

## **THE EFFECT OF THE INCLUSION METHOD ON LEARNING AND RETAINING SOME BASIC VOLLEYBALL SKILLS**

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| <b>ABSTRACT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>KEYWORDS</b>                                          |
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| <p>The research aimed to identify the effect of the (inclusion) method in learning and retaining some basic volleyball skills for students, comparing the (inclusion) method to the traditional commanding style method in learning and retaining some basic volleyball skills. The researchers used the experimental method because it suits the nature of the research problem, as the experimental method It gives real, tangible results about the impact of educational methods. As for the sample, it was randomly selected by lottery from among the classes, with two classes out of (4) classes, numbering (44) students. The number of members of the sample reached (38) students as well as (6) students practicing volleyball were excluded, they were divided into two groups: the experimental group, numbering 19 students, and the control group, numbering 19 students. Skill tests were conducted, including the facing serve test and the wall repetition test. The researchers reached the following results: the performance of the serve skill improved for the experimental group that was subjected to the curriculum. Educational method using the cooperative method. The performance of the skill of passing from above improved for the experimental group that was subjected to the educational curriculum using the cooperative method. There was fluctuation in the improvement of performance for the skill of serving and passing for the control group that was subjected to the educational curriculum using the traditional American method.</p> | <p>Effect, inclusion method, learning and retaining.</p> |

### **Introduction**

One of the most important and distinctive games in the world and very popular and has a wide audience is the game of volleyball, which has become closely linked to other sciences and has a great importance compared to other games on the international sports arena. The development taking place in the field of the game came as a result of the use of the latest scientific, tactical and technical means, and as a result of developments. This occurs in all sports fields, and each teaching method has its own objectives, characteristics, contents and applications, which suit the effectiveness and skill required to

be learned, and that it suits the age and academic stage and takes into account the individual differences of the learners, the educational environment, its locations, capabilities and needs in order to be consistent with the goal to be achieved.

In light of the above, the researchers paid special attention to using the (inclusion) method, which is one of the teaching methods that “depends on taking into account the students’ levels, as the movement is performed from the student’s own level, and aims to work to involve all students in the performance at the same time, each according to his level.” Therefore, the effect of teaching using the (inclusion) method is nothing but a scientific attempt to show the benefit in the level of students’ skill performance.

## **Research Problem:**

The traditional method of learning gives varying rates of success. Some may obtain distinguished grades while others obtain low grades. The reason for this is due to not taking into account the individual differences that appear when applying the educational curriculum, as well as their differences in willingness to accept learning the skill in question. Therefore, most methods of learning basic skills do not take into account individual differences. All learners are subjected to the same educational units and the same repetitions, which leads to the emergence of differences in learning ability and performance. Hence, the need arose to find and use an educational method that provides the learner with opportunities to master basic skills based on their individual and physical abilities. The inclusion method has proven its effectiveness in the practical application of other sciences. Hence the idea of using it in the sports field with the intention of knowing its potential in learning and retaining some basic skills in volleyball.

## **Research Aims:**

- 1 -Knowing the effect of the (inclusion) method on learning and retaining some basic volleyball skills for students.
- 2- Method comparison (embedding) in the commanding style traditional approach to learning and retaining some basic volleyball skills.

## **Hypothesis:**

1. There are significant differences between the pre- and post-test for the experimental and control groups, in favor of the post-test.
2. There are significant differences between the two post-tests for the experimental and control groups, in favor of the experimental group.

## **Research Methodology:**

Choosing the appropriate method for researching the scientific problem is one of the important steps that results from the research. Therefore, researchers use the experimental method because it suits the nature of the research and its objectives, “which is considered one of the most sufficient means of achieving reliable knowledge.” (407:3)

In light of the above, a randomly selected group with pre-test and post-test was designed, which is called (experimental design with tight control). (113:4)

## **The Research Sample:**

One of the basic things that must be taken care of in order to give more accurate and reliable results is choosing a sample that truly represents the population.

