and resend. B. Calculates an error and does not resubmit. C. It does not count as an error to remain the discretion of the first referee.	
17	When the team refuses to play after being asked to do so, it is declared	B



	behind with a result (...). For the match, and(...) per inning	
	A. (2-zero), (26-zero). B. (3-zero), (25-zero). C. (4-zero), (27-zero).	
18	The before the match by drawing lots, according to which the first serve and both sides of the pitch are determined	C
	A.Registrar. B.Second Ruling. C.First Ruling.	
19	The winner of the lottery has the right to choose (...)	A
	A.Dispatch, reception, or pitchside. B.Dispatch only. C.Reception only.	
20	Before the match, if the two teams have a stadium at their disposal in advance, a warm-up period shall be given (...) UNTRANSLATED_CONTENT_START Online. UNTRANSLATED_CONTENT_END	C
	7 minutes perdre la tête 6 minutes 8 minutes.	
21	If the two teams do not have a stadium at their disposal in advance, a warm-up period shall be given (...) UNTRANSLATED_CONTENT_START Online. UNTRANSLATED_CONTENT_END	C
	- Eight minutes! en 12 minutes. 10 MINUTES	
22	Before the start of the inning, if there is a player on the field who is not	A



	registered in the spin order sheet, he must (....)	
	A. Switch the player according to the spin order sheet. C. player shall not be substituted and shall be bound in the spin sheet. B.The switch is made with a point loss.	
23	The team makes a mistake (....) If the player is not in the correct position the moment the ball is hit by the dispatcher	B
	Erreur de rotation de la grille B.Centererror. C. center and rotation error.	
24	When the receiving team gains the right to serve, its players turn one position clockwise from the center of (....) vers le centre du visage.	C
	3 (1) 1 – 2 C 1	
25	The ball is counted out when (....)	B
	A. The ball touches the net and falls into the competitor's free zone. B.Touch the two air rods, ropes, uprights, or the net outside the sidebars. C.Touch the opponent's court sidelines.	
26	When two breathers touch the ball at the same time above the net and the ball remains in the field, it is (....)	A
	A.The team receiving the right ball in three touches. B.The team sending the right ball in three keys. C.The ball returns.	
27	When a player is about to make the mistake of touching the net or crossing the middle line, his colleague (....)	B
	A. The player cannot hold or stop him. B. The player can be held or stopped. C.He can cross to the opponent's stadium and then return to his stadium	



	directly.	
28	It is permissible to restore the ball that crossed the network level to the competitor's free zone in whole or in part through the field (....)	B
	(a) Dans le stade B. Outside of the stadium. À l'intérieur ou à l'extérieur	
29	(....) The ball touches the net when it crosses	B
	A.It is not permissible. B C. It is permissible in the offensive strike only.	
30	It is permissible to restore the ball that hits the net within the limits of (....)	A
	A.Three strikes. Il n'est jamais permis de: C. May be within the limits of the third strike.	
31	The player in the basic order of rotation has the right to leave the game and return during the team	B
	A.Twice. One taste. C.three times.	
32	When the team makes an illegal substitution and play resumes, the team is rewarded	A
	A.Point and send. B. Replace without penalty. C. Replacement shall not be repeated and shall not be rewarded with a point.	
33	Before the start of each half, the coach arranges the basic rotation of his team on the rotation order sheet, and this sheet is delivered complete and signed to (....) tabit or	C



	<p>A. The first verdict or the second verdict.</p> <p>B. First or Registered Judgment.</p> <p>C. Second or Registered Judgment.</p>	
34	Allows to switch regular players	C
	<p>A. Moment of judgment whistle.</p> <p>B. While trading.</p> <p>C. While the game is off.</p>	
35	The consequences of an illegal change of a free player are a mistake	B
	<p>R</p> <p>– Duran.</p> <p>C. Don't be a mistake.</p>	
36	When the freestyle player prepares the ball from the front area of the field and from above, the attacking player has the right	B
	<p>A. Hit her into the opponent's court.</p> <p>B. Wrong condition that he is not entitled to hit.</p> <p>C. He has the right to drop the ball only</p>	
37	The original Free Player can, after switching to the standby Free Player,	B
	<p>A. Back on the field.</p> <p>B. He never returns to the field.</p> <p>C. Comes back in the next half.</p>	
38	The player has the right to enter the opponent's court after the ball is	A
	<p>A. Out of play.</p> <p>In-Play</p> <p>C. He has no right at all.</p>	
39	When the ball pushes the net and the result is that it touches the competitor, he	B
	<p>A. There is an error and a point is rewarded and sent</p> <p>B. There is no mistake and play continu.</p>	



	C.The ball returns.	
40	When the receiving team wins the trade, it gains the right to send and rotates before sending from	B
	Avant au centre/Arrière au centre B. Right anterior center to left posterior center. C. Center center anterior to center posterior right.	
41	Allowed For the ball only, bouncing or moving the ball between the hands is allowed	A
	A.with one projectile. B. Deuxième étape c	
42	The sender must hit the ball within	B
	10 secondes. B. (8seconds). C. (12seconds).	
43	After the serve, the player has the right to come down	B
	A.Inside his stadium. B.Outside his pitch. C. He has the right to go on or off the field.	
44	When a group of players during the transmission performs a group stand to cover the track of the ball, it is called	B
	A.Behind-the-grid access. B. Hide Transmission. C.Pass the bottom of the grid.	
45	When the sender makes a mistake at the moment of the transmission strike and the competitor is out of position, it is	B
	A. The center error is the first. B. The transmission error is the first.	



