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SPECIAL ISSUE ARTICLE

The Effect of Using the TASC Model on Learning the Volleyball Spike Skill for Students

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Abstract

The research problem was identified through the researchers' observation of weak performance in the volleyball spike skill among second-year students at the College of Physical Education and Sports Sciences, despite their regular participation in practical volleyball sessions. Therefore, the study aimed to investigate the effect of the TASC (Thinking Actively in a Social Context) model on learning the volleyball spike skill. This study is also aligned with Sustainable Development Goal 4 (Quality Education), which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. An experimental method was adopted using a two-group equivalent design (experimental and control groups) with pre-test and post-test measurements. The research population consisted of 252 students distributed across five academic sections, while the sample included 32 students randomly selected, representing 14.884% of the population and equally divided into two groups of 16 students each. The experimental group was taught using the TASC model, whereas the control group followed the traditional teaching method used by the instructor. The results showed statistically significant differences in favor of the experimental group, where the mean performance of the spike skill increased from 3.56 in the pre-test to 4.56 in the post-test with a calculated t-value of 7.3, while the post-test comparison between the two groups revealed a significant difference ($t = 4.68$) in favor of the experimental group, confirming the effectiveness of the TASC model in improving the learning of the volleyball spike skill. The study highlights the effectiveness of the TASC model in improving the learning of the volleyball spike skill compared to the traditional teaching method, with an emphasis on achieving quality learning.

Keywords: TASC model, Volleyball spike skill, Volleyball, Second-year students

1. Introduction

The world is witnessing rapid scientific and technological developments, particularly in the field of sports, which has encouraged the adoption of modern educational and training methods to keep pace with this progress. Volleyball is considered one of the most important sports that contributes to developing individuals physically, psychologically, and socially, in addition to enhancing teamwork and communication skills (Abdul Satar & Abd Al Wahid, 2019, p. 21). Therefore, there is a growing need to employ modern instructional models that improve both motor and cognitive learning outcomes. Among these modern approaches is the TASC (Thinking Actively in a Social Context) model, which depends on active student participation, collaborative learning, and

problem-solving within an organized educational environment. The model contributes to improving performance by simplifying and organizing skill learning through sequential and interactive stages. The researchers adopted this model to develop the volleyball spike skill by dividing the skill into organized phases, thereby facilitating learning and reducing performance difficulties. The importance of the study lies in employing the TASC model as an effective instructional strategy for learning sports skills and improving students' performance. The current study was also supported by previous literature related to motor learning and instructional models in sports education. Research has shown that tasks play a central role in learning and acquiring motor skills, especially in sports contexts. A task represents a specific

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performance requirement executed under particular environmental and instructional conditions, and volleyball skills vary in complexity depending on the nature of the movement and interaction with surrounding factors such as the ball, teammates, and opponents (Denny, 2023, p. 15; Abdel Salam, 2025, p. 6). Through the researchers' observation of second-year students at the College of Physical Education and Sports Sciences, a weakness was identified in the performance of the volleyball spike skill despite students' practical engagement in the game. This problem highlighted the necessity of searching for modern educational methods capable of improving skill learning while reducing time and effort. Consequently, the TASC model was adopted as a contemporary instructional model based on breaking down the skill, organizing learning tasks, and improving performance efficiency. Accordingly, the research problem focused on identifying the effect of using the TASC model on students' learning of the volleyball spike skill. The study aimed to identify the effectiveness of the TASC model in improving the learning of the volleyball spike skill among second-year students. The researchers hypothesized that there would be a positive effect of using the TASC model on students' learning of the volleyball spike skill.

1.1. Definition of terms

1.1.1. TASC model

- According to Zaiton (1997), the TASC model is “a schematic diagram representing events, facts, and the relationships between them in a precise manner, aimed at helping to interpret misunderstood events or facts” (p. 45).
- Ball and Henderson (2009) defined the TASC model as “a modern instructional model based on constructive thinking within a healthy social environment, providing a framework for developing learners' thinking and problem-solving skills” (p. 18).
- In addition, Ball and Henderson (2009)) described the TASC model as “an instructional model consisting of eight stages derived from Sternberg's Triarchic Theory of Intelligence and Vygotsky's Social Constructivism, designed to enhance learners' thinking and problem-solving abilities” (p. 22).

