

The effect of the project's pedagogical strategy on emotional balance and the efficiency of technical performance of some students' volleyball skills

Dr. Haider Mahmoud Abood

University of Babylon/ College of Physical Education and Sports Sciences/Iraq.

Corresponding author: phy.hayder.m.abood@uobabylon.edu.iq

Abstract

The physical education lesson is one of the lessons that requires focus on presenting the material and directing it to all categories of students in a scientific and thoughtful manner that gives great potential to the learner in terms of communication and cooperation between the instructor and the understudy in acquiring the material. The project's pedagogical strategy has provided us with this educational approach that makes the student a partner. Active in building his knowledge. Therefore, this study aimed to prepare educational units according to the project's pedagogical strategy and to identify the effect of this strategy on emotional balance and the efficiency of the technical execution of some hostile volleyball abilities for understudies. The scientist saw that large numbers of the techniques missing the mark on understudy's successful support in building information, as the exploratory methodology was applied. With a solitary gathering plan, the examination local still up in the air by the understudies of the second stage in the School of Actual Training and Sports Sciences - College of Babylon for the scholastic year 2019-2020, who numbered (187) students. The sample of the exploratory experiment reached (10) students, while the sample for preparing the emotional balance scale reached (50) students, while the main experiment sample was (24) students, with a percentage of (12.83%).

The educational units were given (12) educational units, after which post-tests were conducted for the investigated skills. The researcher reached conclusions which is the most important of which were the following:

- The venture's educational methodology emphatically affects close to home equilibrium and the productivity of the specialized exhibition of some hostile volleyball abilities for understudies.
- The project's pedagogical strategy helped students control their emotions and deal flexibly with situations and others. Which enhanced the speed and increase of learning among students.
- The project's pedagogical strategy contributed to developing students' personal skills and instilling in them the spirit of competition.

Keywords: Pedagogical , strategy and emotional balance.

Introduction

The physical education lesson is one of the lessons that requires focus in presenting and directing the material. Therefore, teachers of practical subjects must search for a strategy that

suits this lesson. One of the most important strategies is project instructional method, which is considered one of the main current strategies that helps the teacher and student achieve scientific and practical consistency through its role. In giving the student great freedom in the lesson, which makes the student an active partner in building his knowledge through contractual logic, which transforms the motivation it arouses in the hearts of the students into their success in achieving actual achievement, and this strategy helps the student to control and control emotions and deal flexibly with situations and current events.¹

The new ones, which increases his ability to lead situations and others through the stages of this strategy, which are (preparation, completion, and evaluation), and this has a positive impact on learning the offensive skills in volleyball (preparation - spike - receiving). These are considered among the offensive skills in volleyball, and learning and mastering these skills by the students will raise their level of skills, and the cooperation between the educator and the understudy through the understudy's accomplishments during the lesson contributes to speeding up and increasing learning, and this is what we aspire to in the educational process in physical education lessons. Therefore, the importance of the research lies in trying to identify the impact of the pedagogical strategy. The project is about cognitive balance and the efficiency of technical performance of some offensive skills in volleyball for students.

Research problem

The physical education lesson must be portrayed by modernity in the utilization of procedures and strategies by teachers, and it must not be devoid of attention to the emotional aspect and the participation of the teacher and the student, which is the primary goal in the educational process. Thusly, the scientist chose to utilize the task teaching method system, and this strategy makes the student an active partner in building his knowledge.

Which relies on the motivation that is aroused in the hearts of students by their success in achieving actual achievement in an effort to correctly learn, develop skills, instill the spirit of competition, and also pay attention to the emotional aspect, represented by emotional balance, to avoid the basic weaknesses in the volleyball lesson that students face and in order to lead them to ideal performance. As much as possible, we make the learner the focus of learning.

Research objective

1. Preparing educational units according to the project's pedagogical strategy.
2. Identifying the impact of the project's pedagogical strategy on emotional balance and the efficiency of the technical performance of some offensive skills (preparation - reception - spike) in volleyball for students.

Research hypothesis

- There is an impact of the project's pedagogical strategy on emotional balance and the efficiency of the technical performance of some offensive skills with the ball (preparation - reception - spike) in volleyball for students.

Research field

- Human field: Students of the College of Physical Education and Sports Sciences at the University of Babylon, the second stage, for the academic year 2019-2020.
- Time period: from 10/17/2019 until 1/16/2020.
- Spatial field: The indoor sports hall in the College of Physical Education and Sports Sciences / University of Babylon.

Research Methodology

The researcher used the experimental method with a single-group experimental design.

The research community and its sample

Still up in the air by the third year understudies in the School of Actual Training and Sports Sciences at the College of Babylon for the scholastic year 2019-2020, who number (80) understudies. Then, at that point, an example of (25) understudies was picked to apply the procedure to them as indicated by the trial plan of one gathering.

