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BIO-RHYTHM WITH ITS PHYSICAL AND PSYCHOLOGICAL SESSIONS THROUGH POSITIVE PHASE AND ITS RELATIONSHIP TO THE ACCURACY OF SCORING AND HANDLING OF HALL FOOTBALL PLAYERS

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Abstract

research objectives focused on the identification of the nature of the physical and psychological performance sessions of physical and psychological bio rhythm during the positive phase to the hall football players as well as the knowledge of the scoring and handling precision, and then finding out the correlation between the nature of the physical and psychological performance to the sessions of physical and psychological bio rhythm during the positive phase to accurate scoring and handling with the hall football players, the researchers used a descriptive approach with survey manner and relational relations for its suitability to the nature of the research problem, the research sample was tested which composed of all players of municipal Sports Club hall football team and their number (8) players representing (33%) of the research community amounting to (24) players representing the players of municipal club, Hilla Club and players of Babylon University team for hall football, the homogeneity of the sample has been confirmed in terms of (chronological age and training age-), with the use of electronic method for calculating the bio rhythm with its physical and psychological sessions for each player, tests were conducted to research sample specific to physical and skill abilities and emotional arousal scale at the closed sports hall in the Faculty of Physical Education, University of Babel, as the researchers set up a date for the physical and psychological sessions in the positive phase of each player and in the light of this selection, the proper time was chosen to start testing with the help of support staff and in accordance with the timings, and to treat the results, the researchers used appropriate statistical methods, and in the light of the results obtained the researchers concluded some findings of most importance is that the level of players performance in skill and physical tests achieved the best result in the positive phase of the two sessions, physical and psychological, Also, the players level in emotional response scale achieved a better result in the positive phase of the two sessions, physical and psychological, and in the light of the found conclusions, the researchers recommend the need for the introduction of trainers in courses to learn to identify the bio rhythm in its various sessions (physical, intuitive, mental and psychological), and it is necessary to learn the skills and training on it during the positive phase of bio-rhythm of its physical and psychological sessions, with conduction of further studies and research on other bio rhythm sessions like mental or intuitive.

KEYWORDS: Bio-rhythm. Physical session. psychological session. positive phase. accuracy.

1. INTRODUCTION

The hall football game is one of the games, which had been popular in recent years in Iraq in general and for women in particular, and it has attracted the attention of many specialists in this game as they seek to develop it and bring it to advanced levels, and this game is based on the basic components of physical, mental and technical skills ability "the physical qualities and basic skills is a prerequisite for each game of the mass games but it differs from game to another, according to the nature of the performance and the requirements of each game and these requirements need to be provided in the practitioners of this game so that they can progress in training and access to high levels of sports." (Abu Zeid, 2005)

And without owning a good fitness, players cannot achieve the plans or do that duties entrusted to him by the coach to the fullest, as the hall football game requires that's the player has a very high level of fitness and skills that enable him to use it in different game circumstances. studies and research, dealt with the physical, psychological and physiological variables in its general nude concepts that have a clear direct link to athletic performance with great interest while the variables which didn't take its share in this interest is the biological organized variables unseen to the player like bio rhythm which affects performance positively when it is on the top of its session and affects it negatively when in its landing stage and usually it is linked to external stimuli and internal influences (genetic), it is generally accepted that this bio-rhythm rises in some hours of the day and decreases in other hours it has entered the bio-rhythm in the sports field to invest player entry in the positive phase, or when it is at its peak to support of sports training process and get the player to the best levels of skill performance and the employment of the individual differences of the players through the prior knowledge of the proper time to participate in the competition, especially when the effect of this relationship is direct to training and competition, as is the case in the mass games, including the hall football game.

The research problem lies in the presence of a fluctuation in the level of physical and skill performance of the players of hall football where you can see them once with a high performance level and once again it falls in the competitions so bio-rhythm was identified by its physical and psychological sessions to determine its relationship to accurate scoring and handling of hall football players, so the researchers felt to identify the nature of the physical and psychological performance to the bio rhythm physical and psychological sessions during the positive phase of hall football players as well as the knowledge of the scoring and handling precision, and finding the correlation between the nature of the physical and psychological performance to bio rhythm physical and psychological sessions during the positive phase to accurate scoring and handling with the hall football players.

2. MATERIAL AND METHODS

Approach in survey manner and relational ties due to its suitability to the nature of the research problem.

3.1 research sample: -the research sample was selected represented by all the players of Municipal Sports Club hall football team and their number (8) players representing (33.33%) of the research community's (24) players represented by the players of Municipal Club, Hilla Club and players of the University of Babel hall football team, homogeneity of sample was confirmed in terms of (chronological age and training age) as shown in table 1.

Table 1 shows the homogeneity of the sample in chronological age and training age training variables

No	variables	M	SD	Manner	Torsion coefficient
1	chronological age/ year	20.56	1.75	19	0.89
2	training age/ year	5.49	1.22	4	1.22

2.2 Tests: - the following tests were adopted :-(Appendix 1)

1. Transitional speed test (Ahmed Abdel Dayem Alwazir, Ali Mustafa Taha, 1999)
2. Flexibility test (Ali Salum Jawad al-Hakim, 2004)
3. Explosive ability test the of the two legs (Ali Salum Jawad al-Hakim, 2004)
4. Scoring test (Hossam Said Almoemn.2001)
5. Handling test (WeSam Shamel kamel 2007)

Third: - psychiatric session measurement: Researchers Displayed a set of psychological scales to choose the psychological variable proper to sample and the psychological cycle of bio-rhythm (Appendix 2) on a group of experts and specialists (Appendix 2) It was agreed upon the emotional response measure, which was also presented to the experts and the professionals themselves and they have agreed on all its paragraphs.

- Scale name: - emotional response: -The scale consists of (29) paragraphs and correction key of five alternatives which are (always, often, sometimes, rarely, never) and its degrees to positive paragraphs (1,2,3,4,5) and negative paragraphs (5 , 4,3,2,1) and thus the upper degree of the scale is (145) and lower degree is (29) The theoretical median of the scale is the (87).

Fourth: Calculation of bio rhythm: - electronic method was used for calculating the bio rhythm with its physical and psychological sessions for each player

2-testing performance method: - tests were carried out to research sample of special physical and skill abilities and scale of emotional arousal in the closed sports hall in the Faculty of Physical Education, University of Babel.