2. Research methodology and field procedures

2.1. Research methodology

The researchers used the experimental method, as it was considered the most suitable approach for

addressing the research problem and achieving the study objectives. The study adopted a two-group experimental design, consisting of a control group and an experimental group, using both pre-test and post-test measurements.

2.2. Research fields

Human Field: Second-year students at the College of Physical Education and Sports Sciences, University of Babylon.

Time Field: The study was conducted from October 1, 2024, to January 4, 2025.

Spatial Field: The outdoor volleyball court at the College of Physical Education and Sports Sciences, University of Babylon. Research Population and Sample.

The research population is defined as all individuals who share the characteristics of the phenomenon under investigation and represent the group related to the research problem. Accordingly, the population of the study consisted of second-year students at the College of Physical Education and Sports Sciences, University of Babylon for the academic year 2024–2025, with a total of (252) students distributed across five academic sections.

Research Sample: The main experimental sample was randomly selected from the population and included (32) students, representing (14.884%) of the total population. The sample was divided equally into two groups: an experimental group and a control group, with (16) students in each group.

Sample Homogeneity and Group Equivalence: To control the variables that could affect the results of the main experiment and to ensure that both groups started from the same level, the researchers followed procedures to achieve homogeneity and equivalence between the groups.

First: Sample Homogeneity: The researchers conducted a homogeneity test on the sample for variables that may influence the results of the study, including chronological age, body mass, and height. The skewness coefficient was used to determine the degree of homogeneity of the sample, as shown in Table 1.

Table 1 shows that the skewness values are confined between (± 1), which indicates the homogeneity of the research sample in all variables, meaning that their distribution is approximately normal.

Second: Equivalence of the research groups

The researchers conducted equivalence testing between the two researches groups in the dependent variable (spiking skill) by relying on the pre-test results. The researchers used the independent samples t-test, as shown in Table 2.

Table 1. Shows the values of the skewness coefficient for the tvariables (chronological age, mass, and total height).

No.	Variables	Unit	Mean	Mode	Standard Deviation	Skewness
1	cAge	Year	20.541	21	0.469	-0.978
2	Body mass	Kg	66.145	68	3.704	-0.501
3	Height	Cm	176.769	174	5.458	0.507

Table 2. Shows the equivalence of the two research groups in the pre-tests of accuracy for the spiking skill in volleyball.

No.	Variables	Unit	Control group		Experimental group		T value calculated	Type Sig
			Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	Spike	Degree	2.31	0.47	3.5	0.51	1.06	Non-sig

The research population consisted of (252) players, while the sample consisted of (32) players, divided into a control group (16) and an experimental group (16).

Table 2 shows that there are no statistically significant differences between the control and experimental groups in the pre-tests of accuracy for the volleyball spike skill. This is because the calculated t-value was greater than its critical value of (2.04) at a significance level of (0.05) and with (30) degrees of freedom, indicating the equivalence of the two groups.

3. Data collection methods and tools used

Data Collection Methods: The researchers used the following methods to collect data for the research:

Arabic and foreign sources. Personal interviews. Observation. Questionnaires. Tests and measurements.

Tools and Equipment Used in the Research: The researchers used the following tools and equipment:

A Sony video camera. One medical scale for measuring mass. A Lenovo EG530 laptop.

Two stopwatches. DVDs. One leather measuring tape. Volleyball court. One volleyball net.

Twenty molten volleyballs. Thirty-two jerseys and shorts. Two whistles. Stationery. Data entry form. Field research procedures

Research-specific tests: Volleyball spike test (Hadi & Khazal, 2015)

Objective of the test: To measure the accuracy of the spiking skill.

Equipment: Volleyballs, Volleyball court, Assistant player

Performance description: The player performs a spike by hitting the ball into the designated (shaded) target area of the court after the assistant player, with variation in the target location, has set it.

Conditions: Each player performs five spike attempts for each target location.

Scoring: One point is awarded for each successful attempt.

Pilot Study: is a small-scale preliminary investigation conducted under conditions similar to the main experiment in order to test the procedures and ensure the validity and reliability of the research instruments.

The researchers conducted a pilot study on Thursday (17/10/2024) on a sample of (10) students selected randomly from the research population and outside the main sample.

4. Main procedures

The researchers conducted the pre-tests for the accuracy of the volleyball spike skill for both the control and experimental groups after implementing two introductory instructional units for the skills, as follows:

The pre-tests for the accuracy of the volleyball spike skill were conducted for both groups (control and experimental) on Sunday (27/10/2024) at the outdoor volleyball court in the College of Physical Education and Sports Sciences – University of Babylon, at 10:00 a.m.

