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"The Effect of using Educational Models Strategy due to Tactical Planning Training on learning some Compound Skills in Basketball"

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ABSTRACT

This study includes five parts: part one includes introduction, significance of the study, problem of the study, objectives of the study (using educational models strategy due to tactical planning training on learning some compound skills in basketball), defining the effect of using educational models strategy due to tactical planning training on learning some compound skills in basketball, hypotheses of the study: (there are statistically significant differences between results of pre-tests and post-tests in both empirical and control groups in learning some compound skills in basketball, there are statistically significant differences between results of post-tests in both empirical and control groups in learning some compound skills in basketball). Part two includes methodology of the study, which is descriptive approach and the sample is selected from students of the first year in Faculty of Physical Education & Sport Sciences (50 students), the used tests, exploratory trial, pre-tests, application of education models and post-tests. Part three included presentation, analysis and discussion of pre- and post-test results for both groups. Finally, part four included the most significant findings such as: Using educational models strategy has an effect on learning some compound skills in basketball and training showed that special exercises have an effect on learning some compound skills in basketball for some members of the sample.

Keywords: Educational, models, strategy, skills, basketball

INTRODUCTION

Introduction & Significance of the Study

The world has lately witnessed a notable development in all disciplines and various sciences. Among these sciences, there are teaching methods and motor learning. It gives priority to teachers and trainers, considers educated teachers due to scientific principles, patterns and methods that lead them to achieve the best educational achievements using the least possible effort based on using modern teaching methods and strategies, which indeed became one of the winning cards owned by educators of used correctly.

There have been some obstacles that limit the development in the educational process, so researchers have to delve into their causes and search in order to find appropriate and right scientific solutions to get the best results of. Modern teaching methods concerning sport field have growing and sustained attention from researchers, through modern research and studies taking educational strategies, tactics and methods to contribute to the learning process as strategies are ways of thinking and analysis used by the teachers to make it easier for the learner to absorb and complete educational tasks, which is a mutual process of interaction between teacher, learner and course material. In addition, teaching strategies prepare

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action plans put in place to achieve certain goals. They may prevent the achievement of unwanted learning outcomes and circulate in the form of procedural steps and by placing alternatives for each step to allow flexibility when implementing the strategy and turns every step of the strategy into tactics leading to detailed procedural methods in intentional and planned succession in order to achieve the set goals. One of these strategies are educational models that work in the form of units of minimized educational which rely on self-learning to the learner and take forms per Model according to educational units, which include the exercise to be applied as they allow the teacher to use any method he deems appropriate with this exercise and the unit through the educational model. There have been increasing endeavors to find educational alternatives to motor skills including different methods of teaching by many researchers who are interested in the relationship between education and learning in physical education sites, including teaching skills and then practice in the course of play. In addition, some of them went to put tactical exercises for an environment educational programmed to teach the use of skills similar to the case of playing.

Since the lesson objective is to improve the performance of learners during play and lead them to similar cases to play as the use of exercises tactical similar to the state of play to develop skills is "an encouraging approach by students into a cohesive connection between skill learning and usage in a technical state, and this approach to learn skills of the game is to move the student within tactical exercises focused on a particular case in the play, and that the purpose of using this method is to develop the performance of students in playing and interaction between tactical perception and implementation of skills" (Linda L. Griffin and Others: 1997, 6).

Basketball is one of the games that feature multiple offensive and defensive skills, characterized by high performance, cares about right basis for the learner as well as a player and is one of the most popular games in the world after football, but basketball is one of the games that require high physical effort by the player as it is characterized by continuous change on the rhythm of play. Basic skills in basketball, particularly compound attacking ones are the basis of competition. They are also one of the important foundations that need to be addressed when directed technically correct, especially the most used skills in learning, to reach the top by building a strong basis to overcome the rapidly changing playing attitudes during practical application.

