

The effect of an educational curriculum according to agility exercises on the accuracy of handball scoring

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Abstract

Handball is one of the team games that is characterized by intense competition during its practice between the players of the two competing teams, which depends on the good performance of technical skills and outstanding physical fitness for handball practitioners of both sexes, and agility is one of the basic requirements. And modern methods in the process of teaching basic handball skills, note the low level of students' performance in some basic handball skills, which is reflected in the poor level of the game in, and this is a problem that must be addressed in order to study, analyze and find the scientific solutions necessary to address it, and through the use of physical exercises and skill according to the agility method in the accuracy of shooting with the hand reel, The importance of the research lies in the development and application of a set of special and diverse exercises and the implementation of these exercises using the effect of an educational curriculum according to agility exercises in the accuracy of handball scoring. In light of the conclusion, the researchers recommend

1- Benefiting from agility exercises in developing handball accuracy skills

2- Using agility exercises to develop other activities

Keywords: *educational curriculum. Agility, scoring accuracy, handball*

Introduction

The methods and methods of teaching and learning have great importance in the educational and educational process and that they play an important, basic and effective role in organizing the lesson and taking the scientific material, and no teacher can dispense with it, because without a method and method of education it is not possible to achieve the educational and private educational goals, as it is possible to achieve the goals of Lessons and teaching basic skills in more than one method, because there is no one perfect method in teaching basic skills and achieving the required goals. Proficiency in practicing handball requires basic technical skills. A good striker is the one who can score a goal and the attacker is characterized by constant movement forward and backward, movement by tilt and in defense Man to man when returning from the attack and in the side movement and other movements that the defender must master. This also includes being good at physical collision. The collision with the attacker is usually the body and hands, and the player can do it on the ground or while he is jumping in the air. The attacker's skills depend on running, changing direction, sudden stopping and deception to move

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the opponent in the wrong place, whether it is deception without a ball or with the ball, whether simple or complex deception. "Exercises." Learning leads to finding a sequential series of events or changes that take place so that the learner qualifies to learn the skill, and that can only be through practice and experience. Processes related to exercise and experience that lead to this relative and constant change, for this there are many benefits that can be observed in exercise, as it leads to the development of skill and access to the correct technique and automation in performance and the ability to know and identify error and transfer the impact of learning to other similar skills as well as broadening the base of awareness The sense of movement of the learner, so the exercise establishes the form of movement and links it with others and raises the level of physical and motor qualities" (3) (Wajih, 2000). Handball is one of the team games that is characterized by intense competition during its practice between the players of the two competing teams, which depends on the good performance of technical skills and outstanding physical fitness for handball practitioners of both sexes, and agility is one of the basic requirements. And modern methods in the process of teaching basic handball skills, note the low level of students' performance in some basic handball skills, which is reflected in the poor level of the game in, and this is a problem that must be addressed in order to study, analyze and find the scientific solutions necessary to address it, and through the use of physical exercises And skill according to the agility method in the accuracy of handball shooting, and the importance of the research lies in the development and application of a set of special and diverse exercises and the implementation of these exercises using the effect of an educational curriculum according to agility exercises in the accuracy of handball scoring.

2-1 Research Methodology:

The researchers used the experimental method by designing the experimental and control groups to suit the nature of the research problem.

2-3 The research community and its sample:

The research community was determined and they are the players, Diyala Youth Club, representing the entire community of origin, and their number was (12). Player. The research sample was divided into two groups if the number of the experimental group was (6) players and the control group was (6) for the purpose of ensuring the homogeneity of the sample members and the correctness of the normal distribution Among its members, the researcher used the skew coefficient in all the research variables for the two (experimental) (control) groups (which is acceptable, as the value of the skew coefficient is between (3+_)

Table (1)

It shows the means, standard deviations, and skewness coefficient values for the experimental group in all the research variables

T	Variables	circles Arithmetic	distractions normative	coefficient skewness
1	length (cm)	170	2.77	1.02
2	Weight (kg)	65.66	1.33	1.20
3	age (year)	18	2.03	1.44

Table (2)

It shows the means, standard deviations, and skewness coefficient values for the control group in all the research variables

T	Variables	circles Arithmetic	distractions normative	coefficient skewness
1	length (cm)	168	1.98	1.33
2	Weight (kg)	64	1.44	1.05
3	age (year)	18.50	2.12	1.65

3 3 Means of data collection, devices and tools used:

3-3-1 Means of data collection (Arabic and foreign sources, The International Information Network (Internet) Personal interviews, Observation and experimentation. Measurements and tests.)

3 2-3 Equipments and tools used:

(computer type) Pentium 4. Laser discs (CD) number 2 type Sony Handballs Legal Court Handball Metric tape measure. Medical scale.

3-4 Field Research Procedures (Ahmed Oreibi Odeh; 2004: pp. 158-159.