Application of the TASK model: After reviewing the course content assigned to second-year students at the College of Physical Education and Sports Sciences – University of Babylon, training exercises were designed and applied according to the TASK model. The implementation procedures and their suitability for the sample level were discussed.

The researchers prepared educational units based on the TASK model for the experimental group, while the control group followed the traditional teaching method used by the instructor. The experiment was applied to the experimental group on Sunday (3/11/2024) at the outdoor volleyball court in the College of Physical Education and Sports Sciences – University of Babylon. The program consisted of two instructional units per week, each lasting

(90 minutes), and continued for four weeks until the end of the experiment on (27/11/2024), with a total of (8) instructional units, as shown in [Appendix 1](#).

4.1. Steps of implementing the TASK model

Collecting and organizing information: In this stage, the problem, question, or topic of the educational unit is identified, and students' prior knowledge is collected and organized.

Identification and differentiation: Tasks that students must accomplish to understand the skill are identified.

Collecting and generating ideas: All prior knowledge and ideas related to the topic are recalled and discussed with the instructor through questions and answers, usually in pairs or groups, and then recorded and summarized.

Decision making: The best idea is selected from those generated in the previous stage as a potential solution to achieve the objectives.

Implementation: The selected idea is applied in practice by the students.

Evaluation: Students evaluate their own performance and the extent to which objectives have been achieved through questions such as: Have we achieved our goals? Are the results correct?

Communication (information transfer): Students discuss within groups to exchange ideas about the obtained information, how solutions were reached, and how problems were solved, with the teacher participating to clarify correct thinking methods.

Learning from experience: Students are given the opportunity to think individually or collectively to review acquired concepts related to the studied skills and confirm their learning through: (text continues).

Each learner reviews the newly acquired ideas and compares them with their previous ideas through a comprehensive thinking process covering everything they have learned.

Each group reviews their new ideas and compares them with their previous ideas to ensure the correctness and consistency of those ideas.

A set of questions is posed to the learners related to the basic concepts of the lesson to ensure that previous conceptions are modified and replaced with new ones proven correct during the lesson. This also helps identify concepts that are still unclear to learners and attempts are made to clarify them and remove ambiguity.

This model promotes the practice of higher-order thinking skills within a specific context. The problems are open-ended, and learning takes place in small interactive groups. Students are required to provide evidence for their reasoning within their groups, and

possibly to the whole class upon reaching a solution. Students make decisions within the problem context and use various processes to find solutions, while also discovering information during their search for answers.

5. Exercises for the spike skill

The researchers prepared a set of exercises for the volleyball spike skill as follows:

The duration of implementing the exercises was (4) weeks, from (3/11/2024) to (27/11/2024).

The number of instructional units was (2) per week, with a total of (8) instructional units. The duration of each instructional unit was (90) minutes. The main part lasted (60) minutes, the preparatory part (15) minutes, and the concluding part (15) minutes. The exercises were implemented only in the main part of the instructional unit. The exercises included a gradual increase in the number of repetitions. The increase in repetitions was applied after completing (4) instructional units and then kept constant to ensure balanced workload distribution as much as possible, based on the attendance record form. The researchers relied on rest intervals between exercises.

6. Post-tests

After completing the main experiment, the researchers conducted the post-tests for the accuracy of the volleyball spike skill for both research groups, as follows:

The post-tests for the accuracy of the volleyball spike skill were conducted for both the control and experimental groups on Sunday (1/12/2024) at the outdoor volleyball court in the College of Physical Education and Sports Sciences – University of Babylon, at 10:00 a.m.

Statistical Methods Used: The researchers used the following statistical methods:

Percentage, Arithmetic Mean, Standard Deviation, Mode, Chi-square (Goodness of Fit), Skewness Coefficient, Pearson Correlation Coefficient, Paired Samples t-test, Independent Samples t-test.

Presentation, Analysis, and Discussion of Results:

Presentation of pre-test and post-test results for technical performance and accuracy of the volleyball spike skill for the experimental group and their analysis:

Presentation of the differences in post-test results for technical performance and accuracy variables of the volleyball spike skill between the control and experimental groups and their analysis:

It is clear from [Tables 3](#) and [4](#) that there are statistically significant differences between the pre-tests

Table 3. Shows the arithmetic means, standard deviations, and calculated (t) value for the pre-tests and post-tests of the accuracy variable of the volleyball spike skill for the control group.

