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The Effectiveness of Employing the Strategy of Supporting Practical Presentations in Developing the Skills of Patting and Shooting From Stability in Basketball for Female Students

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Abstract: The aim of the research is to prepare an educational curriculum according to the strategy of supported practical presentations and multimedia in basketball for female students, and to identify the effect of the educational curriculum according to the strategy of supported practical presentations and multimedia in developing some basic offensive skills in basketball for female students. The researchers used the experimental method by designing the experimental and control groups with pre- and post-tests to suit the nature of the problem. After the researchers identified the research community, which was represented by the students of the College of Physical Education and Sports Sciences, University of Baghdad, fourth stage, numbering (70) students, the research sample was randomly selected with (35) students. After that, the researchers distributed the sample randomly and by lottery. The sample was divided into two groups, an experimental group numbering (15) students and a control group (15) students. The researchers chose the basic skills in basketball, which are (patting and shooting), relying on scientific sources specialized in basketball in addition to Based on the researchers' experience and within the basketball curriculum in the College of Physical Education and Sports Sciences, the researchers chose the low tapping test and the shooting from a standstill test. In light of the results of the study and its discussions, the researchers conclude the following: The effectiveness of the supportive practical presentation strategy in developing the skills of low tapping and shooting from a standstill in basketball for female students, the effectiveness of the teaching method followed by the teacher in developing shooting from a standstill in basketball for female students, the ineffectiveness of the teaching method followed by the teacher in developing low tapping in basketball for female students, and the superiority of the supportive practical presentation strategy over the teaching method followed by the teacher in developing the skills of low tapping and shooting from a standstill in basketball for female students.

Introduction

Basketball is one of the team games that are classified among the important academic subjects in the curriculum of the College of Physical Education and Sports Sciences, which is characterized by motor and skill aspects as an important basis for the advancement of the level of female students. In order to learn any game, it is preferable to use educational models and employ e-learning in teaching and learning in the educational part and practical application to correct motor skills and how to teach them to a degree that works to acquire female students some motor and skill abilities in the game of basketball, and in a manner that suits their physical and skill needs and stimulates their motivations. The strategy of practical presentations is a teaching method that depends on the teacher's performance or presentation of the skills or movements that are the subject of learning in front of the students' eyes, with this performance being repeated if the educational situation requires it according to the use of modern technology, then giving the learner an opportunity to perform this performance to implement the skill of the subject of learning in the shortest possible time and with less effort and cost. Therefore, we find that there is no fruitful and successful work unless it is according to an organized plan, as is the case with lesson planning, as the professor It needs objectives, educational means and other

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multiple elements to prepare the lecture as it should be and deals with the students' minds in its function in order to form their trends and ideas in a good way, and these minds need extreme precision that should not be underestimated, especially in our current era, the era of tremendous development with technological progress, as the teacher cannot face this development except through careful planning, so planning the lecture is extremely important because it will ensure organized, non-random steps and thus he will be able to manage time according to the plan set, as planning contributes to the development of professional and scientific capabilities, as he constantly plans for lectures and then applies what he planned, so he benefits from the positives and negatives of what he planned, and so on until he reaches a high level of educational experience that qualifies him to select the best teaching models and scientific means to ensure that he achieves his educational goals in a highly effective manner, and through the researchers' follow-up of the performance of some basic offensive skills in basketball, they noticed weakness in their performance for several reasons, one of which may be the lack of use of models, so many different teaching models appeared that provided an opportunity to choose the appropriate method for the nature and circumstances of the learners' environment to be able to achieve his goals Educational and work on developing the learners' abilities and improving them, and here lies the problem, so the researchers decided to show the effect of the strategy of practical presentations and multimedia in developing some basic offensive skills in basketball for female students, and here the research aimed to:

1. Preparing an educational curriculum according to the strategy of supported practical presentations and multimedia in basketball for female students.
2. Identifying the effect of the educational curriculum according to the strategy of supported practical presentations and multimedia in developing the skills of tapping and shooting from a standing position in basketball for female students.