Using strategies, focus on learning importance and mastering compound skills with a method through training are made due to training performance of exercises on the form of plan and playing. Hence, the importance of the study emerges in using educational models strategy due to tactical planning training (in the form of plans and play) on learning some skills in basketball. Here, we can achieve more accurate and easier learning with the best means, especially in learning some compound skills in basketball, mastering and perceiving skills by students.

Problem of the Study

Basketball is one of the team sports that feature a high distinctive technical performance due to multiplicity of skills as the student finds difficulties in learning the attacking, defensive skills and shared skills between them, which are compound skills, whether attacking or defensive ones. This is what is found by the researcher being the teacher of teaching methods and basketball subjects and during his observation of practical lessons at the Faculty of Physical Education and Sports Science, which affects the increase in learning times noting that the form of skill is the same, reduces class time and the large number of students, as well as lack of using diverse and modern teaching strategies, including educational models in learning by some teachers. This prompted the researcher to study this problem, trying to solve it and bring the well through developing the usage of the mentioned teaching strategy to learn some compound skills in basketball.

Objectives of the Study

- Using educational models strategy due to tactical planning training on learning some compound skills in basketball.
- Defining the effect of using educational models strategy due to tactical planning training on learning some compound skills in basketball

Hypotheses of the Study

- There are statistically significant differences between results of pre-tests and post-tests in both empirical and control groups in learning some compound skills in basketball.
- There are statistically significant differences between results of post-tests in both empirical and

control groups in learning some compound skills in basketball.

Fields of the Study

1. Human Field: the first year students in Faculty of Physical Education & Sport Sciences, Al Mustanseriya University for the academic year 2015 – 2016.
2. Time Field: from 22/11/2015 to 28/02/2016.
3. Place: the indoor closed arena at Faculty of Physical Education & Sport Sciences, Al Mustanseriya University.

METHODOLOGY & FIELD PROCEDURES OF THE STUDY

Methodology of the Study

The researcher used empirical method as it is proper to the problem of the study.

Sample of the Study

The sample was selected purposively, represented in students of the first year in Faculty of Physical Education & Sport Sciences (total 90 students) distributed on (3) halls (A, B & C). A poll was done to select hall C for the empirical group (30 students), hall B for the control group (30 students). After elimination of hall C (30 students), the sample was 60 students. After that, failing and delaying students were eliminated and the final sample was 50 students forming 55.55% divided as (25) students for the empirical group and other (25) students for the control group using educational models strategy due to tactical planning training.

Sample Homogeneity

The researcher applied homogeneity in length, age and weight for all sample members as in Table 1:

Tests of the Study

1. Test of receiving and high bouncing ending with chest passing by hands (Fares Sami, 2006: 118). The purpose of this test is to measure the ability to receive and high bouncing ending with chest passing y hands.
2. Test of receiving and high bouncing ending with peaceful shooting (Fares Sami, 2006: 127). The purpose of this test is to measure the ability to receive and high bouncing ending with peaceful shooting

Exploratory Trial

The researcher performed the exploratory trial on a sample of students who were eliminated from the main trial (10 students) on 22/11/2015 and the trial was repeated after seven days on 29/11/2015 resulting in:

- Determining validity period of test equipments and devices.
- Determining the time lapsed for each test and total periods for test implementation.
- Determining the extent at which the assistant work team is efficient and understanding the tests.
- The extent of understanding the sample of the test for the used tests.

Scientific Basics of Tests

Validity

Validity coefficient for each test shows how valid the test is for the studied subject. (Moustafa Hussein, 1999: 24). Validity is of the most important qualities that a good test must be characterized by. The test, which does not contain high rates of validity, is not able to fulfill its active role. Therefore, the researcher used content validity, which depends mainly on the possibility of testing contents of its elements as well as derivation of self-validity of reliability, which means that it is under the square root, as shown in Table 2.

Reliability

It gives close or the same results if applied more than once in similar conditions (Marawan Abdul Hamid, 2001: 89).

