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IMPACT OF DIASPORA SYNERGY STRATEGY ON CREATIVE ABILITIES AND SOME BASIC VOLLEYBALL SKILLS FOR MIDDLE SCHOOL STUDENTS

Dr. Hussam Hussein Mutanish
AL_Qadisiyah University, Faculty of Physical Education and Sports.
howsam.hussein@qu.edu.iq

ABSTRACT

The impact of the diaspora harmony strategy on middle school students' creative abilities and a selection of fundamental volleyball skills. The research aims to investigate the impact of the diaspora harmony strategy on the development of creative abilities and fundamental skills in volleyball among first-grade male students in Diwaniyah city center. The study focuses on a total of 726 students from four middle schools affiliated with the Diwaniyah Education Directorate for the academic year (2022-2023). The researcher employed an experimental approach, specifically the two equal groups design, to effectively implement the study's procedures. The research sample consisted of 38 students from Al Karama Secondary School for Boys in the first intermediate grade. The students were selected through a lottery system and were evenly distributed between divisions A and B. Through a random selection process, Division (A) was assigned as the experimental group and Division (B) was designated as the control group. The research and its implementation involved utilizing the essential instruments and equipment. This included carrying out several procedures such as developing the diaspora harmony strategy, conducting a reconnaissance experiment, and doing the primary field experiment as part of the pre-tests. Subsequently, the diaspora harmony strategy was used, followed by the post-tests. The researcher determined that students should adopt the diaspora harmony technique to enhance their creative abilities and acquire fundamental skills in volleyball. The researcher suggests utilizing contemporary methodologies in lectures due to their significant impact on fostering creative aptitude and fundamental proficiencies in volleyball.

Keyword : Strategy , distractions, creative abilities , basic skills , volleyball

1--The definition of research: -

1-1 Introduction and importance of research: -

Progress can be made in all fields of specialization, including sports, through the use of sound scientific planning. As scientific research continues to yield findings that have implications for all facets of life, fundamental abilities play a significant role in shaping the physical, psychological, and social makeup of an individual. and the educational process at large has garnered the attention of numerous researchers and those with an interest in the subject. The mission of this organization has evolved beyond merely providing explanations, clarifications, and conventional approaches to the educational process. Rather, its primary objective is to delineate the learning unit strategies through which contemporary teaching methods function in order to accomplish particular objectives. Numerous contemporary teaching methodologies and approaches incorporate curriculum success, enhance the learning experience, and engage

the learner's intellect, thereby facilitating concentration and attention on the explanation process, in addition to promoting retention, recall, and retrieval.

Many individuals engaged in the process of resolving issues pertaining to human beings encounter numerous challenges. These include accurately identifying the problem at hand and discerning areas where solutions fall short or are flawed, devising and implementing viable solutions in practical settings, and assessing the effectiveness and suitability of proposed solutions through evaluation of outcomes. The strategy of harmonization of the diaspora means linking different elements that have no apparent relationship with the use of the science of manifestation, especially the tropical, and the arts of logic, especially representation or symmetry, in a systematic manner with a view to achieving creative solutions to problems.

It consists of a number of steps taken by the trainee by linking seemingly incoherent ideas through analogy and metaphor so that the learner solves the problems encountered and comes up with different opinions through a number of analogies that begin with imagination, ending with realistic solutions such as direct analogy.

Students are driven by the imperative to exhibit their creative capacities at a young age through participation in extracurricular activities, sports movements, and athletic competitions, in addition to demonstrating novel and diverse motor reactions. Additionally, we ought to encourage them there. They are commended for their assistance, direction, and constructive criticism. As a consequence, the educational process is refined, enabling the attainment of intended objectives with reduced expenditure of resources, time, and materials.

Volleyball is one of the most demanding and skillful games that beginners and students should learn, master and know about their own technical and scientific aspects. This requires modern methods, always appropriate strategies and new techniques to develop the mastery of technical performance of skills and to reduce the time taken to teach these skills. Therefore, the formulation of the Strategy for the Harmony of Diasporas demonstrates the significance of research, as it contributes to the growth of inventive capabilities and fundamental volleyball skills.

1.2. Research Problem: -

Through monitoring the progress of numerous middle school instructors and administering sporadic assessments to first-grade middle school students, the researcher identified a deficiency in the execution of certain creative aptitudes and fundamental volleyball proficiencies. The researcher posits that the teacher's implementation of the method in which the teacher assumes full responsibility for the lesson's details serves to facilitate the acquisition of skills and foster the development of creative abilities. This is not in line with the advancements in learning, which involve the integration of contemporary strategies and methods to enhance the learning experience presently. Furthermore, the demands of contemporary students change at an accelerated rate.