The research hypotheses were:

1. There are statistically significant differences between the pre- and post-tests of the experimental and control groups in developing the skills of tapping and shooting from a standing position in basketball for female students.
2. There are statistically significant differences between the experimental and control groups in the post-test in developing the skills of tapping and shooting from a standing position in basketball for female students.

Procedures

To achieve the research objectives and reach facts based on objective scientific foundations, the researchers used the experimental method by designing the experimental and control groups with pre- and post-tests to suit the nature of the problem, as experimental research is the most accurate type of scientific research that can affect the relationship between the variables of the experiment (Abdul Hafeez and Bahi, 2000, 107). After the researchers determined the research community, which was represented by the students of the College of Physical Education and Sports Sciences, University of Baghdad, fourth stage, numbering (70) students, the research sample was randomly selected with (35) students from Section (Y), after that the researchers distributed the sample randomly and by lottery method, and the sample was divided into two groups, an experimental group numbering (15) students and a control group (15) students, and (5) were excluded for not committing to attendance, as for the exploratory experiment numbering (10) students, it was conducted on a section of Section (L), and the sample is homogeneous as it is from the same age and academic stage, and In order to achieve the equality of the studied sample of female students, the control and experimental groups were equalized in the motor and skill tests, the calculated (T) value, and their statistical significance.

Table (1) Equivalence of the control and experimental groups

Significance	Error Rate	t-value	SD	Mean	Sample	Totals	Unit of Measure	Variables
Non-moral	0.12	1.61	1.72	31.53	15	Experimental	S	Low tap test
			1.68	32.53	15	Control		
Non-moral	0.105	1.673	0.77	3.8	15	Experimental	unit	Shooting test from a fixed position
			0.51	3.4	15	Control		

Below the significance level (0.05) and degree of freedom (28).

The researchers chose the basic skills of basketball, which are (dribbling and shooting), based on scientific sources specialized in basketball, in addition to the researchers' experience and within the basketball curriculum in the College of Physical Education and Sports Sciences. Then, the researchers chose the low dribbling test prepared by (Mahmoud and Sobhi, 1999, 128), and the shooting test from a standstill prepared by (Hamoudat et al., 1999, 247). After conducting the pre-test on the research sample, the curriculum was then designed according to the steps of (Abu Shreikh, 2008, 105), which are as follows:

First / Planning and preparation: Planning and preparation are represented by the following points:

1. Choosing the presentation topic and defining it accurately.
2. Determining the learning and teaching outcomes that are intended to be achieved from the presentation.
3. Preparing the materials, tools, means and devices necessary for the presentation.
4. The person in charge of the presentation shall conduct a practical presentation alone before performing it in front of the learners to ensure its correctness for work and the safety of the means and devices.
5. Ensure that the presentation room is ready in terms of lighting, ventilation, heating and the safety of its seats.

Second / Presentation performance: The presentation performance step is one of the most important steps in the practical presentation method, so the following aspects must be taken into account during the presentation as follows:

1. Informing the learners of the desired outcome to be achieved from the presentation or writing it on the presentation board.
2. Controlling the presentation time accurately, and distributing the presentation paragraphs in a manner that is consistent with the importance and weight of each paragraph in the presentation.
3. The teacher’s direct supervision of the presentation performance and his continuous guidance to the presentation team to ensure that the presentation continues as planned.
4. The teacher’s continuous follow-up of the students’ attendance, controlling the system and discussion, and managing the direction of questions and answers among the students.
5. Assigning the students to write some notes or questions during the presentation to discuss them in the event that the presentation is temporarily or permanently stopped.

Third/ End of the presentation: At the end of the presentation, everyone must adhere to the following procedures:

1. Open the door for discussion and dialogue, and write the main discussion points on the display board or blackboard.

2. Mutual respect for different points of view and manage the dialogue in an orderly and calm manner.
3. Make a comprehensive summary of the presentation topic and come up with a generalization, rule, principle or scientific theory.
4. Determine the topic of the next presentation and organize the students' exit in a calm and orderly manner.
5. Close the windows and doors of the presentation room after turning off the lights and devices used inside the room.

