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THE EFFECT OF EDUCATIONAL MODELS USING VARIOUS METHODS IN LEARNING SOME BASIC SKILLS IN HANDBALL FOR STUDENTS

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ABSTRACT

The field of education encompasses a broad range of teaching skills, including training, handling, and stability correction. There is a particular focus on the cognitive and performance aspects of teaching these skills. As the educational process has advanced and evolved, various methods have emerged to enable teachers to test and determine the most effective approaches for achieving educational goals and ensuring success. In his quest to address the challenges faced by students, the researcher identified a specific issue regarding the learning of handball among second-stage students. It became evident that these students require contemporary educational approaches that can enhance their learning outcomes. To address this, the researcher decided to explore innovative educational models and methods that can effectively elevate the students' performance level and align with their existing skills. The research aimed to develop educational units using various methods (interchangeable, micro-teaching, multimedia) and assess their impact on students' learning of basic handball skills. The study also sought to establish the significance of the research findings. Statistically significant differences exist between the pre- and post-tests of both the control and experimental groups, with the post-tests showing favorable results. The researcher has determined that the educational curriculum has a favorable impact on learning basic abilities, based on numerous methodologies and educational models. Handball has a significant impact on enhancing students' learning of fundamental skills. The researcher suggests using diverse educational models in the handball curriculum, as well as in other subjects and at various educational levels. Additionally, creating a suitable learning environment is crucial for achieving the desired teaching outcomes.

Keywords: Educational Models, Various Methods, Basic Skills, Handball.

INTRODUCTION

The field of education encompasses a broad range of activities related to teaching skills, including patting, handling, and correction of stability (Mitchell, Oslin & Griffin, 2020). There is a particular focus on the cognitive and performance aspects of teaching these skills (Tomporowski & Pesce, 2019). As the educational process has advanced and evolved, various methods have emerged to enable teachers to assess and determine the most effective approaches for achieving educational goals and promoting success (Siedentop, Hastie & Van der Mars, 2019). According to Hatmanto and Rahmawati (2023) hence, it is imperative to employ contemporary approaches that align with the learner's inclinations and preferences to ensure the material is engaging and dynamic. This facilitates meaningful interaction between the teacher, learner, and the curriculum or methodology (Farias, Valerio & Mesquita, 2018). Consequently, the significance of learning based on educational models stems from the most

crucial instructional techniques (Siedentop, Hastie & Van der Mars, 2019). By using modern technical means of pictures, drawings and duties at any time or place, as well as evaluating the performance of learners among themselves, observing their performance and modifying performance according to standards for each educational model, which leads to understanding the learner and moving all his senses (Maksymchuk et al., 2020), so it was necessary to use new methods and methods in order to develop their capabilities and abilities, taking into account individual differences, as there is no one ideal way to teach physical education subjects (Quennerstedt, 2019), and it is When the teacher relies on only one method or method, this will be related to the educational conditions associated with the method or method used, especially when the teaching process is directed to the category of students who will practice teaching in the future in schools and in the sports field and to develop special requirements for motor performance in handball (Wagner et al., 2019), as it is one of the important sports that depend on rapid movements, so it must be mastered Abilities (Mitchell, Oslin & Griffin, 2020). The game of handball is characterized by its suspense and intensity, which arise from the precise execution of quick motor abilities (Rahman & Salman, 2023). Consequently, the student needed to acquire a comprehensive understanding of the technical and educational aspects of the skills. This highlights the significance of research in utilizing the educational curriculum to enhance the learner's abilities and foster a sense of responsibility for their learning. Additionally, it emphasizes the role of the teacher as a facilitator, overseer, and implementer of teaching methods based on various educational models that are carefully structured to present information in a captivating and highly impactful manner, surpassing the traditional teacher-centred approach. By employing innovative teaching techniques tailored to the learner's inclinations and preferences, the aim is to transform scientific content into a dynamic and captivating subject.