This infrequently surpasses the technological advancements that vie to entice them concurrently; therefore, the researcher contemplates employing a diaspora harmony strategy to address this issue. So this study came as an attempt to answer the next question:

Does the implemented strategy yield favorable outcomes in terms of developing fundamental volleyball skills and creative aptitudes among first-grade boys in middle school at Diwaniyah City Center?

1-3-Research objectives:

1. To determine the effect of the diaspora harmony strategy on a subset of the inventive abilities of first-grade middle school boys residing in the heart of Diwaniyah, which is under the jurisdiction of the Qadisiyah Education Directorate.
2. 2. In order to determine the efficacy of the instructional approach, the diaspora is implemented in the first grade of middle school for male students in the first grade at Qadisiyah Education's Directorate in the heart of Diwaniyah. The instruction focuses on fundamental volleyball abilities.

1-4- Search Assumptions:

1- The middle school students in the first grade who are boys attending the Diwaniyah City Centre and are administered by the Directorate of Qadisiyah Education benefit from the Strategy of Harmony of Diwaniyah in terms of their creative abilities.

2- In the heart of the city of Diwaniyah, which is under the jurisdiction of the Directorate of Qadisiyah Education, the diaspora's harmony plan has a favorable effect on a few fundamental volleyball abilities for first-grade males attending middle schools.

1-5-Research areas: -

1-5-1- Human field: First grade boys' middle school students at the Diwaniyah City Centre under the Directorate of Qadisiyah Education.

1-5-2-Time sphere: For a period of 12/10/2022 to 16/2/2023.

1-5-3-Spatial area: a square of Al-Karama High Boys' School in the centre of Diwaniyah, Qadisiyah governorate.

1-6-Strategy for the harmonization of diasporas: - It is an activity carried out by the learner or trainee through which a series of steps are taken with a view to linking a group of elements with which there is no apparent resemblance through the use of certain rhetoric such as analogy, borrowing and others; And then to arrive at very different, creative and distinctive descriptions, and always the strategy depends on imagination and ends with direct analogies between the elements that were before the strategy was implemented there are no aspects of linking them.

2-Research curriculum and field procedures:

1-2-Research curriculum:

In order to reach a solution, the researcher adapted the experimental curriculum to the problem's characteristics, objectives, and mandates by establishing two equal groups performing remote and tribal testing.

2-2 tools, tools and devices used in research:

2-2-1 search tools:

The researcher used the following research tools to reach the results and achieve the objectives, including:

2-2-1-1 Research Community:

The research sample comprised 38 first-year middle school pupils from Alkarama High Boys' School, specifically from my division (b, d). The following samples were chosen through a random lottery: (a) the control sample; and (b) the experimental sample. The research participants for the academic year 2022–2023 comprised 752 male first-year middle school pupils from the Diwaniyah City Center of the Qadisiyah Education Directorate, representing four middle schools. A sample ratio of 3.99 was present.

2-2-1-1-1-Harmonization and parity of members of the research community

The researcher conducted the homogenization and parity of members of the research community in the research's subordinate variables (as shown in table 1) Table (1)
Shows consistency and parity of control and experimental groups

significance level	Levine	significance level	t calculated	Pilot Group		Control Group		Variables	
				ع	س	ع	س		
0.394	0.762	0.813	0.239	0.628	4.862	0.685	4.923	Authenticity	
0.163	2.117	0.570	0.577	1.641	58.231	1.758	58.615	Fluency	Creative
0.296	1.160	0.668	0.434	1.261	37.615	1.446	37.385	Flexibility	Capabilities
0.113	1.569	0.263	1.146	1.281	8.846	1.109	8.308	Preparation	
0.908	0.014	0.527	0.642	1.121	8.615	0.650	8.385	Reception	
0.628	0.242	0.836	0.209	1.032	7.692	0.832	7.769	Send from the bottom	Basic Skills

2-2-1-2 means of data collection:

This research entailed several means of collecting data, including:

1. Questionnaire:
2.Note:
3.Test and measurement:

2-2-2 devices and tools (number), help:

The researcher used several devices and tools (number) to assist in the process of obtaining the required data:

1.Measuring tape
2.Plane Balls Number 10
3.Gypsum
4.Volleyball stadium.
5.Manual Calculator
6.Lab Tub

7.Office tools (papers and pens)
8.Test results registration form
3-2-Tests used for research: -
1-3-2-Dynamic creativity: -
The researcher has selected the Diwan tests, which are called kinetic creative abilities tests.
1-Motor Fluency Test (1)
First test: inhibitor test.
Objective of the test: motor fluency test.
Age level: 8-12 years.
Tools used: Six contraindications to different heights:
First inhibitor: length (1m) and width (1.5m).
Second inhibitor: length (1.5m) and width (1m).
Third inhibitor: First list length (1m), second length (1.5m) and width (3m).

