

The Effect of Educational Units using Self-Reliant Manifold Thinking (by MOSCA MUSTIN) on Developing Transmission Skills, Transmitter Reception and Self-Confidence in Volleyball

Hayder Hasan Httaihet and Basim Obaid Safar

Abstract--- *The study aimed to identify the effect of educational units according to the crossed thinking of self-reliance (for Muska Mosten) in developing the skills of sending and receiving transmitters and self-confidence in volleyball, and the researcher used the experimental approach in the manner of two equal groups. And Sports Sciences - Basra University, and their number reached (20) students, they divided (10) for the control group (10) for the experimental group. Tribal tests were applied to the research sample, and after that, the educational units of (24) educational units were applied at the rate of two units per week, after completion From the implementation of the units, the researcher conducted the post-test, then the results were statistically treated using the statistical program (SpssVer21), and several conclusions were reached, including: The educational units proposed by the researchers have an effect on developing the skills of the transmitter, the reception of the transmitter, and self-confidence according to the branched thinking of the third stage students in the College of Physical Education and Sports Science - Basra University. The use of forked thinking has an effect on the development of some basic skills in the ball. In light of the researchers 'conclusion, they reached: The use of forked thinking in teaching the transmitting and receiving skills in volleyball (Under research) because of its high effectiveness and impact on learning. The necessity of using and diversity in multimedia in the lesson of physical education because of its importance. Great for enriching the learning process and increasing motivation and desire for education while saving effort and time for the student and teacher*

Keywords--- *Developing Transmission Skills, Transmitter Reception and Self-Confidence in Volleyball*

I. INTRODUCTION

As a result of the changes brought about by scientific and technological progress, the educational process has faced immense challenges that call for a review of all its components and components. Education has taken upon itself the necessity of facing these challenges, and new concepts have emerged that have taken place regarding multiple aspects or areas of education in order to keep pace with this scientific and technological progress. The successful one is the one who achieves the set goals and who provides the student with information and who affects their personality and composition, as well as the successful teacher is the one who makes the students participate in teaching to increase their benefit and get them used to facing the situations and try to solve the problems that confront them, also under his supervision, and the branched thinking method is one of the modern methods that It aims to improve and stimulate the learners' ideas. This type of thinking is related to creativity because it generates

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new ideas and solutions, as well as developing the learner's ability to receive and absorb, and represents knowledge and its integration in his mental structure and alignment with his previous experiences and transforming it into an acquired experience that has meaning for him and is inferred Through the flexibility of thinking and the student is in the right direction towards the subjects from a Most achieve a specific goal so that each learner becomes responsible for his success or failure, so each individual strives to achieve his personal goal at the individual level. (3: 63), and (2: 218).

Physical education lessons indicate that two-thirds of the lesson time is spent on learning the motor skills of games and how to benefit from them in play. From this standpoint, the importance of research in investigating the search for better educational alternatives that contribute effectively to teaching motor skills and developing the state of play to reach the level of ambition of the educational process And its objectives, as well as for the purpose of keeping pace with the progress made in educational means and taking advantage of the concepts of kinetic learning and its applications in the field of education and volleyball game is one of the difference games that have their characteristics and goals and include multiple types of skills and need a better educational method and their needs to pay attention to their education and develop their level of performance This is a serious scientific attempt in finding the best method of teaching methods and knowing its effect on learners of transmission skills and receiving transmitters in volleyball, and this study may participate in developing the scientific aspect of educational methods and methods and an effective contribution to the development and advancement of the game.

Volleyball is one of the team games whose success depends on the mastery of its members the basic skills to overcome the changing performance conditions. This game also develops the physical, mental, psychological and social capabilities, and learning its skills depends on the learner's effort.

II. RESEARCH PROBLEM

The researchers see that, through previous research and studies, there is an effort made by the teacher and students to achieve the goal using different methods and methods, but the desired results have not been achieved yet, so the direction of the method of modern educational methods in teaching volleyball may help to obtain better results For the learner as the forked thinking method is used to teach the transmitting and receiving transmitting skills in volleyball and this may be more effective for the educational work as it increases understanding, perception, remembering, thinking, creativity, design, ability to observe, finding alternative solutions and correcting errors, because this method may help in overcoming Deficiencies or weaknesses in the traditional method, as well as raising students' motivation and increasing their self-confidence during learning.