2-4. major Experiment: -The major experiment was carried out from 05/23/2014 until 07/01/2014, as the researchers set up a date for physical and psychological sessions in the positive phase for each player and in the light of this selection the right time was chosen to begin physical and skill tests and emotional arousal scale with the help of Assistant team according to timings.

Statistical methods: -

Researchers used the following statistical methods :-(Melhem, 2005) (Wadeea Yassin and Hassan Mohamed 1999).

-Arithmetic mean.- standard deviation.-Manner- Torsion coefficient simple correlation coefficient (Pearson).

3. RESULTS AND DISCUSSION

Table 2: shows the means, and standard deviations of the physical and skill tests and emotional arousal measure among research sample members

variables	M	S. D
Transition speed / sec	4.74	0.21
Flexibility / degree	19.89	4.17
The explosive force of the two legs / cm	32.41	4.19
Scoring accuracy / degree	12.95	2.11
Handling accuracy / Number	11.84	.74

Emotional response / degree	127.69	3.45
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Table 3 shows the calculated and tabular values of the correlation coefficient (r) among the bio rhythm with its physical session and accurate scoring and handling in the research sample

Physical tests	Scoring accuracy	Handling accuracy
Transition speed / sec	0.91	0.92
Flexibility / degree	0.92	0.91
The explosive force of the two legs / cm	0.89	0.9

Tabulated (r) value at the degree of freedom () and below significance level of (0.05)

Table 4 shows the values of the correlation coefficient (r) between the calculated and tabular bio rhythm with its psychological session and accuracy of scoring and handling in the research sample

Psychological test	Scoring accuracy	Handling accuracy
Emotional response / degree	0.89	0.92

Tabulated (r) value at the degree of freedom () and below significance level of (0.05)

through what was shown in the table (3), the researchers found that the performance skills of the scoring and handling skills has achieved significant correlation results with the physical abilities, the researchers attribute the cause of these relations to that the player need to good skill in dealing with the ball and the position and to accuracy, speed, power, and this is what has been confirmed in "The football player needs to precision and power in scoring as his need to the scoring speed as the player need speed in the implementation process, especially at that moment that she has the chance of implementation before the rival embarrass him or narrows the scoring angle (Walid Khaled, 1999), in addition, in the positive phase of the physical session of bio-rhythm and its proximity to the psychological session the player will be at her best performance skills, on this basis, the sources refer to "taking advantage of the days in which the positive intersection is close to summit of the physical and psychological sessions, whether in training or competition because the player in this day will be at her best physical and psychological conditions"(Hind Mohammed Farhan, 1998), and in the psychological session of bio-rhythm, the researchers noted that the relations between the physical abilities and tests of the precision of scoring and handling skills and emotional response may differ, this is because that strain source is the central nervous system and this device is positively influenced in the positive phase, especially at the top of the bio rhythm in psychiatric session and this explains the moral correlation coefficients in most of the physical , technical and psychological tests and this is because the player is able to appreciate things correctly to avoid injuries because the details of technical performance is linked to and associated with the ability of the player to understand and focus, which is in the best form at this stage, and this is what has been confirmed in that "the athlete at the top of the psychological session is characterized by good mood, optimism and creativity". (Bernard Gittelson, 1990), for the scale of the emotional response, it achieved significant correlation with the physical abilities tests, the researchers believe that the positive stage, especially in its peak during the physical session helped to increase the focus and decrease tension and so we got this result from the response.

4. CONCLUSION

1. The performance level of the players in the skill and physical tests has achieved the best result in the positive phase of the two physical and psychological sessions.
2. The players' level in the emotional response scale achieved the best result in the positive phase of the two physical and psychological sessions.
3. There is a significant correlation between scoring precision and handling in hall football players through positive phase and bio rhythm of the two physical and psychological sessions.
4. There is a significant correlation between the emotional response of the players of hall football during the positive phase of bio-rhythm of the two physical and psychological sessions.
5. There is a significant correlation between physical tests among players of hall football during the positive phase of bio-rhythm of the two physical and psychological sessions.

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6. APPENDAGES

Appendix 1 shows the tests used in search

- 1. Transition speed.
2. Sprinting test to a distance of 20 m.
The goal of the test: -measuring transition speed in sprinting.
-Used tools: -sprinting field or space with a length of at least 50 m and width of at least 5 m
(2) Stopwatch, a whistle to start.
- Performance properties: -The player stands behind the higher starting line in the allocated area and when he hears the start signal he kicks off at full speed up to pass the finish line.
- Test directions: -to find the spirit of competition , the test is carried out for each of the players taking in mind the harmony between them.
Each player is given only one attempt.
Test management:
-recorder: doing the call of names firstly and recording the test performance time secondly .
-Timer: -gives start and end sign with the timing and viewing the correctness of performance.
-recording: - The player calculates time to the nearest 1/ 100 of a second from giving the start signal and till passing the end line
- Handling Flexibility.
- The test of bending the trunk from standing.
- The goal of the test: - measuring the range of quadriceps muscles flexibility of the front bending movements from standing position.
- tools used: - a wood scale or ruler of 20 cm length divided by lines into units, each unit equal to 1 cm, and preferably the staging limits to be in range of 10 cm.
- A Seat, chair or a flat table bearing the weight of the player (tested) without the occurrence of vibration.
- Performance method: -the tested player takes standing position on the edge of the seat or table so that the feet are touching the sides of the scale. The tested player bends the trunk forward down so the fingers become in front of the scale and from this position the tested player tries to bend the trunk to the maximum possible extent strongly and slowly noting that the fingers are in one level and to move to the bottom parallel to the scale.
-Recording method: -The tested player mark is the maximum point on the scale that he can reach from the position of bending the trunk forward down.
- It is best to give the tested player two or three tries as a way to warm-up and train to the test before measurement (before ascending to the table).

3-explosive ability test of the two legs.

- Test name: - vertical jump test from persistence (of sergeant).

-Goal Of the test: - Measurement of the explosive power of the two legs.

-Tools Used: -a board installed on the wall so that the lower edge is high over the ground (150 cm), and to include afterwards (151-400 cm), pieces of chalk.

- Performance criteria: -The tested player holds a piece of chalk, then stand so that her arm holding chalk is next to the blackboard, then the player lifts her arm to its full extension to make the chalk mark on the blackboard and record the number that the mark was placed in front of it, from a standing position the tested player swings her arms forward up and then forward down with knees stretched for vertical jump to the maximum distance they can access to make another sign with arm fully extended, the number that the second mark is placed in front of it is recorded.

-Recording method : -each tested player has two attempts, the best of them is recorded, the distance between the first and second mark reflects how much the tested player have of the explosive power of the two legs measured by (cm).