Research Problem:

The educational material provided to second stage students through handball requires the implementation of modern educational methods in order to enhance the students' learning outcomes (Salih, Hashim & Kasim, 2021). By closely monitoring the lesson, the researcher ensures that the students' learning progresses to a satisfactory level and aligns with their skill set. Consequently, the researcher opted to seek solutions to enhance students' performance by identifying contemporary educational models that effectively engage students in developing the skills being studied. This approach is expected to have a positive impact on their learning, particularly since they are future teachers who will be responsible for teaching these skills. Additionally, the researcher acknowledges the importance of considering individual differences among learners and aims to provide them with the opportunity to explore the most suitable educational style during the instructional unit being examined.

Research Objectives

1. Preparing educational units using the educational model according to various methods (interchangeal, micro-teaching, and multimedia).
2. Identify the impact of educational units using the educational model in learning some basic skills in handball for students.

Research Hypotheses:

1. There are statistically significant differences in the pre-and post-tests of the control and experimental groups and in favor of the post-tests.
2. There are statistically significant differences in the post-tests of the control and experimental groups and in favor of the group that used the educational curriculum and using the model method.

Research Areas:

Human Areas: Students of the second stage / College of Physical Education and Sports Sciences / Misan University for the academic year 2022-2023.

Spatial Areas: Closed Hall / College of Physical Education and Sports Sciences / Misan University / for the academic year 2022-2023.

Time Domain: 2022 to 2023.

METHODOLOGY

Research methodology and field procedures

Research Methodology:

The selection of the appropriate approach is contingent upon the nature of the problem, as we strive to identify the most effective methods for resolving it (De Bosscher, 2018). The fundamental aspect of scientific activity lies in the utilization of experimental methodology, which involves the deliberate manipulation and control of variables within a specific context (Andrew, Pedersen & McEvoy, 2019). By observing the resulting changes within this context, we can then proceed to interpret the findings. The researcher employed the experimental approach, utilizing two control groups and an experimental group, in order to address his problem.

Research community and sample

The research participants were deliberately selected from the second-stage students in the College of Physical Education and Sports Sciences at Misan University for the academic year (2022-2023). The total number of participants was 80. The sample members were randomly selected using a lottery method. The experimental group, which utilized educational models, was chosen from the applied sciences branch. The control group, which used the usual method, was selected from the theoretical sciences branch. The main experiment sample consisted of 20 participants, with an equal distribution of 10 participants in each group. The exploratory experiment sample was excluded from the analysis.

Means of gathering information, tools and devices used in research

Means of gathering information

- Arab and foreign sources and references.
- Resolution.
- Testing and measurement.
- Interview.
- Observation.

Tools and devices used

- Handball court legal dimensions
- Handballs type Compano 10.
- Laser discs.
- 4 FOX whistles.
- Stopwatches (4).
- HP laptop.
- Tape measure.
- Scale for weighing.
- Signs of multiple sizes.
- Multi-weight medical balls.
- Contraindications multiple heights.

Field research procedures:

Identify some basic skills handball:

After conducting a thorough analysis of various Arab and foreign sources, a comprehensive set of fundamental handball skills was identified. These skills were then presented to a group of 11 experts and specialists in the form of a questionnaire. The forms were collected and the skills that received a high level of agreement, defined as 75% or above, were selected. Table (1) provides a visual representation of these chosen skills.

Table 1: Shows the total number of grades and percentages of selected offensive skills according to expert opinions

Basic Skills	Number of experts	weighted mean of 1-5	Celsius weight
Holding the ball	11	3.66	73.2%
Handling & receiving		4.66	93.2%
Pampering		4.83	96.6%
deceit		3.44	66.0%
Aiming from stability		4.5	90%

Description of tests of some basic skills of handball:

First: Test the accuracy of correction of stability (Lagniaux et al., 2019) .

Objective of the test: Measuring the accuracy of aiming.

Tools: Handball court, square goal measuring (60 cm×60 cm) suspended and fixed in the upper corners of the goal (2) men's handballs (5).