Lamia Hassan Diwan: Source mentioned above, p. 36.
Inhibitor IV: Shaped by an equal-rib triangle the length of its rib (3m).
Inhibitor V: Length (50cm) and width (2m).
The sixth inhibitor: an existing triangle angle the length of its existing rib (1 .5m) and its third rib (1m).
The performance specifications involve delineating a 14-meter-long straight line on the ground. The inhibitors are positioned in a sequential manner to the right of the line, with a 2-meter distance between each blocker. The laboratory simulates various motions, including jumping, rolling, walking, crossing, and so forth, when the specifications are indicated. In accordance with his capability to transition to another item on the schedule as specified in the performance criteria. The return performance commences with the sixth blocker, following the completion of the last blocker's effect. In other words, it executes a reversal in order to confront the contraindications once more, thereby extending the performance time.
Figure (2) shows the first test

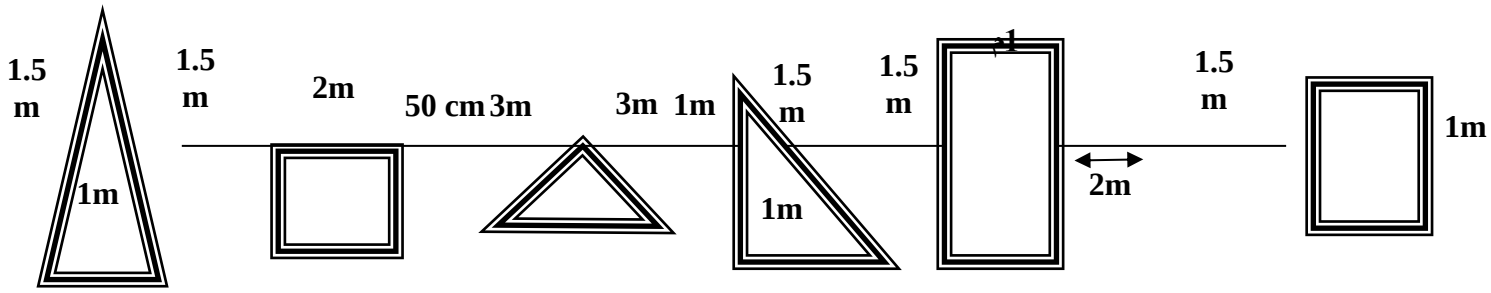

Figure (1) :Kinetic Fluency Test Shows

Test instructions: In the case of a test involving multiple individuals, the test should be conducted in a location apart from the group being tested. This ensures that no member of the group is able to observe the actions of the lab..

Registration: The number of motor responses is calculated within the test's allotted time of (2) minutes.
Calendar: The lab is given one degree per response belonging to one category regardless of the number of repeats.

2. Motor flexibility test

Second Test: Ball Test
Objective of Test: Motor flexibility test
Level: Ages 8-12 years
Instruments used: Basketball—A box with a capacity of 15 basketballs; twenty-five students stationed around the circle's perimeter to serve as screens for receiving and returning the balls to the box; this was done to ensure that the balls did not deviate from the perimeter of the circle and disrupt the laboratory group's allotted time to complete the test.
Performance Specifications: A circle with a radius of 2.5 meters is marked on the ground. The laboratory is centrally located, and adjacent to it is an individual holding a container filled with spherical objects. Upon hearing the whistle, the Labrador retriever starts tossing the ball using various parts of its body and in varied manners, as long as it is given another ball after each try.

Test instructions:

1. If the test is conducted on many individuals, the location where the test is performed must be physically separated from the group being tested, ensuring that none of the group members have visual access to the laboratory's activities.
2.Try not to repeat the way the ball is thrown more than once.
3. The researcher instructs the participants to attempt to toss as many balls as possible into the box using any part of their body under a time limit of four minutes.
4.Registration: The number of motor responses is calculated within the test's allotted time of (4) minutes
Calendar: Each attempt performed by the lab results in a one-degree increase, despite the interventions falling within the same category. For instance, he propels the ball by extending both hands forward either at the level of the chest or at the level of the hips, among other possibilities.