	C. Rotation error is the first.	
46	The back row player has the right to complete the offensive strike and descend in (....) Provided that his feet do not touch the line of attack	A
	A. Frontal area. B. Posterior area only. C. Anterior or posterior region.	
47	The free player is able to complete the offensive strike if the ball is at the moment of the strike	A
	A. Below the top edge of the grid. B. over the top edge of the mesh. C. He is never allowed to.	
48	Collective repulsion is	A
	A. Prohibition by three or two players on the grid. B. Prohibition by two or four players on the grid. C. One-player and five-player online blocking.	
49	The team has the right after the ball touches the blocking wall to	B
	A. Two strikes to re-ball. B. Three strikes to re-ball. C. One hit to re-ball.	
50	Each team has the right to request (....) Make it tomorrow.	C
	A. Three time out and seven substitutions. B. One time-out and six substitutions. C. Two time out and six substitutions.	
51	Coach or inning boss can request regular play stops when you are	A
	A. The ball is off the court and after the referee whistle. B. The ball is off the field and before the referee whistle. C. After the referee's whistle and during trading.	
52	It is permissible to request (....) tabit or and request (....) To switch to	C



	any team and in a row without the need to resume playing	
	<p>A. One or two time-outs and two switch requests.</p> <p>B. One time or two time breaks and three substitutions.</p> <p>C. One or two time breaks and one request for switching.</p>	
53	<p>In the world competitions of the International Volleyball Federation and the official, and in the games(...) Automatically applies two timeouts of (...)</p> <p>Aux points :</p>	C
	<p>A. (1 – 3) (50s) (6 – 8).</p> <p>B. (1-2) (70s) (8-12).</p> <p>C. (1 – 4) (60s) (8 – 12).</p>	
54	<p>A player who is expelled or disqualified must be legally substituted and if this is not possible</p>	B
	<p>A. Exceptional switching is used.</p> <p>B.The team declares incomplete and loses the match.</p> <p>C. The team loses the inning and the match resumes.</p>	
55	The switch must be made from	C
	<p>A.Anywhere on the field.</p> <p>B.From the back of the stadium only.</p> <p>C.From within the switching area confined between the centerline and the attack line exclusively.</p>	
56	4. Pénalités de retard	C
	<p>A.Red card.</p> <p>B.Yellow card.</p> <p>C.Attention only.</p>	
57	If any outside interference occurs during play it should	A
	<p>A.Stop play and re-trade.</p> <p>B. Play never stops.</p> <p>C. The match is cancelled and returned at another time</p>	



58	In the event of one or more stops for a total period of more than (4 hours),	C
	A. The score remains the same, positions, points, base order, and runs. B. The score remains the same, the positions, the points, the basic order, and only the inning is repeated. C. The game is back in full.	
59	In the fifth inning when the two teams reach the point (....) Both teams change their pitches without delay	C
	Point 10 the DOT 12. c) Paragraphe 1.8	
60	In the global competitions of the International Volleyball Federation, the team chooses more than (12) players and is assigned (....) Liste des joueurs	C
	A.Three Free Defenders. B.One Free Defender. C.Two defenders only.	
61	The freelancer on the team can be	C
	A.Team Leader. B.Head of the inning. pas du tout.	
62	A freelancer has the right to perform the following skills	C
	A.Transmit, Receive, and Attack. B.Repulse, Defense, and Dispatch. C. Reception, defense, and preparation.	
63	Free-player substitutions should be	A
	A. unspecified. B.Limited to six replacements only.	



	C.Limited to four substitutions only.	
64	Des changements s'imposent.	C
	A.When trading is ongoing. B.When the ball is out and after the referee whistle. C.When the ball is out and before the referee whistle.	
65	Consequences of illegal change Free Player as is	B
	A. As a concentrated error. B. as a rotation error. C. as a switching error.	
66	The coach has the right to change the free player with the reserve free player for any reason, but	B
	A.Only twice. B.One time. C.Change undefined.	
67	When the original free-player is substituted for the reserve, he	B
	A. He can come back for the rest of the game. Il ne pourra jamais revenir ? C.He can come back in the next half.	
68	Rude conduct in a match by any member is rewarded by	B
	A. The package is for one half. B. Point and send to the competitor. C.He can come back in the next half.	
69	The penalty team member for the rest of the game must sit down	C
	A.On the team's reserve bench. B.In the warm-up area. C.In the penalty area and without legal consequences.	
70	In the event that a player receives a penalty of expulsion for one period, the referee shall use	C