Performance Description: The tester shoots from the position of stability and from behind the test line provided that his feet remain in contact with the ground and do not cross the line of 7 meters and that the shooting is on the square targets (60 cm×60 cm) installed in the upper

corners of the goal, as the tester is granted) 4 attempts) two on the right side and two on the left.

Registration:

- If the ball enters the suspended goal, the tester is given 3 points.
- If the ball hits one of the sides of the target, the tester is given 2 points.
- If the ball enters the big goal and does not touch the suspended goal, one point is given.

Second: Continuous Tabata test in a zigzag direction for a distance of 30 m (Dadfar et al., 2021).

Objective of the test: Measuring the level of skill of Tabata

Tools: handballs – stopwatch – five signs – handball court

Performance description: Install five signs on the ground in a straight line and the distance between each sign and the last three meters, and draw the start and finish line at a distance of 3 m from the first sign and the player stands behind the starting line, when the signal to start the player ducks the ball with running in a zigzag shape between the signs back and forth until he crosses the finish line.

Scoring: Calculates the time recorded back and forth from the moment of start until the player crosses the finish line.

Third: Wall Handling and Receipt Test 30 s (Şimşek, 2012).

Objective of the test: to measure compatibility and scrolling speed.

Tools: handball, flat wall, stopwatch .

Performance Description: The tester stands at a distance of (3 m) from the wall and then the tester passes the ball to the largest possible number in (30s).

Scoring: The number of passes in the specified time is calculated by calculating the number of times the ball is received.

Instructions: The presence of a registrar and a referee.

The manual used according to the method of educational models

Prior to commencing the development of the learners' guide for the experimental group in the study, the researcher opted to obtain the conventional curriculum used by the subject teacher for the control group. In contrast, for the experimental group, the guide was prepared based on educational models and subsequently distributed to the participants selected for the study.

This model includes the following:

- ❖ Video photography of the skills under research in an educational film.
- ❖ Fragmentation of skills to clarify the sections of the movement accurately.
- ❖ Texts for the technical performance of each part of the skills of movements.
- ❖ Integrate the text with the skills of movements.

Miniature teaching model:

- ❖ Photographing the performance of the skills sections under research and according to the educational curriculum of each of the learners.
- ❖ Presentation of the depiction of the skill performance of each learner in front of him.
- ❖ Give each learner feedback on his performance.
- ❖ Discuss each learner about his performance for the purpose of evaluating and comparing it with the correct performance.

Reciprocal Method Model:

- ❖ Filming the performance of skills movements for both the performing learner and the observer learner.
- ❖ Write down what the observer learner observes on the performer.
- ❖ After the completion of the performance of the movement, the observer learner explains the errors of the movement to the performing learner.
- ❖ The performer begins with the role of the observer and the observer in the role of the performer and in the same style for both the performer and the observer according to this model.

Exploratory experiment:

According to Abdykadyrova (2022), a miniature experience is defined as a simulation that closely resembles a real event. The researcher conducted the study in an enclosed indoor hall at the College of Physical Education and Sports Sciences / Misan University. The study was conducted on a sample of 10 students for exploratory purposes. The experiment, which was conducted on Thursday, 17/2/2023, was predetermined by the researcher community and involved participants from outside the primary sample. The goal of this experiment was to ascertain the following:

1. Determining the duration needed to perform the tests for future organizational planning.
2. Verify the authenticity of the tools and methods that will be utilized in the primary experiment.
3. Familiarizing the assistance work team with the nature of the research.
4. Identify potential faults and barriers that may arise during the implementation of the educational program in order to effectively address and overcome them.

Dynamic performance according to the method of educational models :

Two introductory lessons were developed for the sample to provide clarification and demonstrate the application of the three instructional models in handball, namely for basic skill development:

1. Give evidence containing full information on the models used for each model.
2. The student chooses the model before starting the performance.
3. An idea is given by the teacher on the skill for all members of the group (explanation of the required skill).
4. Each student's pre-skill test is done by the teacher.
5. Go to the selected models.
6. Post-test and performance evaluation by the teacher under the teacher's line to perform giving another educational opportunity to the student according to the repetition of the performer and another educational unit and with the same procedures.
7. Giving a post-test in which, the teacher decides the level of the student's performance and informs the student of his level of performance according to the chosen model, so the student can choose another model and according to his abilities.