Purpose of the Study

Knowing the effect of the educational units according to the branched thinking of self-reliance (Muska Mosten) in developing the skills of sending and receiving transmitters and souls in volleyball for the third stage students in the College of Physical Education and Sports Science - Basra University.

Definition of Terms

Bifurcated thinking (for Muska Mosten): thinking that through this process through different scenes of manifold

ideas can form a number of related aspects, and this kind of thinking is related to creativity as it generates new ideas and solutions (6: 239) (Maska Mosston & Sara Ashorth).

It is one of the patterns of thinking that contribute to the development of the learner's ability to receive and assimilate and represents knowledge and its integration in his mental structure and alignment with his previous experiences and transforming it into an acquired experience that has meaning for him and is inferred by the flexibility of thinking and the issuance of non-atypical divergent responses and multiple visions when dealing with new problems (11: 93) (13: 81).

III. METHOD OF CONDUCTING THE STUDY

The researchers used the experimental method in the two groups' equivalence method. The research community was determined by the intentional method, and they are students of the Faculty of Physical Education and Sports Science who number (220) students. Each group (10) students were experimental and formed a percentage (11%) of the research community.

Table 1: It Shows the Homogeneity and Purity of the Sample in the Study Variables

Homogeneity of the sample									
CV	standard deviation	Arithmetic mean	measuring unit	Variables	NO.				
3.61	6.3	174.2	cm	Length	1				
7.16	4.6	64.2	Kg	the weight	2				
2.81	0.6	21.3	Year	Age	3				
Equivalence of the sample									
The result	Sig	Values T Calculated	Experimental group		Control group		measuring unit	Variables	No.
			+P	±s	+P	±s			
Not significant	0.00	0.931	6.1	42.01	6.3	41.2	Point	Overwhelming transmitter	1
Not significant	0.00	0.832 -	7.4	49.6	7.6	49.3	Point	Transmitter receiver	2

The researcher used the legal court in volleyball (6) flying balls, measuring tapes, mastaba, and after that, the researcher conducted exploratory experiments to identify the most important obstacles and problems that the researcher may face during the work of field experiments (the main experiment).

IV. TRIBAL TESTS

After homogeneity and parity, the researcher conducted tribal tests to test the transmitter and receiver in volleyball and measure self-confidence (Appendix 1), then he prepared the teaching units and continued for a period of (12) weeks that included two elite educational units per week starting from 20/10/2019 until 05.01. 2020 (Appendix 2), bringing the number of educational units to 24 and an educational unit. After completing the curriculum, the researcher conducted the following tests two days after the end of the curriculum, the researcher used and extracted the statistical program SPSS Ver21.

1. Arithmetic circles.
2. Standard deviations.

3. Standard error.
4. Test T test for one set and for related samples.

V. VIEW AND DISCUSS THE RESULTS

Presenting and discussing the results of the tests (tribal and dimension) (and the dimension) of the control and experimental groups for transmission and reception skills and self-confidence.

Table 2: It Displays the Mean Values, Mean Differences, Standard Error, and Calculated Value (T) Research Variables Understudy in the Previous and Subsequent Tests of the Control Group

Evolution rate	Sig	Values T	Standard error	Standard deviation of differences	Arithmetic difference teams	Dimensional arithmetic mean	Tribal arithmetic mean	Variables	NO.
%25.8	0.000	6.07	2.37	7.5	14.4	55.6	41.2	The transmitter	1
%20.0	0.000	4.73	2.62	8.3	12.4	61.7	49.3	Transmitter receiver	2
%15.4	0.000	4.89	4.20	13.3	20.6	133.2	112.6	Self confidence	3

Table 3: Shows the Values of the Arithmetic Mean, Mean Differences, Standard Error, and the Value of (T) Calculated the Research Variables Understudy in the Pre and Post-Tests of the Experimental Group

Evolution rate	Sig	Values T	Standard error	Standard deviation of differences	Arithmetic difference teams	Dimensional arithmetic mean	Tribal arithmetic mean	Variables	NO.
%42.6	0.000	10.608	2.94	9.3	31.19	73.2	42.01	The transmitter	1
%37.8	0.000	11.102	2.72	8.6	30.2	79.8	49.6	Transmitter receiver	2
%34.8	0.000	13.26	4.65	14.7	61.7	177.1	115.4	Self confidence	3

Table 4: Shows the Mean, Standard Deviations and Value (T) Calculated for the Experimental and Control Groups in the Post-Test