Table 1: Age of sample homogeneity with variables

Serial	Variables	Mean	Median	Standard deviation	Skewness coefficient
1	Length	175.20	173.5	7.899	6.64
2	Age	19.37	19	0.81	2.360
3	Weight	73.437	73.499	5.690	0.545

This table showed that skewnesss coefficient in the variables is between actual limits (±3), so the sample is homogeneous

Table 2: Validity, reliability and objectivity for the compound skills

Variables	Validity	Reliability	Objectivity
Skill of receiving and high bouncing ending with chest passing by hands	0.94	0.90	0.96
Skill of receiving and high bouncing ending with peaceful shooting	0.91	0.83	0.95

The calculated (R) Value was bigger than tabulated one (0.52) at freedom degree (8) and under significance level (0.05) and tests obtained a high degree of validity, reliability and objectivity

The researcher performed tests and re-conducted them after seven days to extract simple correlation coefficient. He found that tests are characterized with a high degree of reliability as shown in Table 2.

Objectivity

A test can be considered objective if it gives the same degrees at all cases regardless of who corrects it (Mohamed Saleh, 1999: 42). For the purpose of determining objectivity of the used tests in the study, the researcher used correlation coefficient to determine test objectivity between two arbitrators. Data showed that all tests have high objectivity as shown in Table 2:

Pre-tests

The researcher conducted pre-tests for both skills: (Skill of receiving and high bouncing ending with chest passing by hands and Skill of receiving and high bouncing ending with peaceful shooting) on the sample in the indoor closed arena at Faculty of Physical Education & Sport Sciences, Al Mustanseriya University on 01/12/2013 by specialist professors in basketball lessons and under the researcher's supervision.

Including Educational Models Strategy due to Tactical Planning Training

The researcher included the special educational models strategy prepared by the researcher including a set of exercises of tactical planning within the course adopted by Faculty of Physical Education & Sport Science. It include the use of minimized educational of self-learning and divided students into small groups to be equal or unequal in number according to required configuration showing at all unit the desired educational model written in a paper for each unit, and the application in accordance with tactical planning exercises, which is learning by playing or application of any educational exercise to learn the skills under study. The number of units was (7 educational units) in (2 units a week). The number of units for the skill of receiving high bouncing ending with chest passing by hands of was (3) educational units and for skill of receiving with high bouncing ending by peaceful shooting were (4) units. Educational units were applied on 06/12/2015 till 25/02/2016 because there are monthly exams, time interval corresponding to each skill and the spring holiday that within the application of units.

Post-tests

The researcher conducted post-tests on 28/02/2016 for the sample on both empirical and control groups at the same indoor arena by professors who performed the pre-tests.

Statistical Methods

Data were statistically treated using Statistical Package for the Social Sciences SPSS program.

DISCUSSION & ANALYSIS OF RESULTS

Discussing Results

Discussing and analyzing results of post-tests for both empirical and control groups for the compound skills of basketball

Table 4 shows that there are statistically significant differences between both empirical and control groups in results of post-tests for compound skills of basketball. Results showed that the calculated (T) value was 4.37, which is bigger than the tabulated one in the test of receiving and high bouncing ending with chest passing by hands. This also confirms that there are significant differences between both groups in the test in favor of the empirical group. In addition, in the test of receiving and high bouncing ending with peaceful shooting, we found that the calculated (T) value was 2.49, which is bigger than the tabulated one in the test of receiving and high bouncing end with chest passing by hands. This also confirms that there are significant differences between both groups in the test in favor of the empirical group too.