“The research sample must truly and honestly represent the original community, and when researchers collect their data and information, this can only be from the entire community or from a representative sample of this community”. (38:5)

The research population was chosen from students of the fourth year of science from Jaafar Al-Tayyar High School for Outstanding Excellence through the intentional method due to its characteristics in terms of working hours for the school and the availability of capabilities in terms of (yard, tools and equipment). This method represents “a free choice on the basis that it achieves the purposes of the study carried out by the researchers.” (116:6)

As for the sample, it was randomly selected by lottery from among the classes, in two classes out of (4) classes, numbering (44) students. The number of members of the sample was (38) students after the students who practiced volleyball were excluded, and their number was (6) students who were divided into two groups. The experimental group consisted of 19 students and the control group consisted of 19 students.

## **Equipment, tools and means used in the research:**

- Measuring tape.
- Electronic stopwatches (2). (Casio type).
- Volleyballs (6).
- Volleyball court.
- Signs number (5).
- The assistant work teams.
- Arab and foreign sources.
- Opinions of experts and specialists. See Appendix (1) and (2).
- Tests and measurements.
- Statistical means.

## **Test:**

### **1- Facing serve test:**

Test name: Forward-facing serve from below. (163:7)

Purpose of the test: to measure transmission skill.

Tools: legal volleyball court, legal volleyball, the court is prepared as shown in Figure (1).

Performance specifications: The player stands in the serving area of the opposite court (the half facing the planned half of the court at a distance of (9) meters from the net) from this place and the player holding the ball serves so that the ball crosses the net to the planned half of the court.

Conditions: Each player has ten attempts. If the ball goes out, the player's attempt will be counted (out of the ten attempts) and no points will be counted for it.

Scoring: For each correct serve, the number of the area in which the ball lands in the planned half of the court is calculated. Since the player has ten attempts at this test and the scores are distributed among the areas from (1) to (4) degrees, the maximum score for this test is (40). Degree. Note that if the ball falls on a line separating two areas, the player is credited with the higher area score.

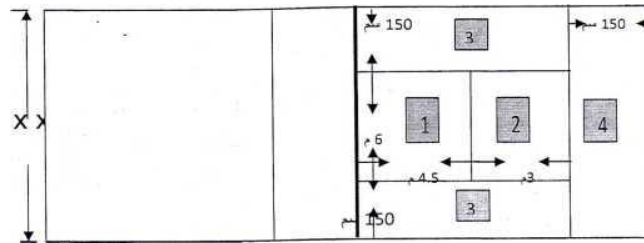


Fig (1)

## 2- Facing serve test:

Test name: Wall passing test: (277:8)

Purpose of the test: To measure the tester's ability to scroll speed and the extent of his ability to scroll from above with his fingers. This test is considered one of the most suitable tests commonly used for beginners and juniors.

Tools: A smooth wall with a line drawn on it parallel to the ground and at a height of (3) meters from the surface of the ground. A line is drawn parallel to the wall on the ground and 180 cm away from it, a volleyball, a stop watch.

Performance specifications: The tester stands behind the line that is 180 centimeters away from the wall (the passing line), and holds the ball with his hands in front of the face. Then he passes it towards the wall and on the line drawn on it, and the ball repeats to reach him again behind the passing line to continue passing from the top with the fingers of both hands.

The laboratory continues to perform this work for half a minute (30) second.

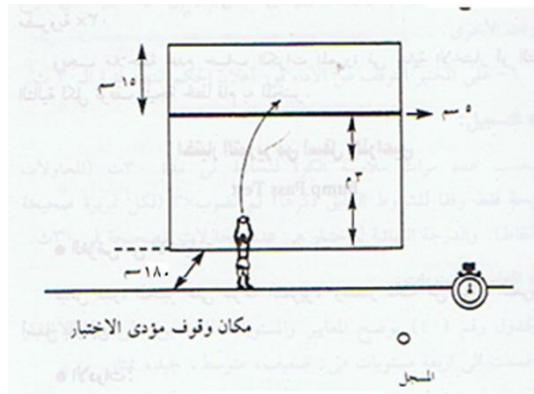
the conditions:

Passing is done in all performance periods from behind the passing line.