Data collection

1. The questionnaire.
2. Tests and standards.

Devices and tools used

1. Volleyballs (15).
2. Volleyball court.
3. Dell 5040 calculator (1).
4. Signs.
5. Office supplies (paper + pens).

Field research procedures**Choose a measure of emotional balance**

The researcher relied on the emotional balance scale that was built by (Amir Jaber Abdul Majeed).² The scale consists of (45) items, and in order to apply it to the research sample, the researcher presented it (see Appendix 1) to a group of experts and specialists (see Appendix 2) For the purpose of determining its validity, it was accepted with a percentage of agreement (100%).

Determine proficiency tests for some volleyball skills

Some skills were chosen, namely (preparation, reception, and transmission), and were identified based on previous sources and research.

The efficiency of technical performance is measured according to the following equation

Efficient technical performance= $((\text{Rate of successful attempts/ Number of them})+(\text{Rate of failed attempts/ Number of them}))/\text{Total number of attempts}$

Register

1. The attempt is considered a failure if the student obtains less than (5).
2. The attempt is considered valid if the student scores (5) or above.
3. Successful and failed attempts were identified through expert evaluation, in light of the following scale:

10	9	8	7	6	5	4	3	2	1	
Successful						Failed				

4. Total number of attempts (10).
5. The score for one attempt is (10) marks.
6. Final grade out of (100).

Description of tests for some volleyball skills

1. Proficiency tests for the technical performance of the preparation skill.
2. Proficiency test for the technical performance of the skill of receiving the serve in volleyball .
3. A test to evaluate the efficiency of the technical performance of the serve facing from above (tennis).

Exploratory experience

The exploratory experiment was conducted on (10) students, at 10 a.m. on 10/23/2019. The emotional balance and efficiency of artistic performance were measured by the arbitrators, and after (7) days the test was repeated.

Scientific foundations

- First: Genuineness: (Content trustworthiness) was utilized in the exploration in the wake of introducing the scale and tests to specialists and experts as "Happy genuineness is viewed as one of the most usable sorts of honesty."³
- Second: Dependability: It is "that the test gives similar outcomes assuming that it is re-applied to similar people under similar circumstances." Appropriately, the test's unwavering quality coefficient was found by testing and yet again testing on the exploratory example, as it was led on 10/23/2019 and was finished. It was rehashed on 10/30/2019 on similar example and under comparative circumstances, and the unwavering quality coefficient for all tests was high, coming to (0.88) for the scale, (0.90), for the arrangement expertise (0.92), and for the getting ability (0.93).
- Third: Objectivity: "It is the test wherein no disparity happens between the assessments of the judges assuming more than one referee is mediated by the individual tested."⁴ Connection was utilized between the mediators' outcomes. *It was obvious from the outcomes that the test is exceptionally evenhanded.

Pretests

The pretests were conducted in preparation, reception, transmission, and emotional balance on November 2, 2019, in the hall of the College of Physical Education and Sports Sciences - University of Babylon at 1:00 a.m.

Implementing the strategic vocabulary of the project’s biogeology

The researcher applied this strategy on November 4, 2019 to the students. This strategy includes three stages that were used in developing the efficiency of the technical performance of offensive skills in volleyball, which are (preparation, receiving, and spike), as well as emotional balance. These stages are:

1. Preparation: It includes preparation, means, and tools used in the work to develop and determine the work, whether individual or collective, and agreeing on the duration.
2. Achievement: In light of the goals that were set, students work as groups, and the teacher divides help in the event of obstacles.
3. Evaluation: After completing the submission of the work, it is subject to evaluation by the teacher.
4. Post-tests: After completing the implementation of the project’s Biogogy Strategy Vocabulary to develop offensive skills (preparation, reception, and transmission) in volleyball, which took (12) educational units (6) weeks and two units per week, post-tests were conducted on 12/24/2019 for the technical performance of the skills (Preparation, reception, and transmission) and emotional balance. These tests were conducted in the same conditions as the pre-tests for these skills.

The experimental method was applied with a single experimental group design:

- The total number of educational units is (12) instructive units.
- Number of units (two instructive units) each week.
- Unit time (90) minutes.
- The time of the main section is (60) minutes.
- The time of the applied section is (45) minutes.

Posttests

The posttests were applied in the same way as the pretests.

Results and discussion

- **Show the results of the experimental group**

Table 1. Shows the means, standard deviations, determined (t) values, and (sig) values in the pre-and post-test of the close to home equilibrium scale and the productivity of specialized execution of certain abilities in volleyball for the exploratory gathering

Variables	Units	Pretest		Posttest		(t) value	Sig,	Indicat
		mean	STDEV	mean	STDEV			

								ion
Emotional balance	Degree	55	2.18	90.88	2.49	22.33	0.000	Sig.
Efficiency of technical performance of numbers	Degree	44.66	1.11	77.22	1.28	34.66	0.000	Sig.
Efficiency of technical performance of transmission reception	Degree	41.18	1.09	69.33	1.31	23.88	0.000	Sig.
Efficient technical performance of transmission	Degree	46.44	1.14	70.12	1.19	28.32	0.000	Sig.