Pre-tests:

The researcher administered pre-tests to both the experimental and control research samples for each of the skills being studied on Sunday, 21/2/2023, in the enclosed hall of the College of Physical Education and Sports Sciences at Misan University.

Equivalence of the two research groups:

The researcher performed tests and measurements to gather data. Then, they used the T.test to compare the sample members in two different groups. This was done to adjust the variables that are influenced by the dependent variables. The starting point for both groups was the same. The results revealed significant variations between the two groups when comparing the estimated t-value with the equivalent value from the table, as quantitatively represented in Table 2.

Table 2: Shows the arithmetic means, standard deviations and the value of (T) calculated in the offensive skills tests and for the control and experimental groups.

Variables	Measurement Unit	Experimental Group		Control Group		T
		M	SD	M	SD	
Shooting from stability	Number	5.90	1.37	6.10	1.45	0.317
Pampering	Time (s)	9.98	0.86	10.25	0.68	0.299
Passing	Number	17.8	2.66	18.1	1.73	0.795

The critical value in the table for a degree of freedom of 18 and a significance level of 0.05 is 2.10. The data in Table (2) clearly shows that the calculated value of (T) is smaller than the tabular value of (T), indicating that there are no statistically significant differences between

the two groups in the tribal tests. This suggests that the two research groups are equivalent in some fundamental handball skills.

Implementation of the vocabulary of the educational curriculum using educational odels:

- ❖ The application of the curriculum began on Sunday, 28/2/2023, andended on Wednesday, 1/3/2023.- The curriculum vocabulary for some basic skills took a period of (12) weeks .
- ❖ The total number of units (24) educational units for the experimental group.
- ❖ The number of educational units per week (2) educational units.
- ❖ The time of the educational unit (90) minutes / the role of the researcher was to supervise the progress of implementation and follow-up.
- ❖ The control group took the same basic skills in the same period, but in the traditional way.
- ❖ Both groups were isolated when implementing these units.
- ❖ The time of the main part of the unit (60) minutes and contains two parts, the educational part and the applied part.

Post-tests:

The post-tests were conducted on the research sample on Sunday, 21/5/2023, following the identical protocols as the pre-tests in terms of place, time, tools, and photographs. The data were then collected and statistically analyzed.

Statistical Methods:

The Social Statistical Bag System (SPSS-24) was used.

RESULTS

Presentation, analysis and discussion of results

Presentation of the results of tests of some basic skills in the pre- and post-measurement of the experimental and control groups, analysis and discussion.

Table 3: Shows the values of the media, arithmetic and standard deviations, and the calculated value of (t) and the level, and type of significance in, some of the basic skills of the control group in the pre-and post-tests.

Variables	Unit of Measure	Pre- Test		Post- Test		T	Sig
		M	SD	M	SD		
Shooting from stability	Number	5.90	1.73	6.70	2.82	3.95	0.007
Pampering	Time (s)	9.98	0.86	11.91	1.62	6.30	0.001
Passing	Number	17.8	2.26	19.20	1.40	3.44	0.014

* df (9) and below the level of significance (0.05) is equal to (2.26).

Table (3) shows the statistical indicators of the test results in the pre- and post-test of some basic skills of the control group members. The results of Table (3) showed that the values of the arithmetic mean of all variables were better in the dimensional test than the pre-test, and

there are significant differences between the two tests in favor of the post-test, and this is what the mechanism of significance levels indicated as they were less than the error rate (0.05), which indicates a significant difference for the two tests.

Table 4: Shows the values of the media, arithmetic and standard deviations, and the calculated value (t) and the level, and the type of significance in, some basic skills of the experimental group in the pre- and post-tests.