- The scroll must be above the line drawn on the wall.
- The time must be calculated starting from the first pass and for a period of (30) seconds.
- At the beginning of the test, you must hold the ball with your hands in front of your face, then pass with your fingers
- If the ball leaves the wall or touches the wall below the line drawn on the wall and bounces in a way that causes the tester to continue the pass from in front of the passing line. In all these cases, the tester must catch the ball and restart the test in the agreed-upon manner of starting the test.
- The skill of passing from above with the fingers must be used without other types of passes
- The tester must stop performing as soon as the referee announces the end of the prescribed 30-second period.

Register:

The number of times the ball touches the wall during the 30 seconds required for the test is counted, and any attempt that violates the aforementioned conditions is not counted. The tester's final score is the number of correct attempts. It should be noted that passed balls are not counted at the beginning of the test or the next pass for every stoppage as a result of an error made by the tester.



**Fig (2)**  
**Wall passing test**

### Exploratory experience:

The exploratory experiment is “practical training for the researcher in order to identify the negatives and positives that he encounters while conducting the test in order to avoid them” (107:9) and in order to properly determine the implementation of the test items that lead to obtaining correct and accurate results in accordance with the scientific methods used. Therefore, the researchers, along with the assistant work team, conducted the exploratory experiment on a random sample of fourth-grader boys’ students to implement tests for the basic skills under research. (8) students participated in the exploratory experiment and were excluded from the main experiment.

### Preparing (embedding) style exercises:

After reviewing many scientific sources and the opinions of some experts and specialists in the field of teaching methods, motor learning and the game of volleyball, in order to benefit from their opinions and sound guidance, and in order to achieve the objectives of the research, the researchers prepared exercises for the (embedding) method with the aim of learning some basic skills in volleyball. For students of the fourth literary grade, which is prescribed within the Ministry of Education’s curriculum for the preparatory stage, taking into account the following points:

- 1 -The contents of the exercises take into account the characteristics of the age group in terms of their tendencies, abilities, and stage of development.
- 2 -It is compatible with the available capabilities and tools.
- 3 -Take into account the principle of the steps of learning motor skills.
- 4 -It takes into account the principle of progression in learning basic skills from easy to difficult.
- 5 -Take into account the time allocated for the physical education lesson.
- 6- The exercises are concentrated in the main part of the physical education lesson.

### Field research procedures:

A set of exercises were used, which were applied in the main part of the lesson. The exercises were distributed among the skills under study. (8) exercises were used for each skill, graduated from easy to difficult, using the insertion method (embedding), and the educational units were divided into (3) educational units. For each skill, the number of educational units for the skills becomes (15) units, leaving one educational unit used to give exercises similar to the game situation.

The period during which the researchers used the exercise group was (8) weeks, at a rate of two units per week, thus the number of educational units became (16) units.

After determining the tests, the vocabulary of the input method (embedding), and the teaching plans, the physical education teacher taught the selected research sample according to the exercises set for them and under the supervision of the researchers, and according to the physical education lessons allocated in the weekly lesson schedule, which is the (fourth) period on (Tuesday) and (Wednesday).

## **Pre-tests:**

Pre-tests were conducted on the research sample for the control and experimental groups in the school yard and after establishing the conditions related to the test in terms of time, place, tools used, method of implementation, and the supporting work team.

## **Post-tests:**

Post-tests were conducted on the research sample for the control and experimental groups after a period of eight weeks had passed since the introduction method (embedding) was applied.