4- Test of counterattack handling on the wall for 20 seconds.

The goal of the test: -measurement of handling precision.

Tools used: - smooth wall and an area of 1.5 m × 2,20 m is marked on it, and a line is determined in front of the wall on a distance of (3m), hall footballs of number (3), an electronic timing clock.

Performance Method: - After hearing the start signal, the tested player standing behind the starting line kicks the ball to the wall and kicks it again after bouncing from wall and so on until the end of the test period.

- The rebound ball from the wall is not kicked, unless behind the starting line.

-If the ball came out of the tested player control, he takes one of the two other balls non-stop.

- Kicking the ball can be with either foot and with any part of it.

Record: - the number of correct kicks of the ball toward the wall within 20 seconds is recorded as it she is given two attempts and the best of them is calculated.

5-test of scoring toward the goal divided by degrees of distance of (6 m).

The goal of the test: - scoring accuracy measurement.

Tools used: -a measuring tape, hall footballs of the number (3) , the goal divided by the ropes to (9) sections , whistle , constructive model and registration form.

Performance method: -the tested player stands at a distance of (6m) from the goal and when given the start signal he begins scoring.

Recording: - the tested player is given (3) attempts where grades are calculated according to location.

Appendix 2 shows the questionnaire

Prof. Dr. Mr.

Researchers wants to conduct the research (bio rhythm with its physical, psychological sessions and its relationship to accurate skilled performance among hall football players) and because of your great scientific expertise in the field of your jurisdiction, please if you would check on one of the psychological variables to identify the nature of the psychological state of the player during the two bio rhythm sessions physical and psychological, by putting the tick (☑) in front of the variable that you see convenient, with adding or putting any other psychological variable in this regard.

With thanks and appreciation

Researchers

Name- :

Academic Title- :

Specialization- :

Place of work- :

Signature- :

Date- :

no	Psychological variable	test	
	Self-esteem	fit	Does not fit
	Emotional response		
	self-toughness		
	Self-Stress		
	Psychological security		
	Competition concerns		
	Add any other Psychological variable		

Appendix 3 shows the emotional response scale

Dear player: There is a scale consisting of (28) paragraph, please read the paragraphs carefully and answer as appropriate appreciation from your opinion putting mark (☑) in front of the alternative index.

Thank you for your cooperation Researchers

no	statement	usually	often	sometimes	rarely	never
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1	I Do not consider my play of value unless it is approaching the best level of mine.					
2	I got fear from aggressive competition.					
3	Simple harassment could distract my focus during the game					
4	I can keep my thought quiet during the match					
5	I am confident of my ability to perform.					
6	I Apologized when I'm on fault and unsuccessful in the game.					
7	I think of the game plan before the game.					
8	I express my opinion frankly, if I had some remarks about the game.					
9	My nerves are strong (iron) in the course of the game.					
10	I Lack confidence in my performance during the match.					
11	I do not care what errors I committed in the course of the game.					
12	I want to be the best player in the game.					
13	I prefer to smile in the face of competitor players' anger in order not to go over in it.					
14	I Play in extempore way without having a plan in my mind to play.					
15	I expect to win the game.					
16	My mistakes in the game make me in a bad state for several days.					
17	I Commit to fixed system either in training or in the game.					
18	I prefer Playing with the players who render the game struggle.					
19	I'm afraid of defeat even before the game begins					
20	I take full responsibility in the game.					
21	I hurry the transition from one method to another trying to improve my performance.					
22	I think about the errors that might occur in the game more than thinking of play.					
23	Any external comment affects my performance in the course of the game.					
24	I Enjoy the critical time in the game because I can do well in it					
25	I'm trying to search for multiple methods in order to be more efficient in my performance.					
26	I enjoy playing in the game despite committing many errors.					
27	I'm Characterized by insisting on playing.					
28	During the game, I'm trying to isolate my thinking completely of what is going on around me.					

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CRITERIA FOR SELECTION OF A FACULTY MEMBER AT INSTITUTIONS OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH FROM THE PERSPECTIVE OF QUALITY AN EMPIRICAL STUDY IN THE FACULTIES OF PHYSICAL EDUCATION FOR IRAQI UNIVERSITIES

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Abstract

Acquired operations of education reform to the great interest in all parts of the world, and was the overall quality of the largest share of that interest to the extent that researchers call this era the era of quality so that the international community has seen the overall quality and educational reform as two sides of the same coin. Is a faculty member of the cornerstones in the educational process so it has to be attention to this aspect knew the quality of education by (Cheng) as a set of items of inputs, processes and outputs of the education system that meets the aspirations of the strategic internal and external audiences It is worth mentioning that the faculties of Physical Education in Iraq is seeking to develop the educational process in accordance with the philosophy of total quality management.

Began the study of the fundamental problem, namely the identification of the reality of the quality criteria selected faculty member in addition to identifying strengths and weaknesses in the quality of these standards, and to ensure the achievement of the objectives have been developed basic premise that: There is a gap between the quality of standards perceived to choose a faculty member and the expected quality of the criteria for selection in colleges subject of the study. And ensure the door the second set of theoretical studies (the pillars of the educational process - quality standards faculty member - the roles of modern faculty member in the light of the comprehensive quality standards - a policy shift required in the function of university teaching) was used descriptive approach to solve the problem of search using the questionnaire amounted to sample - 240 teaching of various academic titles and the study found a set of conclusions, including

Confirm Dean of the College to abide by the ethics of academic work as well as to motivate faculty members to participate in scientific research, teaching and community service.

Provide a sufficient number of qualified faculty to implement the programs and educational services by the Dean of the College and encourage them to publication in scientific journals and participation in conferences, symposia and seminars within and outside the country.

Some of the recommendations

Develop a mechanism to activate the training programs for faculty members through the adoption of a program for the development of competencies League faculty member in the areas of professional and personal, and research and extension and special skills to serve the community to be mandatory before and during the service.

Stand on the objectives of university education and to identify priorities and mechanisms to achieve in the framework of inclusiveness and flexibility and future-oriented

KEYWORDS: Education. Faculties. Quality management. Organization.

1. INTRODUCTION

The subject of the overall quality is considered one of the topics that different countries, especially industrial and commercial countries focused through the identification of current and future consumer desires. Then putting the productivity programs that fit those desires. The application of total quality management was not only limited to industrial organizations, but also in service organizations like government, health and education in its various levels. In order to provide outputs in the form of services fitting with the tastes and the desires of the consumer or the user.