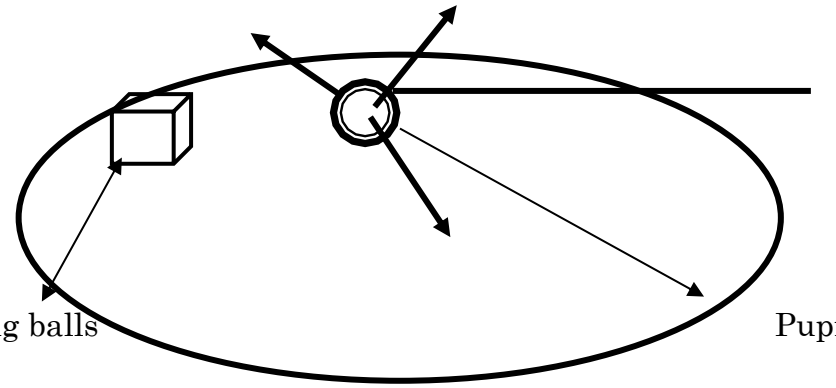

Figure (2) :Kinetic flexibility test shows

3-Motor Origin Test [1]

Third test: Diagnostic test.

Objective of the test: Motor authenticity test.

Level: Ages 8-12 years old.

Tools used: (6) pillars and (4) collars.

Performance specifications: We draw a straight line on the floor with a length of 22m distributed as follows:

A color signifies the initial two meters, which are delineated in contrast to the beginning line, which is situated at a distance of two meters. Furthermore, for the final two meters of the distance, the finish line is delineated using an alternative color. Following the starting line, six diagnostic locations are arranged in a 2-meter separation between each participant. Following this, the collars are placed on the ground in a diagnostic configuration, with a two-meter distance between each collar. The laboratory demonstrates a variety of movements during referencing, including walking, referencing, leaping, rolling, and crossing over individuals. The capability of the laboratory to execute these movements differs among individuals, contingent upon the itinerary delineated in the performance specifications. It is recommended that the laboratory endeavor to rotate the cord in some fashion around its body.

Test instructions

Registration: The number of motor responses is calculated within the time allotted for the test, and is 3 minutes.

Calendar: The laboratory is given one degree for each response belonging to one category regardless of the number of repeats, and figure (4) shows the third test *.

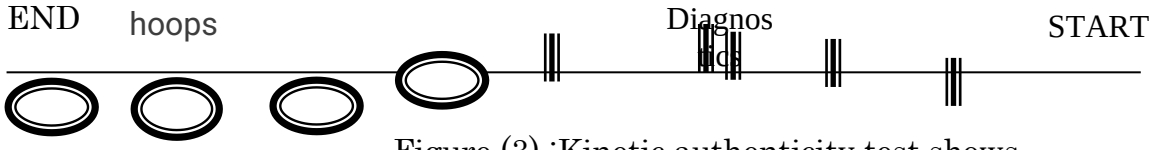

Figure (3) :Kinetic authenticity test shows

These tests were conducted on children in Iraq, specifically males aged 8-12 years. The results showed that there was a high level of honesty among children aged 10-11 years, with 64.16% displaying signs of honesty. The test also demonstrated stability when re-tested on the same age group, with a constant factor value of 0.91. The objectivity of the test was confirmed by measuring the results of 16 children using two separate judgments, resulting in a coefficient of correlation of 0.89.

2.3.2. Volleyball tests

Test the accuracy of volleyball preparation skill[1]

The objective of the test: to measure the accuracy of the preparation skill.

Lamia Hassan Diwan: Source mentioned above, p. 36

Amer Rashid Shial Al-Zubaidi: The Impact of Fast Power Exercises on the Development of the Speed of the Two Men's Movements and the Learning of Motor Forms of Volleyball Preparation, Unpublished Master's Thesis, University of Babylon, 2011, p. 74.

Tools used: - Test tool installed, legal plane balls number (5), accuracy calendar form and pre-prepared.
Performance method: The student arranges themselves at Center No. (3) and places the instrument at Center No. (4), ensuring that they are 180 cm away from the testing device, 60 cm away from the boundary, and 120 cm away from the midway line, in that order. The instructor then transfers the ball to the student, who endeavors to launch it into the elevated box. Each pupil is allotted five attempts.
Registration
A zero is designated to a ball that has not made contact with the instrument or the frame.
- Due to the ball's proximity to the upper frame, two points are awarded.
The tally for a ball that contacts the upper frame is three points.
Five points for a ball that penetrates the top frame.
The cumulative grade acquired from the laboratory is 25 points.

