تأثير النقل المكتسب على وفق التعليم للصف العادي والصف المعكوس باستخدام الحقيبة التعليمية التكنلوجية على التحصيل المعرفي المهاري لبعض المهارات الاساسية بكرة السلة

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ملخص البحث

هدف البحث الى الكشف عن انتقال اثر التعليم للصف العادي والصف المعكوس المصحوب بالحقيبة التعليمية وبدونها على التحصيل المعرفي المهاري لبعض المهارات الاساسية بكرة السلة .

وافترض الباحثون عدم وجود فروق ذات دلالة معنوية في انتقال اثر التعلم للصف العادي والصف المعكوس المصحوب بالحقيبة التعليمية وبدونها على التحصيل المعرفي المهاري لبعض المهارات الاساسية بكرة السلة . وتكونت عينة البحث من طلاب السنة الدراسية الاولى في كلية التربية البدنية وعلوم الرياضة جامعة القادسية للعام الدراسي 2019 – 2020 قوامها (60) طالبا موزعين على اربعة مجاميع تجريبية وتم تنفيذ البرنامج التعليمي المعد من قبل مدرس المادة على ضوء البرنامج العام المعد من قبل الهيئة القطاعية لكليات واقسام التربية الرياضية في تدريس الاسلوبين الصف العادي والصف المعكوس بعد صياغته على وفقهما كما قام الباحث بأعداد وتصميم واخراج وتنفيذو استخدام الحقيبة التعليمية على وفق الاسلوبين استخدم الحقيبة التعليمية فضلا عن الاسلوب التعليمي المستخدم للصف العادي او الصف المعكوس اللذان حققا انتقالا ايجابيا في تعليم بعض المهارات الاساسية بكرة السلة موضوع البحث واوصى الباحثون باستخدام الحقيبة التعليمية لفاعليتها في تعليم بعض المهارات الاساسية بكرة السلة موضوع البحث و ضرورة التدرج في عملية تعليم المهارات الحركية بكرة السلة من السهل الى الصعب عند تعليم المهارات موضوع البحث

كلمات مفتاحية : الحقيبة التعليمية - التحصيل المعرفي - التحصيل المهاري

The effect of the acquired transfer according to the learning of the regular class and the flipped class by using the educational technology bag on the cognitive skill achievement of some basic skills of basketball on students

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Abstract

The aim of the research is to uncover the effect of learning on the regular class and the flipped classroom accompanied by and without the educational bag on the acquisition of cognitive skills for some basic basketball skills. The researcher assumed that there were no statistically significant differences in the transmission of the learning effect to the regular class and the inverted class,

accompanied by and without the educational bag, on the cognitive achievement of some basic basketball skills. The research sample consisted of first-year students at the College of Physical Education and Sports Sciences, Al-Qadisiyah University for the academic year 2019-2020, and it consists of (60) male and female students distributed into four experimental groups. The educational program prepared by the subject teacher was implemented in light of the general program prepared by the sectorial commission for the Faculties and Departments of Physical Education in teaching the two methods, the regular class and the inverted class, after formulating it according to them.The researcher concluded the following The use of the educational bag and the educational method used for the regular class or the flipped classroom, which achieved a positive transition in learning some basic skills in basketball in question. The researcher recommended the following:The use of the educational bag for its effectiveness in learning some basic skills of basketball in question The necessity of progressive learning in the process of learning basketball motor skills from easy to difficult when teaching the skills involved.

Keywords: educational bag - cognitive achievement - skill achievement

Introduction and Importance of Research

The occurrence of a learning effect transition is quite evident, relying on the fact that learning accompanied learning has a cumulative effect and that this transition is evident when an individual can generalize his experiences to subsequent situations, while studies indicate that if what has been learned is not used, it will be forgotten. The transition from easy skills to difficult skills or the opposite is considered one of the main ideas in the transition, whether the transition is horizontal or normal, and it may take three forms, positive, negative or neutral. Working on learning any basketball skill in the lesson is not an immediate goal that the teacher seeks to achieve by making use of it in the current lesson, but it goes beyond that because it aims to transfer information and skill in whole or in part to learn another skill, so he learns to transfer this skill to other similar skills. This is evidenced by the importance of the research as it deals with an area that researchers in the field of physical education have not explored through the process of linking the impact of learning transmission and multimedia educational packages as well as creating an ideal model. The relationship between transferring learning from easy skills to difficult skills and vice versa, with or without the educational kit.