Table (1) shows differences and variances in the values of the means and standard deviations between the pre- and post-tests in emotional balance and the efficiency of technical performance of some volleyball skills. In order to identify the significance of the differences, the researcher used the (t. test) for correlated samples, and it was found that the calculated (sig) values All tests were smaller than the level of significance (0.05), at a degree of freedom (24), which indicates that there are significant differences between the pre- and post-tests and in favor of the post-tests.

Obviously there are massive contrasts for the exploratory gathering in all tests and in favor of the post-tests. The researcher attributes the emergence of such differences to the students’ use and following of the educational units according to the project’s pedagogical strategy in a sequential manner. The educational units included organized exercises and relied on the intellectual and emotional side of the student, as using exercises in a sequential manner is important. It is very important in different games and should be rehearsed regardless, particularly practices as per the task's educational methodology, to survive and lessen exertion, as well as the presence of components of tension and fervor.”⁵

The use of exercises contributed greatly to the development of the student’s emotional balance, because the ability to make decisions and not be afraid or hesitant helps in efficiency and sound technical performance, which comes through the student’s good vision during the educational units. When the student practices the exercises in a sequential and organized manner, this helps in emotional balance and efficiency. The technical performance of volleyball abilities, because of rehashing these activities, contributes to acquiring these abilities”.⁶

The researcher can ascribe the justification behind the tremendous contrasts in the instructive units, which worked with and expanded the explanation of the necessary abilities, which was reflected emphatically in the consequences of understanding and great attention to the highlights, qualities and portions of the expertise for the understudies. This was not accessible in some volleyball examples, and current learning works as per this system to Shaping an unmistakable vision of development in light of the fact that "the learning help had the option to explain troublesome abilities, give them clear clarifications and representations, improve them with illustrative pictures, and caution the understudy to mistakes that might happen in the efficiency of artistic performance”.⁷ In addition to implementing these units, it relied mainly on the principle of progression. In motor learning, which led to the enhancement of learning and the development of all research variables, and this is consistent with what was pointed out that “for the purpose of obtaining learning, there must be attempts

to practice exercise, and the most important variable in motor learning is motor practice and the exercise itself” ,⁸ and The introduction of modern strategies and their diversity in educational units, which led to a good response from students, developed their performance in skills, as “students do not respond to the learning process in one way and it is necessary to use new and different educational strategies to build and develop their abilities and knowledge.”⁹

The project's pedagogical strategy contributed significantly to the development of dialogue and the development of the student's skills by instilling a spirit of competition in the student who is able to control and control events and situations, which was reflected positively in developing his performance of the skills (preparation, reception, and transmission).¹⁰

Conclusions

1. The project’s pedagogical strategy has a positive impact on emotional balance and the efficiency of the technical performance of some offensive volleyball skills for students.
2. The project's pedagogical strategy helped students control their emotions and deal flexibly with situations and others. Which enhanced the speed and increase of learning among students.
3. The project’s pedagogical strategy contributed to developing students’ personal skills and instilling in them the spirit of competition.

Recommendations

1. Adopting a project pedagogy strategy in volleyball lessons for its role in speeding up and increasing learning.
2. Adopting the project’s pedagogical strategy in lessons learning volleyball skills and its role in making the student gain control over situations and events and deal with others better.
3. Adopting the project’s pedagogical strategy in developing other volleyball skills due to the development achieved in the performance of volleyball offensive skills (preparation - spike - receiving) and increasing the effects and excitement among students.

References

1. Durkheim leans. Review of the art of pedagogy and education, Generation Journal of Humanities and Social Sciences, Volume 27, 2018.
2. Amir Jaber Abdul Majeed. The effectiveness of a counseling program according to the theory of mental-emotional therapy to develop the mental processes and emotional balance of junior short-distance running players, Master’s thesis, University of Kufa, College of Physical Education and Sports Sciences, 2022.
3. Nahida Abd Zaid Al-Dulaimi (and two others): Modern volleyball and its specialized requirements, 1st edition, Beirut, Dar Al-Kutub Al-Ilmiyya, 2015.

4. Nizar Majeed and Mahmoud Al-Samarrai: Transactions between theory and practice, Cairo, Al-Kitab Center, 1999.
5. Muhammad Jassim Ahmed Al-Yasiri and Marwan Abdel Majeed: Measurement in physical education and sports, Amman, Al-Warraaq Publishing Foundation, 2002.
6. Ali Jalal Al-Din. Physiological foundations of motor activities, Cairo, Al-Kitab Center for Publishing.
7. Adel Ali. The effect of some uses of systems and rules in learning programs using the symbolic model for learning fencing skills, doctoral thesis, University of Baghdad, College of Physical Education, 2000.
8. Ali Al-Diri and Ahmed Baniyeh. Methods of teaching physical education, Amman, Dar Al-Amal for Publishing and Distribution, 1987.
9. [http : // www . iraqacad . org / Lip / amro . htm .](http://www.iraqacad.org/Lip/amro.htm)
10. Schmidt: Motor control and loaming, Human Kinetics Publishers Champion .III.1982,