The diverse and the different challenges faced by organizations in the current stage globally or regionally and locally lead various institutions to the necessity of identification of the principles and requirements of TQM in it, whether through access to senior management support, the boot before application, mass participation considering that the overall quality is the responsibility of all employees of an organization.

It is noteworthy that there are many sensitive and effective aspects for the development of educational process, some of which include improving and development of the teaching practices of the professor; as it is also considered one of the factors of improving

student success, and that would mean highlighting the professor and his role in the teaching and learning process, and what is entrusted with him from roles in the context of the application of TQM. As the success of the educational operation in its development and achievement of its goals depends mainly on the professor and the efficiency of his performance of modern roles required from him, so, it is worth that the responsible leadership in university education to give the bulk of its attention to this aspect associated with the professor and teaching, as being one of the important factors to gain access of university education to TQM level. , The overall quality provides integrated tools and methods which help educational institutions to achieve satisfactory results (Alorhan 2008: 5). (Blaochu: 2009) goes to define the quality of education as the sum of the characteristics and advantages of the educational system and its ability to provide unique educational product that meets and achieves immediate and future needs and the strategic aspirations of the beneficiaries of the service (the student ,the labor market and society (Blaochu 2009: 66).

The process of selection, developing and retention of qualified teaching staff members is considered one of important the issues for the foundation, as teaching staff members take the responsibility of implementing educational programs and the provision of quality in it. From here, there must be available in the institution adequate and qualified number of teaching staff members to achieve its mission and objectives.

The quality assurance process lies in the faculty member as an interdependent and integrated process, which means that it starts from the stage of accepting him as a member of the the university teaching staff, ending with the evaluation of his performance and his ability to develop. The review process of the performance of the faculty teaching staff occurs at each academic year and is subject to different considerations, including, developing study plans, the development of the contents of the courses, and teaching methods, local or external scientific participation, keeping up with scientific and technological developments, cooperation with business requirements and developments, and the most important indicators within this area can be formulated as follows (Zaghwan 2009: 13-12).

And this fact should be recognized, as the teaching staff member who is one of the elements of the educational system, and an essential axis in it, needs - no doubt - to change and development, as the objectives of the system are achieved through him, and any defects or deficiencies in his preparation or his work will result in negative results that affects its outputs significantly.

The current research deals with the quality of testing standards of teaching staff member in the Iraqi faculties of Physical Education, using the method of scientific analysis through surveying a random sample of the teaching staff and the subjecting of the data to statistical analysis and testing to gain access to results of scientific and practical value to colleges. The importance of research lies in its dealing with one of the important problems facing the university departments, which is to determine the appropriate criteria for the selection of faculty teaching staff, qualified for achievement of scientific, educational and societal goals that universities seeking to achieve through the its programs and plans, in line with the economic, social, educational and technological changes facing institutions in general and educational institutions in particular.

Study Problem: teaching staff member is considered one of the cornerstones of the quality of educational service for his role in the creation and transfer of knowledge to the students and the various society segments to contribute to the achievement of the message and strategy of colleges. Accordingly, the research problem can be formulated in the following questions:

- are there standards to measure the quality of a teaching staff member in the colleges of physical education in Iraq.
- If there are criteria for the selection of the quality of a teaching staff member, what is the ratio of the applicable ones.
- What is the amount of university interest in the quality of the selection criteria of a teaching staff member?
- are There difficulties hindering the application of the quality programs for the selection of teaching staff member at the colleges of physical education in question

Aims of the study: Based on the research problem the following objectives can be formulated: -

1. Disclosure of the nature and type of the criteria adopted to determine the quality of the criteria for selecting a teaching staff member.
2. Determination of the gap size between the perceived and the expected quality for selecting the criteria of a teaching staff member
3. Offering proposals to develop and improve the quality of the selection criteria for a teaching staff member
4. Contribution to the development of university performance in general.
5. Contribution to the formation of positive attitudes towards professional accreditation for the teaching staff member as a fundamental pillar in the development of the educational process

Study hypothesis: This study launched from the basic assumption that: There is a gap between the quality of the perceived criteria for the selection of a teaching staff member and the expected quality standards for his selection in colleges' subject of study.

Areas of research

The human domain: teaching staff members of some of Physical Education colleges in Iraqi universities

The time domain: for the period from 01/10/2014 to 02/01/2014

Spatial domain: the faculties of Physical Education in Iraqi universities.

2. MATERIAL AND METHODS

The researchers used the descriptive approach in the analytical manner for its suitability to the nature of the research problem

The study population and study sample: Study population is represented by teaching staff members of Physical Education in colleges Iraq, while the study sample is represented by some teaching staff members in colleges of Physical Education and with various scientific titles totaling 240 teaching members

Study tools :The study relied primarily on questionnaire form obtained from the manual of quantitative and qualitative indicators for quality assurance and accreditation of Arab universities located on the site (www.aaru.edu.jo) with some modifications to the paragraphs according to the opinion of experts in line with the Iraqi environment included so dealing with most of the standards of teaching staff members mentioned in performance standards guide (the scientific level and knowledge background, recognition of students' needs, the degree of commitment to the scientific approach, the degree of commitment to the educational process and the ethics of academic work, participating in conferences and seminars, the degree of analytical direction development in addition to the publication of research in the Arab and global magazines) and in accordance with the quintet measure of the Eckart. this form was formed of two parts, the first part is a general introduction describing the purpose of the study, while the second part dealt with determination of responses of study sample about the quality of the selection criteria of a teaching staff member, so that (240) questionnaire forms were distributed to the study sample (200) of them recalled, and (40) neglected because of failure to complete the answers.