First - the 50-meter run and jump test:

The objective of the test: To measure the characteristic of the length of the force, which is characterized by physical velocity?

Tools: Numbers (7), duct tape, stopwatch.

Performance specifications: The laboratory stands on the line of the goal area without touching that line, seven poles are placed on the line of (9) meters distributed between one person and another, a distance of 50 cm. He then goes back quickly with a diagonal line to the goal area, repeats it seven times and the seventh time goes back and then goes forward to the end of the midfield line.

The referee stands near the tested player to observe the correctness of the performance, while the scorer stands in the middle of the court.

Test conditions:

- The player jumps on the 9-meter line with high strength, as in the match.
- The player tested on the last run may not run in an arc, but rather run in a straight line to the end of the middle of the court.

Registration: The laboratory calculates the time taken to perform the test

Second: The aiming test from the pivot (Ali, 2004)

The purpose of the test: To measure the accuracy of shooting

Necessary tools: a handball, a handball goal, four iron goals measuring 60 x 60 cm hanging at the four corners of the goal, a handball court, a whistle

Description of the performance: The player stands behind the 7 m line, holding the ball with his hand. When instructing, the player shoots at the square goals attached to the legal goal angles, respectively, starting from the upper right corner, then the upper left corner, then the lower right corner, then the lower left corner, and repeats the performance twice.

Test administration: a registrar who calls the names of students and records the results.

Scoring Calculation: A point is awarded for each shot inside the designated box, zero if the ball is outside the box, zero if the player moves his foot on which it is based, and zero if the throw is not carried out within the legal time.

Third: The shooting test from jumping (Ali, 2004)

The purpose of the test: To measure the accuracy of shooting from high jump.

Necessary tools: handball goal, handball court, legal handballs, 4 iron squares measuring 60 x 60 cm, number 7 poles.

Description of performance: The student stands behind the first of the beams that are perpendicular to the target and when he hears the instructing, the student performs the babble between the pillars until he reaches the area of (9 m), then jumps high and shoots at the four hanging targets at the corners of the target, starting from the upper right corner Then the upper left corner, then the right corner, then the lower left corner, and the performance is repeated twice.

Test administration: a registrar who calls the names of students and records the results.

Calculation of degrees: Two degrees are calculated when the ball enters any square, one degree when touching the boundaries of the square, and zero if the ball is outside, as shown in Figure No. (2)

3--5 Experimental Experiment

The two researchers conducted an exploratory experiment on students who were not members of the sample on 2/4/2019 at 10 am in the outer courtyard of Diyala Sports Club. This exploratory experiment was conducted with the aim of:

- To identify the extent to which the research sample members understand the vocabulary of the special tests and their suitability for them.
- Verify the place of the test and its suitability for carrying out the test.
- The time it takes to perform the tests.
- Avoiding obstacles and problems that the researcher may face during the implementation of the tests.
- The approximate time taken for each test.
- Knowing the first test of the reliability coefficient.

3-6 Field Research Procedures:

1-6-3 Pre-tests for the research sample:

The two researchers conducted tribal tests on the research sample of (12) players on 1/4/2019 and at ten o'clock in the morning in the closed hall of Diyala Sports Club.

3-7 Suggested Curriculum:

After conducting the tribal tests and preparing the vocabulary of the educational program in the final form, the researchers proceeded to apply the vocabulary of the program on 4/5/2019, as the duration of the educational program was (8 weeks) and at a rate of two units per week, thus the total number of educational units was (16 educational units) and the unit time was Each educational unit is (90 d), as the total time of the educational units is (1440 d) 0

2-8 Post-tests of the research sample:

Post- tests were conducted on 7/6/2019 at ten o'clock in the closed hall of Diyala Sports Club, as the researchers provided similar conditions and requirements that took place in the tribal tests.

3-9 Statistical means

The researchers used the statistical program (SPSS) in processing and extracting data for research,

4-1 Presentation and discussion of the results of the experimental and control groups

For the purpose of processing the data obtained by the researcher, he used the statistical bag (SPSS)

4-1 Presentation and discussion of the results of the experimental group and

Table (3)

It shows the arithmetic means, standard deviations, and the calculated and tabulated t-value for the experimental group's pre and post tests.

T	the exams data	measuring unit	pretest		post test		Calculated (t) value	error level	indication
			s	p	s	p			
1	50m run and jump test	time	14.60	2.88	10.55	1.20	4.55	000	moral
2	Aiming Test	Degree	3.67	0.66	7.34	0.98	1.67	000	moral
3	Jump shooting test	Degree	5.88	1.67	8.50	1.88	1.99	000	moral

Table (4)

It shows the arithmetic means, standard deviations, and the calculated and tabulated t-value for the pre and post tests of the control group.