Variables	Unit of Measure	Pre- Test		Post- Test		T	Sig
		M	SD	M	SD		
Shooting from stability	Number	6.10	1.45	9.40	1.08	9.16	0.000
Pampering	Time (s)	10.52	0.86	9.06	1.16	5.95	0.001
Passing	Number	18.1	1.73	23.50	1.27	9.78	0.000

* df (9) and below the level of significance (0.05) is equal to (2.26).

Table (4) displays the statistical indicators of the test results before and after measuring the fundamental abilities of the participants in the experimental group. The findings from Table (4) indicate that the arithmetic means of all variables were superior in the dimensional measurement compared to the pre-measurement. Furthermore, there were significant disparities between the two tests, favoring the post-measurement. This conclusion is supported by the significance levels, which were lower than the error rate (0.05), signifying a substantial distinction between the two measurements.

Discuss the results of tests of some basic skills in pre- and post-test of the experimental and control groups:

After analyzing the tables containing the pre- and post-test results for both the experimental and control research groups, as well as comparing the post-test results between the two groups, it is evident that learners in both groups have demonstrated improvement in their acquisition of certain fundamental skills being studied. The first objective was achieved, and the first researcher's authority was established. The learners in the experimental group demonstrated superior learning improvement compared to the learners in the control group. The researcher attributes this improvement to the educational models provided to the learners. Granting individuals, the freedom to select the model that best aligns with their preferences and motivations enhances their engagement and enthusiasm during the lesson (Metzler, 2017). The utilization of a multimedia model has proven to be influential in yielding these outcomes, as it is tailored to their skills and inclinations, and is suitable for their level of comprehension (Ki et al., 2020). This enables them to easily compare their own performance with the model, facilitating their learning process. Indeed, the educational medium itself does not directly promote learning. Rather, it is the educational content inside this medium that enables the attainment of educational goals by breaking down or presenting the skill in a manner that simplifies its practical application. The skills should be performed with precise motor pathways and minimal errors, while also incorporating accompanying movements. The repetition of exercises in this manner is tailored to meet the specific requirements of each of

the five movements being studied, both from a technical learning perspective and in terms of enhancing neuromuscular coordination. This approach also involves activating a comparison system to assess the alignment between the executed movements and the desired model. The educational media model was utilized to enhance the physical education lesson by clearly defining the educational objectives and assigning specific responsibilities to both the teacher and the learner. This approach contributed to the improvement and superior performance of the learners in the experimental group compared to those in the control group. Bell et al (2021) emphasizes the importance of setting a specific goal for athletes in their training. Without a goal, the work becomes unproductive and overlooked. Therefore, sports educators should assist athletes in establishing attainable goals that provide value to their exercise routine. These goals enable athletes to gauge their progress through the positions and movements executed by their bodies or specific body parts. Based on scientific ideas and educational foundations, the goal is to optimize the learner or player's performance in games, events, and specialized activities (Mitchell, Oslin & Griffin, 2020). Farias, Hastie and Mesquita (2018) assert that informing learners about their performance and comparing it to their peers, as well as keeping them aware of their progress or setbacks, is a highly effective motivator for learning. Conversely, they found that neglecting learners and failing to inform them about their standing or demonstrate interest in their progress or setbacks would result in boredom and lack of action. This is the defining characteristic of all the models employed (Araújo, Davids & Renshaw, 2020). Ramon and Rojas-Torrijos (2023) argue that multimedia has the ability to broaden students' perspectives and transcend the limitations of time and space. It stimulates their senses, stimulates their minds, and encourages them to think beyond their immediate surroundings. Additionally, multimedia simplifies complex information and makes it more accessible and understandable to students (Shevchenko et al., 2022). Вако, Григус, and Нікітенко (2023) believed that teaching multimedia enables learners to have a wide range of options in their learning process. It allows them to explore different interconnected points during the presentation and engage in a dialogue with the device that delivers the content. Furthermore, learners have the ability to transform the material presented through various activities and decisions, giving them control over their own learning experience rather than being dictated by a program.