Research Problem

The transmission of the learning effect is one of the most basic conditions in the educational process, as the skills must be arranged in a way that ensures the occurrence of the greatest amount of positive transmission in order to accelerate the learning process so that the learner can do so. Benefiting from his

accumulated experience in learning other skills through modern educational means and techniques, represented by the multi-media educational bag, which has proven effective in many areas, and the educational bag being a self-learning method. Which may be highly effective in facilitating the transfer of the impact of learning on some basketball skills, as well as setting a proper logical and scientific arrangement for the acquired skills from easy to difficult or vice versa.

Research Objectives

The research aims to reveal

- Transferring the effect of learning to the regular class and the flipped class, using the educational bag on the cognitive skill acquisition of some basic basketball skills.
- The transmission of the learning effect to the regular class and the inverted degree on the cognitive skill achievement of some basic basketball skills.

Research hypotheses

The researcher assumes that

- The absence of statistically significant differences in the transmission of the learning effect to the regular class and the inverted degree between the average cognitive skill achievements of some basic basketball skills when using the educational package.
- The absence of statistically significant differences in the transmission of the learning effect to the regular class and the inverse degree between the average cognitive skill achievements of some basic skills in basketball.

Research areas

Time field :for the period from 19/01/2020 to 28/02/2020

Spatial domain :the basketball hall in the College of Physical Education and Sports Sciences - Al-Qadisiyah University.

The Human Field : First-year students in the College of Physical Education and Sports Sciences - Al-Qadisiyah University.

Research Methodology: The researcher used the experimental method to suit the nature of the research.

Research community and sample

The research community consisted of (208) students in the first academic year at the College of Physical Education and Sports Sciences at the University of Al-Qadisiyah for the academic year 2019-2020 ، while the research sample consisted of (60) students representing people (c, d, e, and). Distribution of work

on the four experimental groups by lottery method, at a rate of (15) students for each group of the four groups and at a rate of (29%) from the research community. Thus, the sample was deliberate randomly after the researcher excluded a number of the sample members to achieve the principle of equivalence and homogeneity in the four experimental groups and the table (1) explains it.

Table (1) It **shows the number of members of the research sample and the educational methods used**

The number of individuals in the sample at the end of the experiment	The number of individuals in the sample at the start of the experiment	The excluded number	The total number	*Teaching style*	Group and Division
13	13	2	15	Ordinary grade In the educational bag	The first experimental group represented her Division -C-
14	13	1	15	Inverted row In the educational bag	The second experimental group represented her Division -d-
12	13	3	15	Ordinary grade Without educational kit	The third experimental group represented her Division-e-
13	13	2	15	Inverted row	The fourth experimental

				Without educational kit	group represented her Division - and-
52	52	8	60		Total

Equality of Research Groups

The researcher should form groups that are at least equivalent in relation to the variables that are relevant to the research" (Vandalin, 1984, 398)

Table (2)Explains the specifications of the research sample in the variables of age, height, weight

Weight / kg		Length / cm		Age / month		Variables the group
±p	s	±p	s	±p	s	
5.648	68.076	4.666	169.659	5.7765	233.6154	die$_1$ [1]*
5.392	68.923	5.543	169.378	5.4432	254.1538	die$_2$
4,935	67.769	4.556	173.556	5.7659	267.7692	die$_3$
4.479	68.307	4.778	168.778	9.659	256.0769	die$_4$

And to verify the equivalence of the four research groups in the above variables .An analysis of variance between the four groups was conducted, and Table (3) illustrates this.

Table (3)The analysis of variance shows the four research groups in variables (age, height, and weight)

The value (q) ** calculated	Medians of squares	Degrees of freedom	Sum of squares	The source of the contrast	Variables
0.6290	29.5896	3	88.769	Between groups	Age / month
	47.0416	52	2258,000	Within groups	
2.2797	56.8910	3	170.673	Between groups	Height / cm
	24.9551	52	1197.846	Within groups	
0.1177	3.1026	3	9.3080	Between groups	Weight /kg
	26.3525	52	1264.923	Within groups	

The tabular value of p is at an error ratio of (0.05) and in front of the degree of freedom (3-52) = (2.8387)

Experimental Design

In order for the researcher to reach the correct conclusions about the problem addressed by this experiment and to obtain the appropriate data in a way that allows its correct and objective analysis, the planning process for his experiment requires that it becomes possible to collect information related to the problem to be studied, because "planning for the experiment requires including all successive steps. Conducting the experiment (Al-Rawi and Khalaf Allah, 1980, 15)

Determine the variables and how to modify them

One of the characteristics of the experimental work is that the researcher deliberately deals with certain factors under carefully controlled conditions in order to verify how a case or accident occurred and to determine the causes of their occurrence. (Vandalin, 1984, 348)

Variables were identified in this experiment as follows:

1- Independent variables, which are:

- The impact of transferring learning to the regular class.
- The educational bag accompanying the transfer of the learning effect to the regular class.
- The effect of transferring learning to the flipped classroom.