The result	Sig	Values T	Experimental group		Control group		Variables	NO.
			P	±s	P	±s		
moral	0.000	3.56	12.4	73.2	9.5	55.6	The transmitter	1
moral	0.000	4.52	9.2	79.8	8.7	61.7	Transmitter receiver	2
moral	0.000	6.88	15.6	177.1	12.8	133.2	Self confidence	3

Attributed the researcher that the cause of the development of the experimental group and its superiority over the control group refer to the nature of the educational program carried out by the researcher that prepared through the presentation skills and their application by the students and then give the teacher to the student the opportunity and possibility in the nature of the choice of ideas innovative by the student so that leads skills in a way to facilitate Therefore ,in addition to that, the educational program helped in developing and employing the

student's ability to use his mental capabilities to deal with the learning environment, as well as creating creative ideas that work to solve problems according to the preferences and capabilities of each student.

The researcher believes that this type of learning takes into account the possibilities and mental ability to increase nerve signals in line with the nature of performance and the possibility of circulation of the motor program in memory, which helps to speed education and the student's ability to correct errors through comments.

The researcher agrees that with what he indicated (Ali Abdel Mohsen: 2012) "teaching strategies must be prepared to take into account the natural direction of the brain, which in turn determines the amount of information flowing into the brain, which works to expand the neural network, by increasing the connections or nerve branches between cells The brain, which leads to creative ideas, which helps students solve their problems and live better by dealing with the environment and innovations in a more positive way, as well as developing their creativity in various fields (5: 48).

Curricula and teaching methods have an effective and influential role in the educational process of the methodology to be applied and T x This damage to methods and methods according to their specificity, recalling (Kosar Hussain) that "methods affect the speed of learning and the degree of saturation in education" (9:40). : 2000) "To adapt to the correct and appropriate method and method. It depends on the correct understanding of the factors and principles relevant to the case in order to demonstrate its impact and value in educational situations" (7: 37).

The researcher attributed that the reason for this development of the nature of the scale paragraphs was well comprehensive in all situations, conditions, and underlying variables in that the player takes care of his confidence in himself and this is due to the fact that students differ in their daily use and how to deal with situations that can raise self-confidence to the highest levels where we note The interest and interest in the events of the balancing process and the high adaptation of the student's personal nature play a large role in the self-confidence process.

Also, self-confidence is one of the important factors in the growth of some personal characteristics of students, where students who are confident in themselves can easily achieve their goals and view themselves positively and have a high level of ambition in achieving any goal they want to achieve, but with regard to decision-making, students who are confident in themselves are believers With their capabilities, and they made the right decision at the right time and at the right stage, for his actual, psychological and physical capabilities. And he exerts more effort and perseverance in order to implement and succeed him, which reflects positively on him and enhances his confidence and he can make decisions by relying on himself and not hesitating and fear, which reflects negatively on performance. From (8: 155-156), this is what we found when some students took a sample from our research, and researchers were consistent with E.E. Khaled Muhammed Al-Hashuk (2013) that must "combine with Oum enough diversity to include people, their desires, preferences, and interests through discussion with them, observing and studying their behavior in different situations and using appropriate psychological tests and standards. Also interested in developing the trainer's confidence in caring for themselves and their perception of themselves and trying to provide your circus Increase the loyalty of Ada fitting and allow them to achieve success experiences that increase this confidence and development "(4: 50-51).

VI. SEVERAL CONCLUSIONS WERE REACHED

The educational units proposed by the researchers affected the development of the sender's skills, the sender's reception, and self-confidence according to full-time thinking for the third stage students in the College of Physical Education and Sports Science - Basra. University.

The use of branching thinking has an effect on the development of some basic volleyball skills

1. There were statistically significant differences between the previous and subsequent tests in the control and experiment groups
2. In favor of the experiment as a result of her use of the branching thinking method (Muska Musten).
3. The level of development of control and experimental groups appeared, and the percentage was greater in their favor experimental group, this enhances the effectiveness of the tutorial.

In light of the researcher's conclusion, he reached:

1. Use the poor HTTP method to teach my transmitter and reception skills to send to volleyball (in question) because of its effectiveness High and impact on learning.
2. The need for use and diversity in multimedia in the lesson of physical education because of its great importance in enriching the educational process and increasing motivation and desire for education while providing effort and time for the student and the teacher
3. The necessity of choosing appropriate teaching methods that are appropriate to the nature and type of activity practitioner, capabilities and capabilities the students.