	Première lettre d'avertissement B. The red and yellow cards are sparse. Carton jaune et rouge	
71	In the event that a player receives a final disqualification penalty, the referee shall use	A
	A. The red and yellow cards are scattered. B.Redcard only. C.Yellowcard only.	
72	In the event that the first referee is unable to continue to manage the match, he	A
	A. The second referee has the right to replace him. B. The second referee is not entitled to replace him at all. C. He is entitled after the approval of the tournament jury.	
73	The Registrar shall perform his duties sitting at the Registrar's table in the	B
	A.The opposite side of the field facing the second referee. B.The opposite side of the field facing the first referee. C.Anywhere in the free zone of the stadium.	
74	When the registrar fails to receive the spin sheet from the trainer, he/she	C
	A. Inform the first judgment of the delay. B. Inform the first and second referees of the delay. C. Inform the second referee of the delay.	
75	In case of double error the two judgments indicate in order	A
	A. The nature of the mistake and the wrong players if necessary. B.The team that sends according to the signal of the first referee. UNTRANSLATED_CONTENT_START C.جميع ما ذكر	
76	The first referee shall, prior to the match,	C
	A. Drawing lots with the heads of the two teams. B. Observe the warm-up of the two teams.	



	UNTRANSLATED_CONTENT_START C.جميع ما نكر	
77	linesmen	C
	<p>A. The balls are outside, inside, the concrete of the receiving team.</p> <p>B. Contactwith the air wand when it crosses the grid from the outlet of the crossing field.</p> <p> UNTRANSLATED_CONTENT_START C.جميع ما نكر</p>	
78	Pre-match and inning recorder	C
	<p>A. Records the data of the match and the two teams and obtains the signatures of the heads of the two teams.</p> <p>B. Record the turnover of each team.</p> <p> UNTRANSLATED_CONTENT_START C.جميع ما نكر</p>	
79	from the player's mistakes at the net	C
	<p>A.Pass the player's full foot to the opponent's pitch.</p> <p>B.The player touched the ball in the opponent's field before or during the strike, intervening below the net.</p> <p> UNTRANSLATED_CONTENT_START C.جميع ما نكر</p>	
80	The coach may move during the match	A
	<p>A.In the free zone between the extension of the attack line and the warm-up zone.</p> <p>B.Between the attack area and the dispatch area.</p> <p>C.Between the attack area and the midline.</p>	
81	The person authorized to speak with the second referee about decisions and objections during the match is	B
	<p>A. The trainer and the assistant trainer.</p> <p>B. Inning or team leader (captain) only.</p> <p>C.Team Administrator.</p>	
82	When the referee makes a decision in a legal situation, do	A
	Un jugement est définitif.	



	<p>B. He may change his decision if the team needs.</p> <p>C. He may change his decision after the intervention of the Referees Committee.</p>	
83	A player who is on the list of players was injured before the start of the game.	A
	<p>A. It may be legally substituted and registered as a normal substitute.</p> <p>B. Cannot be replaced and the team is incomplete.</p> <p>C. Exceptionally may be replaced.</p>	
84	A player touched the opponent's court at the serve	B
	<p>A. This situation is wrong.</p> <p>B. This situation is correct.</p> <p>C. This position depends on the referee's vision.</p>	
85	A player has arrived in the switch area, but there is no data previously sent.	B
	<p>A. This case is correct and should not be rejected.</p> <p>B. This case is incorrect and should be rejected.</p> <p>C. It is based on the judgment of the first judgment.</p>	
86	The coach pushed three substitute players into the substitution area after asking the second referee for only two substitutions.	C
	<p>A. The switch is made for the three players.</p> <p>B. The substitution is made for two players with the delay penalty for the coach.</p> <p>C. The substitution is made for two players with no penalty.</p>	
87	A trainer waved his hand to the referee in his dissatisfaction with the decision. What is the assessment of the referee?	A
	<p>A. Warning the trainer to use the red card after the end of trading.</p> <p>B. Warn the trainer to use the red card during trading.</p> <p>C. There is no penalty for that.</p>	



88	The Libero entered the match with a normal substitution for an injured player, as the rule of law is	C
	<p>A.Liberois allowed to switch normally in place of an injured player.</p> <p>B.Liberois allowed to switch exceptionally in place of an injured player.</p> <p>C. The Libero is never allowed to switch normal or exceptionally.</p>	
89	Did the net player touch a light touch while playing from below?	A
	<p>A.Network contact is a mistake.</p> <p>B.Do not touch the network and do not make a mistake.</p> <p>C. The law is not liable for touching the network if the touching is minor and trading continues.</p>	
90	The Match Jury shall consist of the following two drawings	C
	<p>A. First Referee, Second Referee, Four Line Controllers.</p> <p>B. First Referee, Second Referee, Registered.</p> <p>C. First Referee, Second Referee, Registered, Four Line Controllers, Registered Assistant.</p>	