Research tools

- Arab and foreign sources and references
- Questionnaire
- Statistical methods

The validity of the form: The researchers presented the form to a number of specialists and experts in the field of Physical Education (Appendix 1) and after taking their opinions and suggestions they approved the validity of the form and its reliability to measure the condition to be measured to suit the Iraqi environment

Reliability of the form: The stability of the form has been confirmed using the method of re-testing, since the test was applied to (20) of the teaching staff from outside the sample chosen randomly and after two weeks the test was performed again to the same sample where the stability rate was (91%), which is a high reliability coefficient

3. RESULTS AND DISCUSSION

The questionnaire Form was distributed to most of the faculty staff members of the doctoral and master's degree holders and various scientific titles, and in order to reach the validity of the main hypothesis of this study, which is based on the existence of a gap between the quality of perceived criteria for selection of a faculty staff member and the expected quality for selection criteria in colleges under study, so that we'll calculate the arithmetic mean, the standard deviation and weight percent for each paragraph of this study questionnaire as presented in Table (1)

Table 1: The arithmetic mean, standard deviation, weight percentile for each paragraph of the study questionnaire

No	paragraph	M	S.D.	Weight Percentile
1	There is a clear plan for the college need for teaching staff members based on the faculty vision, mission and objectives.	2.3	0.4	75%
2	Deanship of the college provide a sufficient number of qualified faculty members for the implementation of educational programs and services	4.5	0.1	91%
3	Deanship of the college adopts clear and transparent criteria for the selection of a faculty member.	2.2	0.5	72%
4	There are Preview committees designated to select candidate faculty to work in the college.	1.3	0.2	70%
5	Deanship of the college provides professional development and continuing education programs for members of the teaching staff.	2.7	0.2	74%
6	The announcement of the instructions and requirements for the selection of faculty members and the requirements of other jobs are carried out by the Deanship of the college.	3	0.6	73%
7	Committees of employment in the college Deanship use online technology to fill staffing data.	2.2	0.6	76%
8	Our college is keen to organize statistics and data for faculty members, and the assisting authority distributed according to academic qualifications, degrees, experience etc ...	1.4	0.3	87%

9	Deanship of the college develops specialized committees for checking the adequacy of faculty members and their specifications in order to achieve its mission and objectives that it seeks.	2.3	0.3	76%
10	College Administration adopts a specific policy and mechanisms for the development of the capabilities of faculty members.	3.4	0.4	74%
11	There are specific instructions to determine the hours of teaching of faculty members according to academic degrees.	4.8	0.2	96%
12	Deanship of the college allocates bonuses and appreciation certificates to creators and distinguished members of the faculty in the areas of teaching, research, and community service.	2.2	0.6	77%
13	the deanship of the college encourages faculty members to the publishing in reviewed scientific journals	3.1	0.6	92%
14	The deanship of the college encourages the development of the analytical ability of faculty members.	4.0	1.2	81%
15	The deanship of the college grants sabbatical leaves for faculty members.	2.8	0.2	96%
16	The deanship of the college offers the opportunity for the participation of faculty members in the permanent and temporary scientific committees within the organization.	6	0.1	98%
17	The deanship of the college encourages faculty members to participate in conferences, symposia and seminars within and outside the country.	1.4	0.3	87%
18	The deanship of the college encourages faculty members to get scholarships within and outside the country.	2.3	1.4	72%
19	The deanship of the college stimulates the faculty members to contribute to scientific research, teaching, and community service.	1.2	0.6	94%
20	The deanship of the college Confirms the commitment to academic work ethics.	4.8	0.2	95%
21	The deanship of the college Contracts with the faculty retirees to work with faculty members.	1.6	0.2	72%
22	The deanship of the college adopts foundation for the development of the professional capabilities of the faculty members.	2.5	1.1	83%
23	The deanship of the college determines each faculty member a group of students to guide them scientifically through their school years.	1.6	0.1	72%
The overall average		2.45	0.51	80%

From the above table we can notice that the colleges Deanship offers the opportunity for the participation of faculty members in the permanent and temporary scientific committees and by a mean log (6) and a very low standard deviation power (0.1) giving indication on rapprochement of the responses of studied sample in this regard and the weight percentage (98%), as well as they grants sabbatical leaves for faculty members with a mean (2.8) and a very low standard deviation log (0.2) and high weight percentage (96%). Also the responses of sample confirmed that there are specific instructions to determine the hours of teaching faculty members according to degrees as well as confirmation of the College Deanship constantly on the commitment to academic work ethics with the mean of (4.8) and a very low standard deviation record (0.2, 0.3) respectively, referring to the rapprochement of sample responses in this regard and the weight percentage (95% .96%). In addition, the Deanship of the college motivates faculty members to contribute to the research ,teaching, community service with a mean (1,2) and an average standard deviation of (0.6) and the weight percentage (94%), Also, Deanship of the college provides a sufficient number of qualified faculty members for the implementation of educational programs and services, with a mean (4.5) and a very low standard deviation of (0.1), referring to the rapprochement of responses in this regard and the weight percentage (91%), and also we find that the Deanship of the college encourages teaching staff members to publish in the reviewed scientific journals with a mean power (3 0.1) and a bit high standard deviation of (0.6) and the weight percentage (92%), Also, the college is keen to organize statistics and data for teaching staff members and assistant authority distributed according to academic qualifications, degrees, experience .. etc and encourages them to participate in the conferences, symposia and seminars within and outside the country with a mean power (1,4) and a standard deviation record (0,3) respectively and equal weight percentage of (87%) However, it was at the expense of the process of identifying a group of students per faculty member for guiding scientifically during the years of the study by the Deanship of the college, as it recorded very low arithmetic average as (1.6) and standard deviation (0.1), stressing the rapprochement of sample responses regarding this paragraph and the weight percentage (72%), also, the announcement of the instructions and requirements for the selection of faculty members and requirements of the other jobs by the college Deanship recorded arithmetic average of (3) and a standard deviation amounted to (0.6) and the weight percentage (73%) in addition, the allocation of Dean of the college of incentive rewards and appreciation certificates for creators and distinguished faculty members in the field of scientific research and community service, and its adoption of clear and transparent criteria in the selection process of faculty members registered equal arithmetic average estimated by (2.2) and the standard deviation was respectively (0.5, 0.6), referring to the rapprochement of the responses of studied sample in this regard and weight percentage record (72% .77%) respectively. Regarding Deanship contract with contracting faculty members to work with them recorded a low arithmetic average as well(1.6) and standard deviation (0.2) and the weight percentage (72%), also, the paragraph concerning the existence of preview committees competent to choose candidate teaching members to work in college registered arithmetic average estimated by (1.3) and standard deviation (0.2) and

the weight percentage (70%), and in the development of Deanship of the college to committees specialized in auditing the adequacy of faculty members and their specifications in order to achieve its mission and goals in addition to having a clear plan for the college need to faculty members based on the vision, mission and objectives recorded the arithmetic average of (2.3) and the standard deviation was (0.4, 0.3) respectively and the weight percentage (75% 0.76%), as well as, the paragraph related to the use of committees of employment also recorded low arithmetic average was estimated at (2.2) and standard deviation (0.6) indicative of rapprochement of sample responses in this regard and the weight percentage (76%). the overall arithmetic average for all the paragraphs that included criteria adopted in the study and specific for the selection of faculty members (scientific level and cognitive background, his awareness of the needs of students, the degree of commitment to the scientific curriculum,, the degree of commitment to the educational process and the ethics of academic work, participating in conferences and seminars, the degree of development of analytical attitude, publication of research in the Arab and international magazines) recorded (2.43) with a standard deviation of (0.51) and the weight percentage (80%).