No.	Variables	Unit	Pre-tests		Post-tests		T value calculated	Type Sig
			Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	Spike	Degree	2.31	0.47	3.93	0.77	4.1	Sig

Table 4. Shows the arithmetic means, standard deviations, and calculated (t) value for the pre-tests and post-tests of the accuracy variable of the volleyball spike skill for the experimental group.

No.	Variables	Unit	Pre-tests		Post-tests		T value calculated	Type Sig
			Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	Spike	Degree	3.56	0.51	4.56	1.15	7.3	Sig

Table 5. Shows the arithmetic means, standard deviations, and calculated (t) value in the post-tests of the accuracy variable of the volleyball spike skill ubetween the control and experimental groups.

No.	Variables	Unit	Control group		Experimental group		T value calculated	Type Sig
			Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	Spike	Degree	3.93	0.77	4.56	1.15	4.68	Sig

and post-tests for both the control and experimental groups in favor of the post-tests, The results of the accuracy test for the volleyball spike skill showed significant differences in the control group. The researchers attribute these differences in the post-test to the teaching method used by the instructor during the lesson, as well as the instructional and practical explanations presented during the teaching session. The researchers also attribute this improvement to students' commitment to attendance and participation in lectures for second-year students, in addition to the instructor's teaching style, which was characterized by the use of instructional aids, structured content delivery, and consideration of the learning process progression from simple to complex. It also included appropriate repetition of skills and the use of feedback strategies, as well as students' positive engagement with the lesson content. The Effects of the Two Styles: Concentrated and Distributed Training Workout on Learning the Skill of Spike in Volleyball" (Rashid & Hussein, 2017). This result is somewhat logical because accuracy requires a large number of repetitions, which needs more time and specialized exercises that include increasing levels of difficulty to achieve a higher level of accuracy in the spike skill. This is particularly relevant since second-year students may not have sufficient repetition opportunities to fully develop spike accuracy. The Impact of the Cooperative Method on Learning the Spike Serve in Volleyball" (Saadi, 2026). As for the statistically significant differences in the experimental group, the researchers believe that the reason is the

use of the TASK model in teaching volleyball skills, which was appropriate for the students' varying abilities. The lesson content was structured systematically using scientific teaching principles, including dividing students into groups, which enhanced student responsibility and independence in obtaining correct information. In addition, the competitive learning environment created by this model positively influenced the learning level and accelerated the skill acquisition process (Saadi, 2026). The impact of the cooperative method on learning the spike serve in volleyball. International Journal of Advance Research in Education & Literature. Teaching Games for Understanding (TGfU): A Model for the Teaching of Games (Rashid & Hussein, 2017). The diversity in exercises, in line with students' levels, along with sufficient time allocation for skill practice according to the model stages, contributed to gradual learning from simple to complex skills. The researchers also incorporated appropriate tools and equipment within the framework of the TASK model, which further supported the learning process. It is also evident from Table 5 that there are statistically significant differences between the control and experimental groups in the post-test results of the spike skill, as follows:

The results of the accuracy test for the volleyball spike skill showed significant differences between the post-tests of the control and experimental groups in favor of the experimental group. The researchers attribute this to the preparation of exercises, tools, and teaching aids that were applied through the stages

of the TASK model. As stated: “Learning through devices and teaching aids achieves the principle of learning speed, reduces boredom for the learner, and contributes to skill retention, strong motivation, and helps learners develop their sports skills” (Salih & Youssef, 2014). The researchers focused on designing exercises and learning situations that target higher-order cognitive processes, which contributed to the development of analytical thinking among students. The TASK model is considered one of the three-part theory models that emphasize the importance of providing a learning environment that allows learners to construct knowledge themselves through interpreting environmental phenomena. The content of the instructional exercises played a positive role in the superiority of the experimental group over the control group. As stated: “The more precise an individual’s performance becomes, the faster their level improves, provided that the basic educational principle of progression from simple to complex is considered, meaning that the learner must break down skills into simple components” (Abdul-Khaleq, 2005). Moreover, the effectiveness of training does not depend only on the duration of practice, but also on the selection of appropriate exercises that match learners’ physical and skill levels. In this regard, emphasizes that “the amount of time spent practicing is not the only factor affecting learning development; the quality of practice within a given time is also crucial. Sometimes learners exert great effort for long periods in ineffective exercises, which leads to failure and frustration. Therefore, the teacher or coach must be careful, organized, and systematic in designing effective training structures” (Scrimgeour & Weisberg, 2000). Additionally, providing equal repetitions for all learners and diversifying learning situations makes the learning process more engaging and stimulating, reducing boredom and monotony associated with traditional teaching methods.