In Table 4, we notice that the empirical group included the strategy of educational units more effective on compound skills of basketball, which confirms the

Table 4: Arithmetic means and standard deviations S.D for pre- and post-tests for compound skills under study in basketball for both groups

Skills	Empirical group		Control group		T Calculated value	T Tabulated value	Significance
	Mean	S.D	Mean	S.D			
Receiving and high bouncing ending with chest passing by hands	13.20	1.86	10.15	2.30	4.37	1.68	Significant
Receiving and high bouncing ending with peaceful shooting	4.69	1.28	3.31	0.90	2.49		Significant

The tabulated (T) Value was (1.68) at freedom degree (48) and under significance level (0.05)

effectiveness of teaching using this strategy due to tactical plans consistent with educational situations for each skill to be learned. The effect of educational models strategy was evident on the empirical group as the learner applies motor performance needed from him or training in a drawn or written manner by the learner, so he applies the exercise depending on himself greatly through application after providing tools and educational teaching setting for this model (when a student implements the program to learn, he cannot move to the next educational unit until he masters learning, and in the case of non-mastery, he shall be given extra work from the teacher to help him overcome the weaknesses) (Afaf Abdul Karim: 1994.260).

Moreover, educational models give freedom to the teacher through the intervention and guidance, give advice and correct errors during application of the exercise as they work on learner's active participation through the sense of partial autonomy during the lesson, and so the teacher moves from the style of teaching to another appropriately with skill and learners consistent with the educational situation (an individual's control over his own methods of learning is a specific type of self-direction and determines its course. No matter how different teaching methods are, creative teachers have the ability to develop student abilities to self-autonomy by providing them the opportunity to actively participate in developing the program as the effectiveness of teaching enables the acquisition of content or skills that are taught, as well as proficiency tactics that assist in delivering materials to learners and completing the learning process). (Afaf Osman: 2008, 212).

The educational units applied in accordance with the educational models strategy increased in importance for the learner to apply the correct skill performance where they focused on learner's tendencies and cared with coordination between individuals in terms of individual differences and considering them as they allow the teacher to notice the differences between the educated in terms of the strengths and weaknesses (the importance of educational models become clear that they increase the teacher's ability to organize and pursue educational experiences as reflecting the concerns and interests of the learner as well as to be used as units of self-learning revealing the strengths and weaknesses of the learner for the teacher as well as the ability to take into account individual differences and define starting points for each learner according to his abilities). (Muhammad Hammad: 1991.56).

The strategy of educational models from which freedom of movement of the learner emerges within groups after the application of the exercise will be under the supervision of the teacher who follows and notes all learners through the movement from a group to another facilitate the lesson and produce it on a regular basis.

The researcher attributes this advance in both skills to tactical planning exercises in the educational units model taken based on the educational model, their organization, the method of dividing these units in terms of dedicated time through continuous performance and the great number of repetitions as this is an individual skill or in terms of linking to other skills as exercises were applied in the form of training by playing where the learner to apply the exercise in the form of play and was also given a great opportunity for a long period of time to practice skills by changing play, controlling performance and diversification in cases of performance which increased the development of motor program of the learner because of diversification of training methods during the application, enabling him to cope with playing variables, which offered to him in the course of the units by applying educational models. The exercise has a greater impact than follow the stability and consistency in one place because "changing the performance of the skill requires the learner to circulate motor program in a variety of scales in different levels of overlap and will have a positive impact on the retention and transfer to the real state of play". (Madill A. R.: 1998, 243).

Thus, the learner works in accordance with the duty assigned to him under the supervision of the teacher where the application of exercise in the form of play and that the learner can solve the tactical tasks properly and be able to overcome them". The greatest benefits were by teaching beginners by investing different play locations and increasing the independence of learners to act freely, discover mistakes through exercise and rely on themselves and exercise of diversity in this exercise to approach their targets of random variable exercise with various dimensions, distances, forces and angles". (Zafer Hashim: 2002. 112).