Then, the researchers conducted the post-test on the experimental and control research groups.

Results:

After the researchers completed collecting the data resulting from the pre- and post-tests, they were processed using appropriate statistical methods, and the nature of this data was identified and then discussed.

Table (2) shows the arithmetic means, standard deviations, and standard error of the differences and the calculated (t) value between the pre- and post-tests of the experimental group in the research variables

Significance	Error rate	Calculated t-value	Standard deviation of differences	Arithmetic mean of differences	Variables
spiritual	0.000	4.84	2.19	73.2	Low tap test
spiritual	0.000	14.93	0.64	2.47	Shooting test from a fixed position

Below the significance level (0.05) and degree of freedom (14).

It is clear from Table (2) that the differences are significant between the pre- and post-tests of the experimental group in the research variables, as the error rate reached (0.000), which is less than the significance level (0.05).

Table (3) shows the arithmetic means, standard deviations, and standard error of the differences and the calculated (t) value between the pre- and post-tests of the control group in the research variables

Significance	Error rate	Calculated t-value	Standard deviation of differences	Arithmetic mean of differences	Variables
Non-moral	0.920	0.102	2.52	0.07	Low tap test
spiritual	0.000	4.52	0.74	0.87	Shooting test from a fixed position

Below the significance level (0.05) and degree of freedom (14).

Table (3) shows that the differences are significant between the pre- and post-tests of the control group in the research variables, as the error rate reached (0.000), which is less than the significance level of 0.05.

Table (4) shows the arithmetic means, standard deviations, calculated t-value, and type of significance for the experimental and control groups in the post-tests of the research variables.

Significance	Error Rate	t-value	SD	Mean	Sample	Totals	Unit of Measure	Variables
Non-moral	0.00	4.2	1.32	28.8	15	Experimental	S	Low tap test
			3.25	32.6	15	Control		
Non-moral	0.00	6.88	0.88	6.27	15	Experimental	unit	Shooting test from a fixed position
			0.70	4.27	15	Control		

Below the significance level (0.05) and degree of freedom (28).

Table (4) shows the arithmetic means, standard deviations, calculated t value and type of significance for the experimental and control groups in the post-tests of the research variables, as the error rate reached (0.000), which is less than the significance level (0.05), as it is clear from the results presented in Tables (2, 3, 4) that the experimental and control groups achieved their goal in learning in terms of the moral effect with the presence of moral differences between the two groups, and the researchers attribute these moral differences to the effectiveness of the educational curriculum units that were applied to the experimental group, and this is due to several reasons, which are:

1. Creating the appropriate atmosphere during the educational curriculum process.
2. Giving the student the opportunity to repeat the exercises within the group, which made the students act with high confidence.
3. The researchers emphasized speaking freely without fear or restriction, which made the students think of more than one appropriate solution.

The researchers used an effective strategy through which they provided support and encouragement to the experimental group to move forward in achieving the objectives of the curriculum, and that what the educational curriculum included in terms of educational units, organizing its educational content and preparing the educational environment in an effective way, and its reliance on actual practice, and repetition in the exercises approved in the unit that include the motor sentence of the skills under study, which affected learning the skill, i.e. during the motor sentences in the educational unit, as the motor sentence is one of the best ways to develop and raise the level of achievement in defensive and offensive skill methods, which is reflected in the level of skill performance during the competition (Shahata: 41:2007)

Conclusions:

In light of the results of the study and its discussions, the researchers conclude the following:

1. The effectiveness of the supportive practical presentation strategy in developing the skills of low tapping and shooting from a standstill in basketball for female students.
2. The effectiveness of the teaching method followed by the teacher in developing shooting from a standstill in basketball for female students.
3. The ineffectiveness of the teaching method followed by the teacher in developing low tapping in basketball for female students.
4. The superiority of the supportive practical presentation strategy over the teaching method followed by the teacher in developing the skills of low tapping and shooting from a standstill in basketball for female students.

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