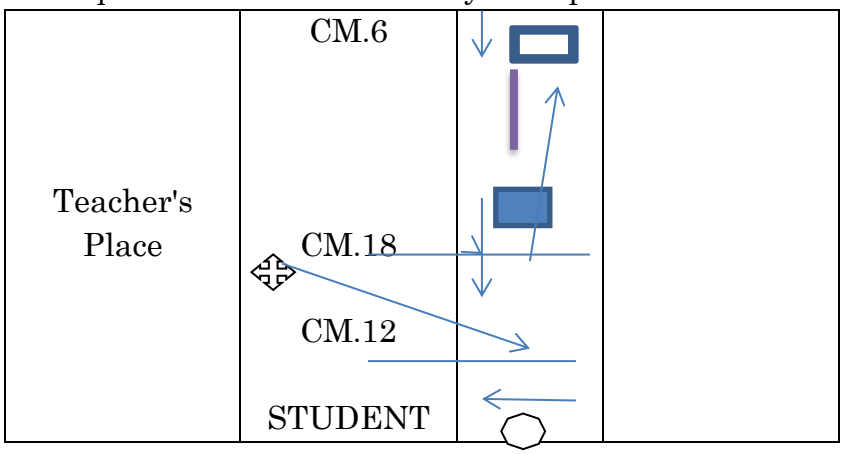

Figure (4) :A test of performance accuracy demonstrates volleyball preparation ability.

Second, evaluate the precision of the volleyball delivery maneuver executed from the lower section.
The purpose of this test is to assess the precision of the volleyball transmission-receiving ability.
Tools used
As illustrated in figure (10) below, a legal volleyball court, legal jet balls with the number 10, a metal measuring measure, and colorful chalk are utilized to divide the pitch.
The performance method is as follows:
A pupil executes five attempts from point (a) to the centers (2, 3, 4) and five attempts from point (b) to the centers (2, 3, 4). The student being evaluated must commit to directing the intended center object while receiving from the designated area.
Establishment of Registration
The following describes the degree of position in which the assessed student observes the ball:
-The tester (1) is convinced that the orb at center (4) rotates by one degree.
-The tester is moved two degrees by the ball at center 3.
-The evaluator collects the ball in position (2) and scores (3).
When the ball lands on the boundary separating two zones, the highest zone is determined.
Most degree of testing (30) degree

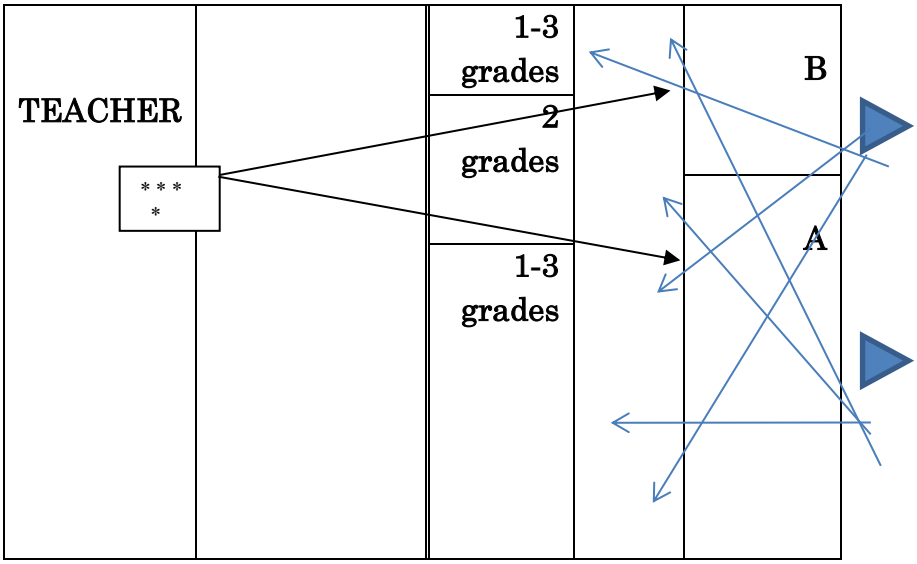

Figure (5) :The performance accuracy test assesses the proficiency of receiving transmissions from below using a volleyball.

Third: Evaluate the precision of the transmission ability when receiving a volleyball from a downward direction.

The purpose of the test is to assess the precision of the downward transmission competence.

Utilized instruments: The volleyball court must adhere to the official dimensions, and the ball used should be the standard size (number 5). Additionally, a colored strip is required to mark the divisions within the stadium, as illustrated in figure 33.