T	the exams data	measuring unit	pretest		post test		Calculated (t) value	error level	indication
			s	p	s	p			
1	50m run and jump test	time	14.00	2.80	12.56	0,98	1.23	000	moral
2	Focus shooting test	Degree	3.65	0.62	5.45	0.78	1.44	000	moral
3	Jump shooting test	Degree	5.80	1.65	6.50	0,89	1,23	000	moral

Table (5)

It shows the arithmetic means, standard deviations, and the calculated and tabulated t-value of the post-tests for the experimental and control groups.

T	the exams data	measuring unit	experimental group		control group		Calculated (t) value	error level	indication
			s	p	s	p			

1	50m run and jump test	time	9.66	2.60	12.56	0,98	2.88	000	moral
2	Anchor test	Degree	22.45	2.90	5.45	0.78	1.67	000	moral
3	Jump shooting test	Degree	5.30	2.40	6.50	0,89	1,56	000	moral

Discuss the results

From Table No. (5), which shows the results of the post-tests for the experimental and control groups in the basic skills variables, which showed that there were statistically significant differences in favor of the experimental group in all tests.

As the basic skills represent all targeted movements that lead to a specific purpose within the limits permitted by the law of the game and depend on their performance and mastery, the player's reaching the level he desires, and thus the team's reaching a higher skill level.

A 50-meter run and jump test. The researchers attribute this improvement in learning to the use of mobile education, targeting basic skills first, and achieving educational goals in these stages, which consist of educational units with specific goals and sequential to an educational curriculum according to agility exercises in the accuracy of handball scoring for youth. The two researchers agree on what (Bahaa El-Din, 1992, 24) said, "The rest period affects the recovery processes, whether it is between one training and another or between the repetitions of the same training. It also differs for beginners from advanced ones" (Bahaa El-Din, 1992) and to learn skills for any Mathematical activity by defining the vocabulary of the general curriculum to teach it stems from the principle of reliance on the level of learners themselves and their need for this process and goal

What is intended to be obtained from this process is that we see that the motor skill is "a person's ability to do something that includes knowledge and control. This skill is usually acquired as a result of training and practice" (Safwat, 1998). The two researchers agree with what (Mufti Ibrahim) said. The necessary performance that It aims to achieve a specific purpose in personal sports according to "the rules of competition and that the goal of learning motor skills is to reach the degree of performance stability of motor skills" (4)

The aiming test from the pivot There are significant differences between the tribal and dimensional tests and for the skill of shooting from jumping high "forward" and pivoting with a step. The educational process, and this means that the curriculum is what led to this development. In addition, it is an appropriate method for learning as it provides more rest time, which can allow the learner to recover and repeat the skill again to the fullest without feeling tired and exhausted. It has been pointed out that "the period of Rest affects the recovery processes, whether it is between one training and another or between the repetitions of the same training. It also differs for beginners from advanced ones" (Bahaa El-Din, 1992), and the reason for this moral discrepancy is also due to the distribution of work and rest times between one exercise and another for both types of correction, as well as taking into account Balancing the programmed organization on the basis of the practice time for the skill and the appropriate time for rest, and this was confirmed by Schmidt "that the distribution of the exercise may be different or different between two separate skills in One game or several games, and each skill needs to be

distributed and organized in the scheduling of exercises in a way that suits the mode of its performance, in a way that is different or compatible with other skills. Schmidt, 1982).

The shooting test of jumping and the presence of moral differences between the tribal and dimensional tests and the skill of shooting from jumping, and the researchers attributed the reason for this to the fact that both groups trained and learned according to an educational curriculum prepared by the researchers, and that the research sample are from the youth groups in the game of handball, which leads to the occurrence of many excess movements And the participation of muscles in the body that have nothing to do with motor performance, which leads to early fatigue, and since agility exercises have enough rest periods for the learner to return to his natural state, which led to making the learning process go better and this was confirmed by Mufti Ibrahim "The new skill causes rapid fatigue for the learner Therefore, there must be repetitions in the skill or motor performance, but during short periods to ensure " rest" (Mufti, 1998) So the agility exercises work not to generate fatigue and then help the educated individual to perform the skill and movement well, as it was pointed out that lengthening The rest period "works to distract the process of reactions that hinder the body, as when training is resumed after rest, the performance will be better" (Wajeeh, 2000) and since the skill of shooting is one of the basic offensive skills. It is one of the most important ones that the players must master and master, in addition to continuous training and rest. [1]Also, its continuous repetition generates fatigue and boredom for the learner and requires high physical effort with mental effort and high concentration. Adequate rest between each performance and the next, especially if the skill requires "physical" and mental effort (Mufti, 1998) 00

Conclusion:

Through the findings of the researchers' conclusion

The use of exercises according to agility exercises in the accuracy of handball scoring has achieved an improvement in the skills and accuracy of shooting in handball for young people

In light of the conclusion, the researchers recommend

3- Benefiting from agility exercises in developing handball accuracy skills

2- Using agility exercises to develop other activities

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