4. CONCLUSION

1. Confirmation of the Deanship of the college to the commitment to the ethics of academic work as well as to motivate faculty members to contribute to scientific research, teaching and community service.
2. To provide a sufficient number of qualified faculty members for the implementation of educational programs and services by the Deanship of the college and to encourage them to publish in reviewed scientific journals and participate in conferences, symposia and seminars within and outside the country.
3. Deanship of the college is keen to organize statistics and data for faculty distributed according to academic qualifications, degrees and experience.
4. The Deanship of the college does not adopt the process of identifying a group of students for each member of the teaching staff to guide them during the years of scientific study.
5. Deficiencies in the announcement of the instructions and requirements for the selection of faculty members and the requirements of other jobs.
6. Weakness in the performance of the college Deanship in bonuses and appreciation certificates of creative and talented faculty members in the field of teaching, scientific research and community service.
7. No use of clear and transparent criteria in selecting process of faculty members.
8. Absence of preview committees designated to selecting candidate teaching members to work in the college, as well as committees responsible for auditing the adequacy of these members and their specifications in order to achieve the overall mission and goals of the plan, as well as defining the overall need of these members.

5. RECOMMENDATIONS

1. To develop a mechanism to activate the faculty members training programs through the adoption of a periodic program for the development of capabilities of faculty members in the professional ,personal, research and guidance fields and capabilities for community service to be mandatory before and during the service.
2. To stand on the objectives of university education and to identify its priorities and mechanisms to achieve in the framework of inclusiveness and flexibility, and future direction.
3. To prepare a personal file for each member of the faculty including - the biography of scientific and personal status of the faculty member, including his career, a quorum of teaching of the faculty member and curriculums he teaches and his contributions to its development, research contributions of faculty member during the last five years (only titles of published research), the contributions of faculty member to the community Service (summary of the achievements of the last five years), and any other additions the faculty member sees of importance to be included in his profile.
4. To emphasis on the need to commit to these standards when selecting a faculty member.
5. The need to reconsider these standards or update them in accordance with the nature of the Iraqi environment.
6. To take into account the transparency of educational institutions with respect to their educational programs.
7. To announce the instructions and requirements for the selection of faculty members and the requirements of other jobs.
8. To put the inspection committees designated to the selection of candidates teaching faculty members to work in the college, as well as committees responsible for the adequacy of these members and their specifications in order to achieve the overall mission and goals of the college, as well as the plan defining the college need of these members.

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7. APPENDAGES

Professors who were shown the research scale for its suitability for the Iraqi environment

No	Name	Title	Speciality	Work Place
1	Mahmoud Dawod EIRabiey	Professor	Teaching methods	Babel University College of Physical Education
2	Saleh Abdul Redha	Professor	Business administration	-Qadisiyah University School of Management and Economics
3	Mazen Abdul Hadi Ahmed	Professor	Motion sciences	Babel University College of Physical Education
4	Fares Deabaz	Assistant Professor	Business administration	-Qadisiyah University College of Business and Economics

5	Alaa Farhan Taleb	Professor	Marketing	Karbala University-College of Management and Economics
6	Qusay Fawzi	Assistant Professor	Management and organization	Basra University-Faculty of Physical Education
7	Mahmoud Hassan Naji	Professor	Management and organization	Baghdad University College of Physical Education
8	Fakhri Karim Helal	Assistant Professor	Educational management	Karbala University-College of Management and Economics
9	Jassim Mohammed Jaber	Assistant Professor	Management and organization	Muthanna University College of Physical Education

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DIDACTIC PRACTICES OF TUNISIAN TEACHERS IN HIGH SPORTS INSTITUTE AND PHYSICAL EDUCATION IN THE LMD SYSTEM

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Abstract

This article focuses on the analysis of the didactic practices of teachers in Tunisian high institutes of sports and physical education (HISPE). In the LMD system. Optionally, the manner in which this reform is lived, concreted and manifested in the reality of university education through their teaching practices.

The analysis of the corpus of the population studied through the methodological tool used (observation checklist) has shown that the education category called "Teaching differently in the LMD system" is 84% against 6% for the second category "Learning differently in the LMD system" and 9% for the third category. "Evaluate differently in the LMD system."

KEYWORDS: Reform. LMD. Teacher Training. Didactic. Skills. Didactic approach of teaching practices.

1. INTRODUCTION

Seven years after the launching of the LMD reform in Tunisia, the different parts involved in the training of physical education teachers, whether they are (trainers, users) are led to wonder about the issues, content, modalities, approaches and strategies for vocational training of these future teachers as part of the LMD system. The arrival of the LMD system in 2006 requires the Tunisian University a new mission that of support for the dissemination of professional knowledge as intended or covered by the design of the LMD system. This reform also requires new teaching and learning practices. However, as *Legendre*, (2004) noticed that «the change of educational practices and training can not be decreed. They follow a contextual logic and dynamics of evolution depends on the receipt and understanding of the reform, its meaning, its objectives and its goals by stakeholders. »

I - Conceptual Framework

We analyze the keywords below of this article through the review of the published literature.

1. REFORM

"Any reform tends to return to restructuring in a form already installed. Its main feature is to be a form imposed non-negotiable, his firmness and closing is related to the establishment of a text defining the changes to be made." (Cross, p 84)

Curriculum reform in general (education, or university) will not be recognized after defining its specific objective, its methods and its evaluation and monitoring criteria. It would be superfluous to systematically bring objections and rejections that may arise reforms, the only refusal of actors, renunciation, their fears of adventure or their conservatism and attachment to inaction. This stigma can stifle the real issues at a reform, especially as it risks turning the consultations on a debates deaf and precipitating the resignation and disengagement of the actors. A reform that can not base a new representations, new practices and new perspectives would be a waste of time and waste of energy and resources.

For any reform, it is desirable to think of a strategy that is based on a set of principles that are involved at various levels such as:

- Teaching content.
- Methods for teaching.
- Teachers' training.
- The administration of the university system
- The relationship between the university and its environment
- The steering system

2: The LMD (Licenceor Bachelor, Master, Doctorate) reform:

Since 2006 under Decree No. 3123 of 22/9/2008 that defines the general framework of the Education regulations and the conditions for obtaining national licences in different fields and specialties of training the Tunisian university system has experienced an overall reform by creating new sections and educational streams converged with university education in European countries. "Develop a flexible training system and comparable with widespread international systems" JORT (official journal of Tunisian republic) 30/9/2008 N° 79 p3094.