- Performance specifications: The lab student positions themselves near the midpoint of the stadium's end line, approximately 9 meters away from the net. They grip the ball and execute a downward shot, aiming to pass it over the net and into the intended half of the field.
- Performance Conditions: The student's lab effort will not be counted towards their grades if the ball strikes the net and crosses into the intended half of the stadium or goes out of bounds, regardless of whether it was intentional or not. This rule applies to all five attempts.

-Enrollment:

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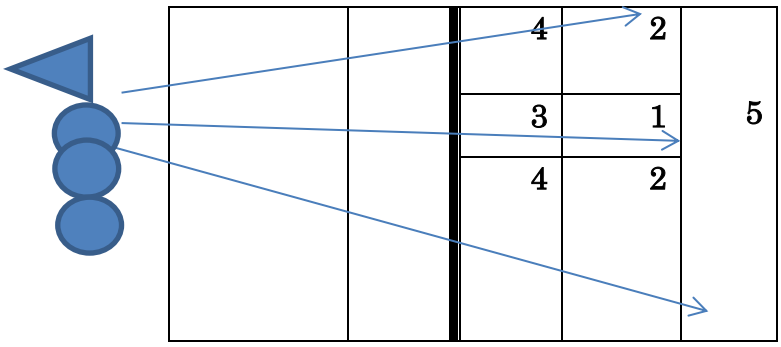

Figure (6) :Performance accuracy test shows the transmission skill from below facing volleyball

2-3-3-Scientific bases of tests: -

I. Honesty:

The researcher evaluated the test's validity by administering a questionnaire to five experts. The questionnaire assessed the degree to which the exam effectively captures the phenomenon it evaluates, such as creative aptitude and fundamental competencies. The experts confirmed the test's validity based on their responses. The test is deemed genuine when it receives universal endorsement from all specialists, showing its correct representation of the targeted phenomenon for measurement.

Upon gathering and analyzing the data, the researcher employed the chi-square test. Both tests yielded statistically significant results at a significance level of 0.05, with 1 degree of freedom. In addition, the tests were selected for larger results, surpassing the threshold of 3.84. The reliability of the tests utilized in the inquiry is shown in Table 2.

Table 2 illustrates the reliability of tests measuring creative abilities and fundamental volleyball skills.

Difference Indication	Value (c2)		Number of answers		Test
	Scheduling	Calculated	Don't fix	Fix	
moral	3.84	5	-	5	Authenticity
moral	3.84	5	-	5	Fluency
moral	3.84	5	-	5	Flexibility
moral	3.84	5	-	5	Preparation
moral	3.84	5	-	5	Reception
moral	3.84	5	-	5	Send from the bottom

Persistence:

The researcher attempted to establish a consistent variable for the tests involving motor creative abilities (authenticity, fluency, flexibility) and basic volleyball skills (preparation, reception, transmission from below) by determining a correlation between the initial test results and the retest results after a 12-day interval.

Upon calculating the Pearson binding coefficient between the two test scores, it was found that the correlation was significant. This was determined by comparing the T test value, which

exceeded the tabular value of 2.228 at a degree of freedom of 10 and a significance level of 0.05. This indicates that the test in question is highly stable, as per table 3.

Substantive: -

The tests were administered by a specialized task force in physical education and sports science under the supervision of arbitrators. The procedures and conditions governing the exams were standardized. The calculation of the Pearson coefficient of simple association (Pearson) was performed on the grades assigned by the neutral arbitrators subsequent to the collection and analysis of the results and data. A comparison was made between the coefficient values and both the tabular value and the significance threshold of 0.05. The findings revealed a coefficient of 0.63, surpassing the value specified in the table. This indicates that the tests conducted were objective. This is corroborated additionally by the data in Table 3.

Table 3 :The stability coefficient represents the tests conducted on the sample during the reconnaissance experiment.

Statistical connotation	Objectivity coefficient	Connectedness	Constant Factor	Tests
moral	0.879	Moral	0.780	Authenticity
moral	0.901	Moral	0.926	Fluency
moral	0.974	Moral	0.827	Flexibility
moral	0.836	Moral	0.834	Preparation
moral	0.887	Moral	0.819	Reception
moral	0.902	Moral	0.882	Send from the bottom

2-4-Field research procedures

2.4.1. Tribal Test: -

The intercommunal measurement of the search sample (control and experimental) was carried out in 28/12/2022 Tuesday at 9 a.m. on the square of the Al Karama Boys' School.

The test conditions have been standardized in terms of the location, time, tools, implementation method, and support team in order to achieve consistent or as similar as feasible conditions for dimensional measurement.