- The educational bag accompanying the transfer of the learning effect to the flipped classroom.

2- The dependent variables are:

- Skilled cognitive achievement of the art of skilled performance of basketball skills (ballet - dealing with chest)

Devices and auxiliary tools used:

- Legal basketballs, count (10)
- Dell laptop.
- Video camera.
- Laser discs.
- A tape measure.
- Medical balance.
- Stopwatch.

Tutorial

The researcher prepared an educational program according to the transition of the learning effect to the regular class and the flipped classroom, as it was necessary for the researcher to analyze the content of many scientific sources that dealt with the skills of the current study in order to identify the main parts and stages of the technical performance of basketball skills under study and thus the program included ten units Didactic and included a set of exercises that are used in teaching research skills with different levels of difficulty and method of performance, as it was presented to a number of experts and specialists in the fields of basketball, learning skills and teaching methods, and based on what the sources provided, the researcher extracted the technical stages of the performance skill, which included: The following sections: the preparatory section, the main section, the final section. Thus, the researcher adopted this division in preparing the educational program on the basis of the educational package and by transferring the learning effect of both types to the regular class and the flipped class.

Exploratory experience

The researcher conducted an exploratory experiment by applying the educational programs prepared on a sample of students of the same research community, as their number reached 6 students who were not from the sample of the main experiment, as “the exploratory experiment is a mini experiment, the basic experiment and it must meet the same conditions and conditions in which the experiment is Principles are possible. This is so that the results are taken into account” (Abdel-Jabbar and Bostoisi, 1984, 95). The objectives of this experiment were:

- Ensure the validity of the educational units for the final application.
- Avoid errors that may occur during the application.
- Ensure the validity of devices and tools.
- Identifying the difficulties that may accompany the application and developing appropriate solutions for them. One of the results of the pilot experiment was that the desired objectives were well achieved.

Final (main) experience

The main research experiment was conducted as of 19/01/2020 AD

Until 28/02/2020 AD, when the researcher applied (10) educational units to each of the experimental groups to teach (10) skills according to the transmission hall for the learning effect of the regular class and the flipped classroom. With and without the educational kit, the educational units were given at a rate of two educational units per week for each of the four experimental groups. And according to the privacy of the schedule, on Sunday and Monday of every week

Statistical treatments

The researcher used the following statistical methods and equations to calculate the following learning effect transmission:

1- Statistical treatments

- Arithmetic mean
- Standard deviation.
- Percentage.
- Coefficient of variation.
- Simple correlation coefficient.
- Multiple correlation coefficients.
- One-way analysis of variance.
- He tested the lowest significant difference for (LSD)

Presentation of results

After processing the data statistically by computer, the researcher obtained a

The following results

Table (5)It shows the statistical parameters of the four research groups in the skill of the mastermind

Mx%	±p	s~	Statistical parameter the group

11.8 156	2.4589	9.0833	Bag + normal row
11.2998	1.7128	9.050	Bag + inverted row
13.8975	1.7776	8.1167	Ordinary row
13.9261	1.6289	7.750	Inverted row

Table (6) Analysis **of variance between research groups in the skill of the chuck**

Calculated P value	Average sum of squares	Degree Freedom	sum Squares	The source of the contrast
6.8363	8.983	3	22.387	Between totals
	0.556	44	44.889	Inside totals
	-	47	69.99	The total

*Significant when the error ratio ≥ (0.05) and before the degree of freedom-3)
(44the tabular value (q2.8387 =)

Table (7) It shows the differences between the arithmetic means of the four research groups in forward scroll

inverse X = 7.750	Normal X = 8.1667	Inverted row bag X = 9.050	Regular row bag X = 9.0833	
1.3333 × →	0.9166 × →	0.0333	-------	Bag - normal
1.3 × →	0.8833 × →	-------	-------	Bag - inverted
0.4167	-------	-------	-------	Normal
-------	-------	-------	-------	inverse

*The differences are significant when the error ratio ≥ (0.05), which is (0.8230)

Table (8) Shows the statistical parameters of the four research groups for the skill of chest handling

Mx%	±p	s~	Statistical parameters the group
7.7791	0.8245	6.8745	Bag + normal
11.6783	0.9643	8.6678	Bag + inverse
13.4458	0.7731	6.8923	Normal
8.8836	0.7802	7.7794	inverse

Table (9) The **analysis of variance of the four research groups demonstrates the skill of chest handling**