It is in this context that we find the LMD reform (Bachelor-Master-Doctorate), formally adopted in July 2005. The main objective of reform is to raise the entire University system at an international standard.

In this sense, it is evident to equip them, so they can continue to learn and practice, independently, all their long lives, so that they will be able later to reuse their skills in different contexts. "Training a new generation of graduates able to adapt to a changing world" (JORT, Article 3, p. 3094).

Besides, this reform calls to:

- Teach otherwise at the university:

Teaching otherwise in the LMD system is based on the use of modern teaching techniques. Especially the know how to use the new technology of information resources and communications. To come into a new university teaching approach in terms of competence following a constructivist approach seems thorough and effective. The transition to the LMD system introduced new requirements in the teachers work, these can be summarized in:

- Working towards the empowerment of the learner. (The student)
- Worrying about the effective success for all learners, rather than from the perspective of selecting the best.
- The transition to the LMD's aim is to improve the ability of universities to import useful transferable, operating and producing knowledge.

- Learn differently at university:

The organization of training in the LMD, requires:

- A student who is able to take advantage of all resources made available to him to learn and improve his skills: Human resources (teachers and academic advisors), materials resources (handouts, libraries and online data bases), time management capacity, etc.
- A student able to hold and persists throughout this long way keeping a clear and realistic vision till the end of his training in order to realize a better professional integration.
- A student able to become autonomous, independent, an active learner who believes in personal work.
- A tutoring, for an individualizing orientation.
- An effective and regulating initiative to invest in research and scientific investigation. (Technology, courses, materials for experiences) etc.

In order to adapt the requirements of the LMD, every student should be aware of three important areas:

- be conscient of himself.
- be informed.
- be prepared to take several and different learning paths.

- Evaluate Otherwise at university

Evaluate otherwise at university in the LMD system, means valorize and not sanction or select, which means reviewing the whole evaluation system and especially increase the range of assessment tools.

Diagnostic assessment can take place at the beginning of the sequence and allows to recognize students who have or do not have the prerequisites. It leads to submit to an appropriate education for their needs.

Besides, we have the "formative assessment" Scriven, (1967) insists that "mistakes" during the process were part of a normal process of learning. We also note that formative assessment is part of a training system. It takes place throughout the process of teaching and leads to the decision to continue the process or go back on already seen parts. This type of formative assessment is to ensure that the means of training corresponds to the learners' characteristics. « As part of a formative assessment, regulation's aim to ensure that the terms of educational organization of the training system are adapted to the characteristics of the students and their individual needs ». (Bahloul, M., 2003, P84).

3- Professional didactic

The professional didactic "in fact is the analysis of the activity made by men in order to help the development of their skills" (Pastre, 2011, p. 1) Professional didactic studies the construction and the development of professional skills from job analysis. It is interested in working situation in some professions or specialty.

In this case of research, the analysis of practices that belongs to the ISSEP teachers may be a chance for them to develop their skills.

4- Didactic approach of teaching practices. (Joint action professor - student teaching)

The concept of joint action in didactics can be included in a theoretical approach the teacher and student relationship / particular in any teaching situation -Learning. When I speak of "didactic action" we should understand "what individuals do in places (institutions) where we teach and where we learn (Sensevy, 2007)

4- 1: The structural elements of the didactic relationship

Sensevy, (2008) by « educational game » means the set of communication that is updated in transactions which express the didactic relation. It's a ternary relation between the teacher, the student and the knowledge. This relationship is the very basis of the choice of descriptors selected by the theory of joint action in education. In order to describe the didactic action of the teacher in relation to the action of the student. Sensevy, Mercier and Schubauer – Leoni, (2000) distinguish four structural elements of the didactic relationship:

4- 2: quadruplet (define, devolve, control, institutionalization)**- Define (see / give):**

The process by which the action of the didactic partners agree on how to name and describe objects constituting the situation that will be managed together during the lesson. (Schubauer - Leoni, 2008). This is to establish the framework of the situation, such as determining the purpose of the task, determining the performance criteria and the material and human development. These rules will allow students to play "good game" using "good things". Sensevy et al, (2000) state what may define a situation (in other words) highlighting the referential dimension of collaborative work, or by indicating what the activity presented by the students, can be kept as suitable and a constitutive rule set.

- Regulate (identify, indicate, and redevelop):

This means what the teacher has to do, that the student "*stay in the job*" and build winning strategies. Amade - Escot (. 2003, p 242), this process returns to "all activities involved to modify the constraints and the variables of the situations, and permit to regulate the school information sources in order to maintain the good conditions of interaction(student (s) and knowledge teaching) . "The regulation does not deal with the gap between what the student has done and what he has to do, but it aims to the maintaining of the educational relationship. This is also why the teacher can intervene in the work of a group to clarify the status of an error based on certain teaching principles that guide the action.

For these authors, during the regulation, the teacher can refer to the past through the previous teaching in order to advance knowledge or indicate in the behavior of a student what appears to be the purpose of such production.

Schubauer – Leoni, (2008) adds that the regulatory process is to manage uncertainty. Indeed, when students are faced with a new situation, the teacher does not know if they will overcome the difficulties, that's why he has to manage these uncertainties with them to help them to acquire new knowledge. Marsenach and Mérand, (1987) consider that it's in moments of regulation that the action of the teacher is crucial to the student to learn because it guides them to the relevant reference.

- Devolving:

Devolving « is a process by which the teacher ensures that students take their share of responsibility to realize the task (example : solve the problem in a terme time, in a very specific environment «Brousseau, (1986).For Sensevy & al(2000) it is a process that completes didactic work: the teacher must mobilize every minute all technics that allow students to take on new conditions relating to matters that they personally proposed, as well those related to the collective work organisation .

*For Assude, Mercier & Sensevy, (2007) devolution is the commitment of students, guided by the teacher in a particular language game on interactions with environments of a didactic situation. Engage students in this process, suppose that the teacher has great practical skill based both on a priori knowledge of the possible reactions of students in a given time, and instant control different reactions of learners.