7. Conclusion

1. The TASK model contributed to improving the learning level of the volleyball spike skill among the experimental group more effectively than the control group. This is due to the model’s focus on integrating theoretical and practical aspects, which helped students understand the techniques and apply them efficiently.
2. The TASK model enhanced active learning among students by involving them in planning, implementation, and evaluation processes, which increased their motivation and active participation in the learning process.

Author’s declaration

Conflicts of interest

None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance

: This manuscript approved by the Scientific Committee of the College of Physical Education and Sports Sciences for Women, University of Baghdad, Iraq, on (2024/10/01).

Author’s contributions

All contributions to this study were carried out by the listed authors. **Qaisar Mohammed Mahdi** contributed to the study design, supervision of the research procedures, and final revision of the manuscript. **Mohammed Qaisar Mohammed** contributed to data collection, organization, and implementation of the experimental program, as well as drafting the manuscript.

Assat Dr. mohammed hasan shaalan (Almustaqbal university) physical edu and sport science. in Translation.

Facilitating the task

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Roles of each researcher in the research

First researcher: Qaisar Mohammed Mahdi was responsible for the conceptualization of the research idea, study design, supervision of the research procedures, interpretation of the results, and final revision of the manuscript.

Second researcher: Mohammed Qaisar Mohammed participated in data collection, organization, and implementation of the experimental program, and contributed to drafting the manuscript. contributed to data collection, implementation of the experimental procedures, and preparation of the initial draft of the manuscript. assisted in data organization, statistical processing, and interpretation of results. contributed to reviewing, editing, and finalizing the manuscript.

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Data availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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Appendix 1

Learning Unit Model

This model illustrates the learning unit for the experimental group, based on the Task model, for the volleyball spike skill.

Day: Sunday Date: November 3, 2024

Number of Students: (32) Training Unit Time: (90) minutes

Equipment Used: Volleyball court, volleyballs, whistle, paper, pen

Educational Objective: To foster a spirit of cooperation and teamwork among students

Learning Objective: To teach the volleyball spike skill

Appendix 1. Learning Unit Model for the Experimental Group (Reformatted).

No.	Teaching Unit Sections	Time (minutes)	Skills and Activities	Notes
1	Preparatory Section	25		Emphasize order.
	Introduction	5		Emphasis on a proper warm-up.
	General Warm-up			
	Specific Warm-up			
	Physical Exercises	10		Emphasis on all students completing the exercises.
2	Main Section	10		
	Learning Aspect			
	Step 1 (Gathering and Organizing Information)	60		To emphasize attention and focus.
		10		
	Step 2 (Identifying and Differentiating)			Adherence to group structures and mutual cooperation within each group.
	Step 3 (Gathering and Generating Ideas)	10		
	Step 4 (Decision Making)			Making the most of the exercises through diligent application. These exercises include stimulating and motivating elements, for example: (When the whistle blows. . .let the balls go to touch the wall and return to the same spot as quickly as possible). Also, when the whistle blows, the groups can switch places to increase excitement.
	Practical Aspect			
	Step 5 (Implementation)			
	Step 6 (Evaluation)			
	Step 7 (Communicating and Transferring Information)			
	Step 8 (Learning from Experience)	10		
		10		
	Evaluation: Practical Application for Groups	10		
		10		

(Continued.)

Appendix 1. Continued.