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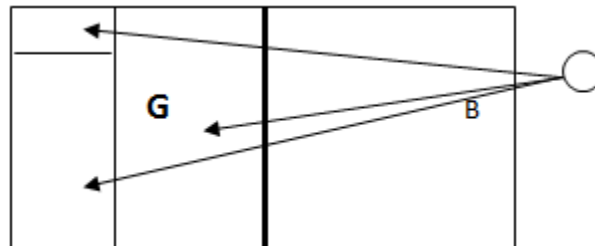
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The Appendices

1. Transmission Accuracy for Hard Points (1:16)

The purpose of testing/measuring transmission accuracy for specific difficult points. Legal Volleyball Tools / Stadium (6) balls. The field is divided into three regions. Performance specifications / The lab makes 10 transmitted attempts for each of the three specified domains, i.e. ten transmissions in Zone A, ten more in Area B, and ten seconds in Area C. Only attempts are made where the ball is located in the specified areas.

Score/ 4 points for each ball sending correctly located within the specified area.



2. Receiving Precision from the Transmitter (1:18)

Purpose/ Measurement of the Recipe of the Receiver Of The Send

Tools/soccer field legal plane, organized exercises under the popup roof so that the height is 180 cm showing the salary of the place prepared for the player

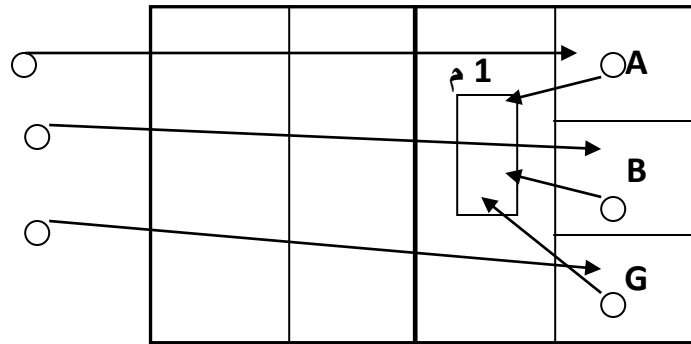
Specifications Performance/rank placed on a box in the middle of 3 A plant standing in sixth place, is another player standing in preparation for transmission from the second half of the stadium place for transmission in order to receive the laboratory player, and leads them to the place, the laboratory leads ten attempts from each center of The three posterior centers are the center (1, 6, 5).

Score/ 4 points for each correct pass as the ball falls on its salary.

3 points for each correct pass in which the ball falls so that it touches the salary limits. The determination of one point for each pass is correct as the ball falls within the boundaries of an area of 3 meters.

Self-Confidence Measure

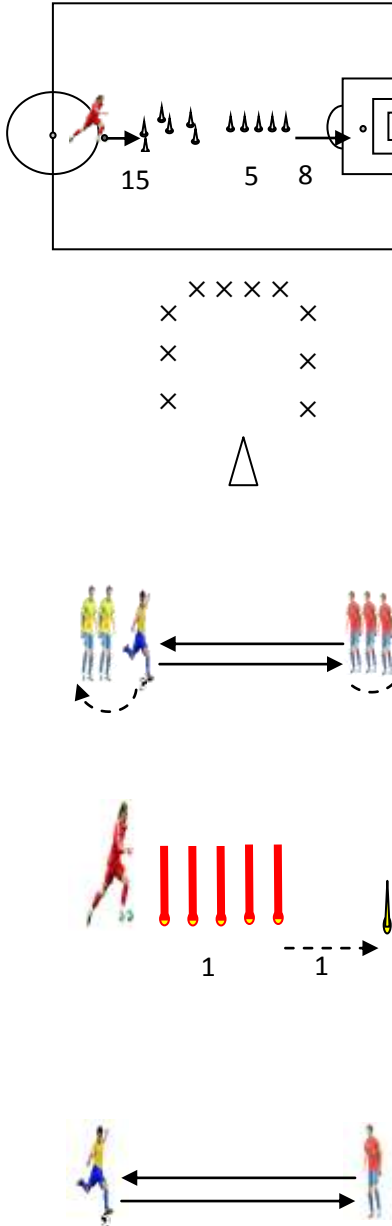
Translation and localization d. Adel Abdullah Muhammad Sydney Schrage (1990) Prepared by Sydney Schroger.