Value (P) Calculated	Average sum of squares	Degree Freedom	sum Squares	The source of the contrast
7.0935	4.678	3	12.845	Between totals
	0.2654	44	23.791	Inside totals
	----	47	34.912	The total

*Significant when the error ratio (0.05) ≤ and in front of the degree of freedom (3-44) the tabular value of (P) = 2.8387

Table (10) Show the differences between the arithmetic means of the four research groups

In the skill of chest handling

inverse X = 7.7794	Normal X = 6.8923	Inverted bag X = 8.6678	Plain bag X = 6.8745	
1.5732 × →	0.8044 × →	0.3836	-------	Bag- normal
1.896 × →	0.4208	-------	-------	Bag - inverted
0.7688 × →	-------	-------	-------	Normal

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*The differences were significant when the error ratio ≥ (0.05), which is (0.6184)

Numbered Table (11)

General assessment of the skill level of the four research groups

Based on arithmetic averages of some basic basketball skills

inverse	Normal	Inverse + bag	Normal + bag	the group Skill
1	2	3	4	The plump
1	2	3	4	Chest handling

- The group that ranked first in skill achievement gets (4 points)
- The second-ranked group in skill achievement gets (3 points)0
- The third-ranked group in skill achievement gets (2 points)
- The group that ranked fourth in skill achievement gets (1 point)

The researcher attributes this to the fact that the movement is in a natural and natural position, upside down and attached to the educational bag, as Al-Bajari and Noor Al-Hoda (1996) pointed out, facilitated the positive transmission of the learning effect due to the effectiveness of the educational bag that is characterized by its use in raising the level of skill performance of the members of the two groups who use the educational bag. It increased their motivation and enabled them to learn the ten skills based on the skills that are the subject of the research, through which the opportunity was provided for direct interaction between the learner and the educational program of the educational package, which increased the motivation and distinction of the learner and enabled him to acquire the skillful skills better and this is consistent with what he mentioned (Zahir that the learner's performance and achievement are linked to the method used and the method used in teaching (Zaher, 1980, 11). He attributed the researcher to the fact that learning the skill in the normal way facilitates the positive transfer of the learning effect to the effectiveness of the gradual process in learning skills from (an easy skill to a difficult skill) as well. (Azad Muhammad 2003), which was distinguished by its use to raise the level of skill performance of the group that I learned in the above-mentioned method compared to the group in which I learned the usual inverted method, in addition to the ease of performing the skill with which this group begins, such as the skill of the full body or the skill of dealing Then moving on to the next skill, you

achieved a degree of skill attainment in a way greater than the skill achievement achieved by the group that learned it the reverse way. Regular and Possession In the first attempts to perform, the students got the easy skill first, as shown (Al-Araji and Aqeel Hashem, 1995). Thus, the student moved away from frustration and boredom, which is an obstacle to progress and improvement in skill performance, as happened with the group that was taught in the usual inverted way without an educational bag, which negatively affected the skill. Gradually, the students practiced the skill of kindness or the skill of dealing while they were frustrated in their performance because these skills are complex and difficult for beginners, which made them lose motivation despite providing them with feedback, encouragement and reinforcing their correct responses, as he pointed out, but the failure that occurs is often felt by the student through his observation. Because of the result of his performance that clearly affected the level of the learners negatively and this is consistent with what (Symond) said that “Reinforcement is more effective if the response is simple and clear and not overshadowed by the number of companions.” S. responses (Symonde, 1990, 70), where the researcher believes The progress that has occurred resulted from the real and expressive design of the components of the bag, which made the learner in a state of interaction with the vocabulary of the bag by one-tenth The skills that increased the learner's desire, leadership and leadership and this is due to the effective and organized planning of the educational process and this corresponds to what he went to (the trick It is an effective planning for education. The student must be a scientific activity organized according to logical and psychological foundations based on challenge, excitement and fun, based on the needs of students and in proportion to their readiness and capabilities. Therefore, effective planning requires educational materials designed in a way that reduces anxiety and frustration. (The trick, 1999, 13).

Conclusions

According to the results of this research, the following can be concluded:

The normal method coupled with the educational package achieved a positive transmission better than the normal, inverted transfer, coupled with the educational package, in all research skills.

The normal method achieved a positive transition better than the reverse normal method achieved in all research skills.

Recommendations

In light of the research results and its conclusions, the researcher recommends the following:

The use of the educational bag for its effectiveness in the process of transferring the impact of learning to the ordinary class, the flipped grade when learning some basic basketball skills, the subject of the research

The need to gradually learn basketball skill skills from easy to difficult when teaching the skills in question.

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