Presentation and analysis of test results in the dimensional measurement of the experimental and control groups and discuss them.

Table 5: Shows the values of the media, arithmetic and standard deviations, and the calculated value (t) and the level, and the type of significance in, some of the basic skills of the experimental and control group in the post-tests.

Skills	Experimental		Control		T
	M	SD	M	SD	
Shooting from stability	9.40	1.08	6.70	2.82	3.949
Pampering	9.06	1.16	11.91	1.62	4.045
Passing	23.50	1.27	19.20	1.40	3.781

* df (18) and below the level of significance (0.05) is equal to (2.21).

Table (5) clearly demonstrates a significant difference in favor of the experimental group in terms of dimensional outcomes compared to the control group. The data obtained indicates that the variables studied show a higher level of improvement in the experimental group.Table (5) demonstrates considerable disparities in favor of the experimental group as compared to the control group.

Discuss the results of the post-tests in the of the experimental and control groups.

Table (5) demonstrates a notable disparity between the control and experimental groups. However, the experimental group exhibits a greater level of advancement compared to the control group. The researcher attributes the development of the quotient of the members of the experimental group to the pattern's ability to enhance learners' activity, motivation, and enthusiasm. This pattern aligns with their desire and inclination to learn and provides a safe and comfortable environment that reduces the fear of injuries. The educational units in this pattern are designed to match the nature of performance in handball skills, as the researcher suggests. This is because the performance results are clear and precise when learners engage in reciprocal roles that are selected based on specific criteria in the educational curriculum. Individual errors are addressed and resolved, and the learner responsible for the error understands that the outcome of their performance is solely between themselves and the observer. Both the observer and the learner pay attention to each other's corrections and errors, and they cannot attribute them to others. The subject teacher also intervenes, which motivates both the observer and the learner to exert more effort. The educational model is highly effective in providing learners with both internal and external feedback, allowing for the efficient correction of errors and the attainment of the desired performance. Additionally, this model presents an ideal opportunity for learners to invest their time in studying artistic movements within the research field. By facilitating the exchange of information among learners, it fosters an increased interest in self-improvement and excellence in various exercises outlined in the researcher's curriculum. Consequently, learners are motivated to excel and are less likely to be discouraged by the superior performance of their peers. Moreover, this model addresses the issue of disinterest by allocating each learner a suitable number of exercises through a comprehensive educational curriculum that incorporates various instructional approaches. This method offers a genuine chance for learners to achieve the necessary level of performance in each movement by interacting with their peers (Tomporowski & Pesce, 2019). The observer and the observed student are in the same school stage, allowing for effective exchange (Farias et al., 2019). The teacher plays a crucial role in overseeing the learning process and selecting exercises that can be easily evaluated in real-time during and after performance (Shi, 2021). It is crucial to provide learners with the chance to modify and correct their previous concepts, as stated by Mitchell, Oslin, and Griffin (2020). These concepts must be supported by modern educational methods and strategies in order to facilitate learning. Learning is the result of the interaction between what the learner is taught and their existing ideas and concepts (Dewi & Primayana, 2019). Therefore, the structure in which learning takes place plays a significant role in the learning process. When learners enter the classroom, they bring with them a certain level of prior knowledge, perceptions, and

misconceptions, which greatly influence their learning. The most important factor is what learners already know.

CONCLUSIONS

Based on the researcher's findings, Mayati concluded that the educational curriculum, as per educational models, has a good impact on students' acquisition of basic handball skills through the use of various teaching methods.

1. The instructional units play a crucial role in enhancing pupils' proficiency in acquiring fundamental handball skills.
2. Conduct a survey among students to determine the efficacy of different teaching approaches employed by teachers.

RECOMMENDATIONS

Based on the findings of the study, the researcher suggests the following:

1. Various educational models are being studied for the curriculum of subjects in handball and other subjects at different stages.
2. Creating an optimal educational setting to effectively accomplish the goals of the teaching process.
3. Performing a comparable investigation on alternative stages, events, and materials.

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