High and consistent organization during performance, which the researcher worked on it with difficult mobility gradually and give varied exercises, out of the traditional routine where the learner has the incentive

Model of educational unit in educational model

Educational Goal: Learning a compound skills, receiving, high bouncing and passing

Unit: Class: First for the empirical group **No. of Students: 25** **Event: Basketball**

Date: / /2015 **Goal: Educational/Organization–Respect**

Tools: Chalk, basketballs, posts, basketball court **Time: 90 mins**

Time/ min	Divisions of Educational Units		Explaining Event/Skill	Organization & Formation	Notes
02 min	Preparation Part	Administrative Aspect (2 min)	Attendance, preparing tools, arrangement, taking absence, sport fashions	××××××××× ○	Assertion on quietness, organization and time adherence
		Introduction (7 min)	General preparation for all body organs including walking, jogging with body parts movement from jogging and then return to walking	× × × × × × × × × × × × × × × ○ 4 teams	Assertion on the most important muscle groups involved in the skill. Assertion on applying exercises and giving a period of time among exercises to move from one exercise to another
		Physical exercises (10 min), balanced jump, neck, arms, trunks and legs.	(standing) jumping on spots (free), (standing-waist) stretching neck for both sides (4 counts), (standing – open) and raising and lowering arms sideward (2 counts), (standing – trunks stretch) sideward (4 counts) and (sitting) with raising and lowering legs in sequence	4 teams	Explaining the compound skill by teacher and giving a model and then a model for students
	Main Part	Educational Part 15 min	The teacher explains the skill of receiving the ball, high bouncing and chest passing together, stressing movement sections and producing a model of students	×××××××××× × × × × ○	
		Applied Part 50 min	Students are divided into two groups (A, B). Each group is divided into two sections. A colleague throws the ball and the student receives it, runs towards midfield, bouncing and then makes chest passing the ball to the colleague. The student receives the ball, runs towards midfield and returns to the baseline. The student receives the ball, forms a chest passing, runs towards midfield, bounces, passes over the colleague on defense and then scoring. Performing chest passing, bouncing, passing over the midfield and then chest passing to colleague, running, receiving the ball from colleague and scoring	2 teams 4 teams 2 teams 2 teams	Giving action plan for each student for how to apply exercises and the teacher gives guidance and external immediate and direct feedback about participation and each student's performance of roles in each unit in the form of an educational model
5 min	Final Part 3 min and 2 min		Small game (train game), relaxing and rest exercises to return the body to its normal position and then leaving with sport fashion.	× × ○ × ×	Small game (train game (to keep order)

to perform skills as "that the organization of varied exercises is the most influential in learning exercises consistently". (Mecrcken, HO: 1999, 192-201).

Educational curricula that are taken on a different kind of form material to another and from a skill to another seek to achieve their objectives through repetition and

practice to improve the level of performance, but the basis of the learning process for skill aspects is acquiring the learner a set of skills to be able to access a good level of performing the skill to be learned, as achieving and gaining maximum efficiency in educational situations is due to the curriculum, because it is a way to organize the course material on the basis of gradual steps, so that the learner can easily acquire them.

Therefore, we find that educational models have a contrasting effect on learning and developing compound skills in basketball and the period dedicated to implement all of these models lies in mastering skills under study as "they increase effective participation and reduce the learners' fatigue in addition to achieve bigger benefit when they help each other rather than working separated from each other or against each other" (Abdulaziz Al Omar, 2001: 165). Thus, we conclude that the strategy of educational models was successful in developing and improving learning and overlapping with the used exercises, which are tactical plans that benefited learners in their learning of compound skills.

CONCLUSIONS & RECOMMENDATIONS

- Results showed that using the strategy of educational models is effective in learning some compound skills of basketball.
- Results showed that special training was effective in enhancing learning by members of the study sample in learning some compound skills of basketball.
- Results showed that the empirical group excelled using the strategy of educational models due to tactical planning exercises in learning some compound skills of basketball.

Recommendations

- Stress on using the strategy of educational models in learning some skills of basketball.
- Stress on using tactical planning exercises in implementing exercises within educational units.
- Stress on using more than one strategy and variability in different educational strategies and methods.
- Adoption of various and multiple strategies besides the followed method in learning attack skills of basketball.
- The necessity of conducting similar studies on bigger samples to be more comprehensive in various types of sports and for other unused strategies by the researcher.

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