2-4-2-The Strategy's educational curriculum harmonizes the diaspora:

Following an extensive examination of the sources and prior research, the researcher applied the diaspora synergy technique to the research sample. This entailed administering tribe assessments biweekly in two instructional modules. Afterwards, the researcher created educational units to implement the curriculum of the diaspora synergy method, adhering to its specified procedures and integrating seemingly unrelated aspects by employing metaphor and analogy.

According to a methodical framework designed to discover innovative answers to challenges, the ability to perceive subtle connections that elude most people is indeed the defining characteristic of a genuine creator. The pursuit of harmony and the apparent resemblance between objects, forms, and experiences lies at the heart of the creative process in science,

literature, and the arts. The goal of creative labor is to uncover a unique relationship that has not been previously discovered.

The researcher considered the students' competence level, the allowed number of educational units, the timing of the lecture, and the distribution of 16 educational units over an 8-week period. There were a total of 8 departments in the educational units on a weekly basis. The interest rate is 20% and the total duration was 96 units. The primary section within the educational curriculum is 28. The rate is 70% and the total time is 336 units. Section 4 is the concluding component of the curriculum. The AED rate stands at 10%, with a total of 48 incidents. This is related to the comprehensive educational curriculum.

2.4.3. Dimensional test:

The post-test of the search sample was carried out on Monday, 22/1/2023, after the 8-week period of adopting the Alhaldat technique. The researcher was enthusiastic in specifying the parameters and protocols of the tribe examination. The collected data was analyzed using the Statistical Pouch (SPSS), a statistical tool that is in line with the objectives of the study, in order to ascertain the results

2-5-Statistical means:

3-Presentation, analysis and discussion of results

3-1. Presentation, analysis and discussion of the results of the differences in creative abilities and some basic volleyball skills of the control group's tribal and remote politicians

Table (5) :It illustrates the disparities between the remote and tribal assessments of the control group with regard to fundamental volleyball skills and creative aptitude.

significance level	Calculated t value	af	sf	Remote Test		Tribal Test		Variables		ت
				a	s	a	s			
0.000	10.924	0.919	2.785-	0.638	7.708	0.685	4.923	authenticity	Creativity	1
0.000	15.385	2.362	10.077-	1.932	68.692	1.758	58.615	Fluency		2
0.000	10.348	2.734	7.846-	2.421	45.231	1.446	37.385	Flexibility		3
0.000	5.671	1.320	2.077-	0.650	10.385	1.109	8.308	Preparation	basic skills	4
0.000	17.250	1.109	5.308-	0.947	13.692	0.650	8.385	Reception		5
0.000	16.600	1.387	6.385-	0.899	14.154	0.832	7.769	Send from the bottom		6

Value (t) tabular at degree of freedom (18) and level of indication 0.05 = 2.145

The table presents the disparities in the values of creative ability variables and essential volleyball abilities (authenticity, fluency, flexibility, preparation, reception, transmission from below) based on data collected from the study participants. For the evaluation of the control group, both tribal and postgraduate examinations were administered using a standardized test (v). The estimated values (10.924, 15.385, 10.348, 5.671, 17.250, 16.600) for the interconnected samples exhibit a substantial disparity when compared to the tabular value (2.145) at a degree of freedom of 18 and a significance level of 0.05. These findings suggest that there are notable disparities between the tribal and distant tests conducted on the control group, with the remote test showing more favorable results.

3-2 Discussion, analysis, and presentation of the findings concerning the discrepancies between tribal and distant politicians in the pilot group with regard to their fundamental volleyball abilities and creative aptitude.

Table (6) :Shows the differences between tribal and post-experimental tests in creative abilities and some basic volleyball skills

significance level	Calculated t value	af	sf	Remote Test		Tribal Test		Variables		ت
				a	s	a	s			
0.000	19.683	0.882	4.815-	0.388	9.677	0.628	4.862	authenticity	creativity	1
0.000	27.600	2.774	21.231-	2.696	79.462	1.641	58.231	Fluency		2
0.000	25.097	1.691	11.769-	1.446	49.385	1.261	37.615	Flexibility		3
0.000	5.707	1.847	2.923-	1.235	11.769	1.281	8.846	Preparation	basic skills	4
0.000	18.185	1.251	6.308-	0.862	14.923	1.121	8.615	Reception		5
0.000	16.027	1.938	8.615-	1.377	16.308	1.032	7.692	Send from the bottom		6

Value (t) tabular at degree of freedom (18) and level of indication 0.05 = 2.145

The table presents the discrepancies in creative aptitude factors and essential volleyball skills (originality, fluency, flexibility, readiness, reception, transmission from below) derived from the data gathered from the sampled individuals during the investigation. The experimental group underwent tribal and postgraduate assessments utilizing a test (v) for correlated samples in order to detect any disparities. The computed value (19.683, 27.600, 25.097, 5.707, 18.185, 16.027) was determined to be higher than the crucial tabulated value (2.145) at a degree of freedom of 18 and a significance level of 0.05. The results reveal a notable disparity between the tribal and distant tests conducted on the control group, with the remote test showing a clear advantage.