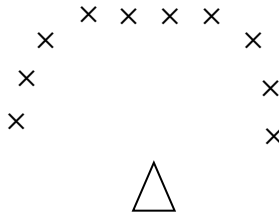
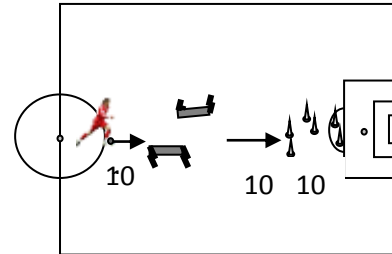
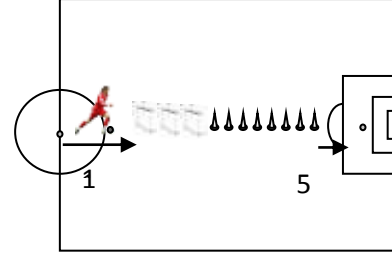


Sex:	The name:
College/ school:	Age:
academic year:	Specialization:

Do not apply at all	Not very applicable	Apply to an end what	Apply highly significant	Completely applicable	The phrase	No.
					I like to socialize with people.	1
					I felt very bad last time.	2
					It worries me that I am not beautiful looking.	3
					Having a romantic relationship with someone of the opposite sex is fun for me.	4
					I am happier now than I was several weeks ago.	5
					I am satisfied with my physical appearance and delighted with it.	6
					I feel very shy when speaking to a group of people.	7
					Although I would like to know more people, I hate to go out to them and meet them as it wastes my time.	8
					Study is an area in which I can represent academic performance and demonstrate my competence and capabilities and gain appreciation for the achievement I have achieved	9
					I look better on my look than any normal person.	10
					It scared me to think of standing in front of a group of people and talking to them.	11
					I often feel reluctant even in situations like these that I have successfully addressed before.	12
					I have less confidence in my mental ability to successfully achieve and accomplish my academic and professional goals.	13
					Most of the time, I feel that I am not very competent or able to deal with others.	14
					When I have to speak to a group of people, I usually feel that I can express myself effectively and clearly.	15th
					I am lucky to be handsome as I am	16
					I lack some of the important abilities needed to succeed and excel in study	17
					I admit that, as a student, I am not as good as many of the colleagues I compete with.	18
					For me, meeting new people is an enjoyable experience that I always look forward to.	19
					I have been more critical about myself in the past few days compared to what I am usually .	20
					I always feel comfortable and happy at parties or any social gatherings.	21
					My doubts about my academic abilities are less than those of most of my colleagues about their abilities.	22
					I have more problems than others in establishing any romantic relationship with a person of the opposite sex.	23
					My confidence in my ability to speak more clearly to a crowd of people is more than ever today.	24
					It worries me that I am not at the same level as the mental or intellectual level of others.	25
					When things go wrong, I am usually sure I will handle them successfully.	26
					I am more than others worried and preoccupied with my ability to establish relationships and social success with others.	27

	warming up	<p>Standing open the arms, aside from the intersection of the arms, in front of the chest.</p> <p>The legs of the two legs are raised in front with the foot touching the opposite hand, long sitting in open arms with the upper arms similar to the exchange of bending the trunk forward in front of the feet.</p> <p>A special setting to serve the main part, while giving some exercises to the ball for the purpose of feeling it.</p>	<p>Emphasizing the most important muscle groups involved in performing a special warm-up</p>
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Section 60	Sections of the unit	Motor skill explained	Organization	Notes
	The educational part	10 D		<p>Perform every skill part</p> <ul style="list-style-type: none"> -Speaking about the performance method by presenting a model) total, partial, or mixed (and explained by the teacher and the student, he chooses the method that suits him according to the player's ability and giving him the opportunity to think and creativity -Emphasis on feedback either from the teacher or from the student himself to reveal his mistakes and make feedback for himself and be immediate or after the performance.

				
The practical part	50 D			
Experimental group training method	<p>- Two groups of players Each group consists of three players The distance between them (10 m) Each player passes and then returns to the last group. - Running with the ball, then passing between (5) people for a distance of (15m), then starting with the ball (10m). Repeat this exercise (10) times. - Player No. (1) Passes the ball to Player No. (2) who controls it, then returns it to Player No. 1 and perform the exercise with the left and right feet the distance between the players (10m - 15m) - Rolling the ball for a distance of (15 m), then passing the ball between three consecutive goals. The distance between one goal and another (2 m), then passing between five people for a distance of five meters, then starting (8 m), then scoring on the goal.</p>		 	
The final section	5 D			