No.	Teaching Unit Sections	Time (minutes)	Skills and Activities	Notes
	Final Section	5	In the fifth stage (implementation), the idea identified in the decision-making stage is put into practice. This stage includes questions such as: How can I check my progress? Am I doing it correctly? Is my plan successful? The sixth stage, evaluation, is then used. In this stage, the success in completing tasks and achieving objectives is assessed by asking questions such as, "Did we achieve the objectives we set?" and "Are the results we obtained correct?" The seventh stage, communication and information transfer, is also used. This stage provides an opportunity for students to discuss within groups, exchange ideas about the information they have received, and learn how to approach solutions—that is, how to think during the problem-solving process and overcome the challenges they encounter. The teacher also participates in these discussions. The final stage, learning from experience, is used. In this stage, the overall procedure is reviewed and refined, comparing the students' current performance with their previous performance. This helps identify the extent to which students have learned from their experiences and the thinking skills they have practiced, as well as how they can apply these newly learned experiences in other areas. The best idea or solution, agreed upon by the students in the groups, is then implemented. Questions for Group 1: Q1/ Which of the following steps is part of the technical performance of a smash hit? - Approach- Jump- Hit- All of the above. Q2/ How is the approach performed in a smash? - In one step- In two or three steps- Without steps- By jumping only Exercise 1: Divide the students into two groups. The first student performs the approach steps exercise (step-by-step-jump) without the ball, focusing on rhythm, balance, and moving back behind the group. Exercise 2: Divide the students into two groups. The first student performs the smash after the approach without a net (performing the approach + jump + hitting the ball on the court) and moving back behind the group. Exercise 3: Divide the students into two groups. The first student performs a spike drill at the net using a simple setup (a set that easily raises the ball, and the player strikes to begin linking skills, then moves back behind the group). Exercise 4: Divide the students into two groups. The first student performs a spike drill from the net at specific points, identifying targets within the court (lines, corners). This improves accuracy. Summary (The Spike): The spike is the culmination of volleyball skills. In fact, all those skills become useless if they are not crowned with a successful spike, especially since the result of a match is determined by the number of points scored by one team against another. Homework: For example, (What are the stages of the spike and what is the role of each stage in successful execution?) - End of lesson greeting and dismissal.	Prevent boredom among the learning group by maintaining motivation and excitement. Focus on the summary for your benefit. Excitement and excitement for physical relaxation. Assess their level of attention.

تأثير استخدام انموذج تاسك في تعلم مهارة الضرب الساحق بالكرة الطائرة للطلاب

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مستخلص البحث:

تم تحديد مشكلة البحث من خلال ملاحظة الباحثين لضعف أداء طلاب السنة الثانية في كلية التربية البدنية وعلوم الرياضة في مهارة الضرب الساحق في الكرة الطائرة، على الرغم من مشاركتهم المنتظمة في حصص الكرة الطائرة العملية. ولذلك، هدفت الدراسة إلى بحث أثر نموذج TASC (التفكير النشط في السياق الاجتماعي) على تعلم مهارة الضرب الساحق في الكرة الطائرة. وتتوافق هذه الدراسة أيضاً مع الهدف الرابع من أهداف التنمية المستدامة (التعليم الجيد)، الذي يؤكد على ضمان تعليم جيد وشامل ومنصف للجميع، وتعزيز فرص التعلم مدى الحياة للجميع. وقد اعتمد المنهج التجريبي باستخدام تصميم متكافئ لمجموعتين (مجموعة تجريبية ومجموعة ضابطة) مع قياسات قبلية وبعديّة. تكون مجتمع البحث من 252 طالباً موزعين على خمسة أقسام أكاديمية، بينما شملت العينة 32 طالباً تم اختيارهم عشوائياً، يمثلون 14.884% من المجتمع، وقسموا بالتساوي إلى مجموعتين، كل مجموعة تضم 16 طالباً. تم تدريب المجموعة التجريبية باستخدام نموذج TASC، بينما اتبعت المجموعة الضابطة أسلوب التدريس التقليدي الذي يستخدمه المدرب. أظهرت النتائج فروقاً ذات دلالة إحصائية لصالح المجموعة التجريبية، حيث ارتفع متوسط أداء مهارة الضربة الساحقة من 3.56 في الاختبار القبلي إلى 4.56 في الاختبار البعدي بقيمة t محسوبة تبلغ 7.3، في حين كشفت مقارنة الاختبار البعدي بين المجموعتين عن فرق كبير ($t = 4.68$) لصالح المجموعة التجريبية، مما يؤكد فعالية نموذج TASC في تحسين تعلم مهارة الضربة الساحقة في الكرة الطائرة، تسلط الدراسة الضوء على فعالية نموذج TASC في تحسين تعلم مهارة الضربة الساحقة في الكرة الطائرة مقارنة بطريقة التدريس التقليدية، مع التأكيد على تحقيق جودة التعلم.

الكلمات المفتاحية: نموذج TASC، مهارة الضرب الساحق في الكرة الطائرة، الكرة الطائرة، طلاب السنة الثانية.