3-3. Presentation, analysis and discussion of the results of differences in creative abilities and some basic volleyball skills for the dimensional measurement of control and experimental groups

Table (7) :Illustrates the disparities in the dimensional assessment of creative aptitude and fundamental volleyball proficiencies between the control and experimental groups.

semantics	value t	Pilot Group		Control Group		Measurement Unit	Variables		ت
		ع	سَ	ع	سَ				
0.000	9.508	0.388	9.677	0.638	7.708	degree	authenticity	creativity	1
0.000	11.707	2.696	79.462	1.932	68.692	degree	Fluency		2
0.000	5.312	1.446	49.385	2.421	45.231	degree	Flexibility		3
0.002	3.576	1.235	11.769	0.650	10.385	degree	Preparation	basic skills	4
0.002	3.464	0.862	14.923	0.947	13.692	degree	Reception		5
0.000	4.722	1.377	16.308	0.899	14.154	degree	Send from the bottom		6

Value (t) tabular at degree of freedom (36) and level of indication 0.05 = 2.048

The table presents the disparities in remote testing between the control and experimental groups

Concerning the values of creative ability factors and specific fundamental volleyball talents (such as authenticity, fluency, flexibility, preparation, reception, and transmission from below). These disparities are derived from the data acquired from the sample participants engaged in the investigation. Through the implementation of an autonomous sampling examination, we acquired computed figures of 9.508, 11.707, 5.312, 3.576, 3.464, and 4.722, correspondingly. The observed values surpass the critical tabular value of 2.048, taking into account a 0.05 level of significance and 36 degrees of freedom. This implies that significant discrepancies exist in the outcomes of the dimension tests conducted on the control and experimental groups, with the experimental group exhibiting a discernible edge.

DISCUSSION OF RESULTS

The tables (5, 6, 7) demonstrate an improvement in the creative talents and fundamental volleyball skills of first-grade students at Meathem Eltamar School in the center of Diwaniyah Governorate, Al Qadisiyah, throughout the 2022-2023 academic year. This development is attributed to the participants in the control group transitioning from a tribal state to a post-test state, resulting in advantages for distant testing. Design thinking has led to a shift in kinetic responses, moving away from conventional and predictable solutions. approach ", because the training method had a clear variation through motor flexibility with the rest of the methods. . Maurice Stein points out: "It is possible that the creative activities of many individuals may increase as their environment presents, supports and evaluates creative activities that show a high degree of flexibility to individuals." (1) " During the learning process, the teacher provides explicit and precise guidance to students, ensuring that they are not limited or deprived of the ability to collect insights about the required movement they need to accomplish. The iterative questioning technique employed during the educational units on movement forms significantly accelerated the learning process for the participants. This technique enhanced their understanding of the various components of movement, enabling them to promptly recall the correct responses in case of any errors. Consequently, they developed the ability to diagnose and rectify mistakes by identifying specific moments and elements of the movement. Feedback refers to the process of acquiring, assessing, and utilizing information that learners receive as a consequence of their actions. Consequently, the teacher's role in implementing this approach differs from that of other methods. His position has shifted from being a teleprompter or someone who answers questions from students, to being a course instructor who poses questions and requires students to actively consider the sort of movement they need to apply.

These findings can be explained by the fact that the strategy of synergy of diasporas influences the development of creative abilities since the process of creativity is a mental activity of the learner in an educational situation where the problem is identified and understood, and then the problem in the educational situation is solved through a number of skills acquired based on imagination, and the feeling of problems, "This is why it helps students develop creative responses and find solutions to problems because it produces the most abstract ideas and this strategy is consistent with modern principles in education and learning as respectful of the

learner's personality, needs and tendencies, so as to motivate him to participate actively in the educational process and return to research and investigation."[(2)]

1-4-Conclusions

1-The strategy has had a positive impact on the development of some creative capabilities for middle first graders.

2-The strategy has had a positive impact on learning some basic volleyball skills for middle grade students.

2-4- Recommendations

1-The physical education teacher should learn more than one teaching strategy and use the best strategy for appropriate educational attitudes.

2-Applying the strategy of harmony of diasporas as a scientific strategy in teaching other skills or mental, motor and other abilities

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