The researchers were keen to establish the same conditions that were used in the pre-test in terms of time, place, tools used, method of implementation, and the assisting work team.

## **Statistical means:**

The statistical system (SPSS) was used.

**Table 1**

| Groups             | Tests                | Mean  | Std   | Skewness | t      |
|--------------------|----------------------|-------|-------|----------|--------|
| Control Group      | 1 <sup>st</sup> test | 6.23  | 1.743 | 0.287    | 7.329  |
|                    | 2 <sup>nd</sup> test | 5.015 | 1.491 | 0.366    | 3.765  |
| Experimental Group | 1 <sup>st</sup> test | 8.14  | 1.211 | 0.951    | 17.460 |
|                    | 2 <sup>nd</sup> test | 7.301 | 1.091 | 0.839    | 9.418  |

The researchers attribute that the inclusion method was able to move most of the weak grades of the sample members to the better. It can also be said that the inclusion method took into account the principle of individual differences and employed the skill under study to serve the required duty to include all sample members in performing the required skill. This is done by using different levels that ensure the development of the student's performance as well as his achievement if the teacher takes into account the methods that ensure development.

(Speece & Keogh - 1996 Lida carreiroKing) states that the teacher must provide levels of practice to increase the opportunity for everyone to participate in one achievement and thus increase the student's perseverance in improving the level of achievement. (1:10)

Here it can be said that developing curricula must take into account the levels of all students to reduce the impact of individual differences, and give the student freedom to choose the appropriate level to ensure the development of his performance and achievement, under the direct supervision of the teacher.

As Muhammad Al-Haila points out, “When the curriculum is implemented effectively, the student’s overall performance improves greatly, and then students can gain the additional benefit of developing new learning about how to learn skills”. (64:11)

Wajih Mahjoub asserts, “It is important for individuals to be motivated to learn motor tasks for the purpose of obtaining maximum learning. If the learner views the task as not meaningful or not preferable,

Learning the skill will be limited, and if motivation is too low, learning may not occur at all.” “Individuals are not motivated enough to learn completely”. (352:12)

The researchers attribute the reason for maintaining the level of success of the inclusion method in performance to the time difference between the pre- and post-tests, and the variables of the strategies of the inclusion method, as choosing the appropriate level for the student will provide better opportunities to learn the performance in a way that ensures remembering that performance after the period given between the two post-tests and retention.

Also, the process of planning and organizing the curricula that was designed included basic skills as well as physical and mental preparation exercises, and was consistent and harmonious with the level of the sample members in terms of age, gender, and educational level, as well as the time for each educational unit, in addition to the role of the teacher in motivating students to choose the best levels and develop them.

Dhafer Hashem confirms, “In addition to what most sources and studies related to learning and teaching have mentioned about the importance of feedback and its benefits in the stages of basic learning, acquisition, and retention, it is a process that accompanies learning. Indeed, we can say that there is no learning without feedback and that it is the controlling variable in learning and performance.” (53:13)

From the beginning, the researchers took into account the principle of organizing these methods and applying them within educational units, as training in the relevant skill can be organized in a way that is consistent with the desired goal and the principle of gradation from easy to difficult and from simple to complex.

Which led to the development of the level of basic skills with precise specialization, and this was confirmed by Muhammad Hassan Allawi that “the individual athlete will not be able to master the basic motor skills for the type of activity in which he specializes if he lacks the motor qualities necessary for this type of sporting activity” (88:14) in addition. That the three strategies of learning methods provided the opportunity for quality learning leading to quality retention.

## **Results:**

- 1 -The performance of the serving skill improved for the experimental group that was subjected to the cooperative educational curriculum.
- 2 -The performance of the skill of passing from above improved for the experimental group that was subjected to the educational curriculum using the cooperative method.
- 3-Fluctuation in the improvement of performance in the skill of serving and passing for the control group that was subjected to the educational curriculum using the traditional American method.



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