- Establish: The process in which the teacher explains for students what kind of knowledge and practices they need to remember because they are the main point of the learning process . The institutionalization concerns the knowledge produced during the game. These four basic structures of didactic relation have the function (Sensevy et al, 2000) to ensure the progress of instructional time, the advancement of knowledge over time (chronogenesis) shared responsibilities of the actors in relation to read game (topogenesis) and evolution, by changing the parameters of the task, the system of co-constructed by the teacher objects and taught (the *mésogénèse*).

V. TEACHERS TRAINING

Any teaching-learning processes is based on the concept of interaction. "You can actually define the teaching-learning as an interactive process, at the intersection of four dimensions or sub-systems interlinked in a situation" (Altet, 1994, p.8)In order to professionalize any profession "the actors must build a base of specific professional knowledge, a knowledge base (Holmes Group, 1986, 1995) , recent knowledge of educational science, teaching, research on teaching, training and organizations. Altet, Paquay and Perrenoud (2002, p 80).

VI. Professionnel skills

The evolution and adaptation of a professional in his trade are closely linked in his ability to mobilize and develop his skills. He should learn how to identify and evaluate professional skills. Usually a competence refers to a set of elements that the subject can be mobilized to deal with a situation successfully. « A competency can be defined effectively in the action in a situation ». (Jonnaert 2002 p 30).

2. MATERIAL AND METHODS

This research focuses usually "on the statements and actions of a person involved in a specific context .Although it is possible to collect purely individual premises (for example), through interviews, to observations, or recorded speech analysis "Huberman and Miles (1991, p161)

The aim, through this deep analysis of different premises, is to try to capture the totality of a situation. The advantage of this approach is to get a fine understanding of the situation.Indeed, this type of investigation is typical of qualitative approaches that helps to describe and understand (Lessard-Hébert et al, 1996). In our study, "the premises is processed according to the principles of qualitative analysis (Miles and Huberman, 1991)"

If the study sample (seven cases) is not representative of the population of ISSEP teachers in Tunisia it can produce some light on the reality of teaching practices. "Qualitative researchers usually work with smaller samples of individuals" (Huberman, 1991)

Moreover, it is not possible to study all the actions of everyone in all circumstances even for one case. Qualitative research is essentially an investigative and lighting process is a search for inductive order.

I: The Grid as a measurement tool

Our study aims to identify teaching practices of the Tunisian teachers ISSEP by the LMD system. The distribution of the analysis grid in areas or categories can certainly be discussed, the thematic units or indicators in the categories shown in the grid can sometimes be delicate to choose some indicators and sacrifice others.

2: The validity of the measurement tool

The notion of validity refers to the process by which the researcher ensures the quality of its system. It concerns, according to De Ketele, (1983) the adequacy of observed facts with the purpose of the investigation (valid at large) and the match between what needs to be observed and what is actually observed (valid in the sense restricted).

Our research is included in an exploratory qualitative approach as a comprehensive, descriptive investigation.

3. RESULTS AND DISCUSSION

This obtained results concern only the sample chosen for our study .that's why we can't generalize them for all tunisian university teachers in the ISSEPS

Category 1:

Teaching Otherwise

The LMD reform stipulates that teachers must change their teaching methods, from traditional pedagogy centered on the transmission of knowledge towards a more interactive teaching, focusing on students and their learning, or learning difficulties.

This study was carried out in the field by the observation of seven teachers working in Sfax ISSEP including a teacher who teaches mastery (old system as Witness case)

This experiment gave the following results spread over the three categories.

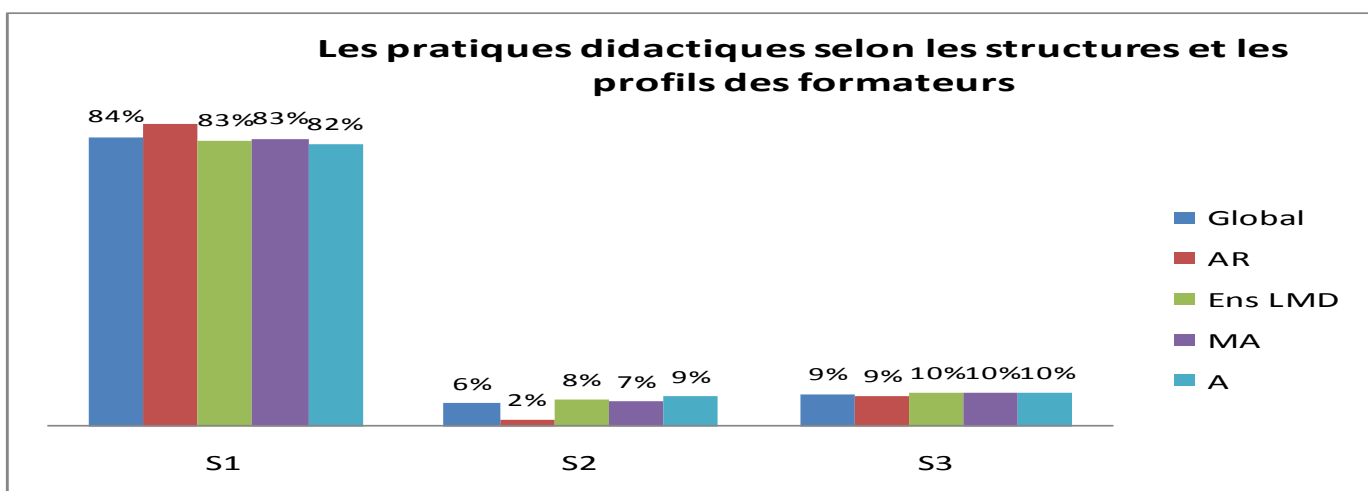
Table 1: Global distribution of teaching practices and grade as indicators of categories.

CATEGORYS	INDICATORS	Global	Old regime	Teachers LMD	Teachers LMD	
					Masters Assistants	Assistants
C1 : Otherwise teaching	Co-construction of knowledge/	10%	7%	10%	13%	6%
	Contextualizes the knowledge	10%	19%	8%	8%	9%
	Develop specific instructions	3%	5%	3%	3%	2%
	Establishes debates and inter cognitive conflicts	2%	0%	2%	3%	0%
	Transmits knowledge, requirements and indicated Using	58%	56%	58%	54%	65%
	Use new technology	1%	2%	1%	2%	0%
C :2 Otherwise learning	work Devolution trainer / student	3%	2%	3%	3%	3%
	Implementation Group pedagogies	0%	0%	0%	0%	0%
	student support	2%	0%	2%	3%	1%
	Implementation of project pedagogies	2%	0%	2%	1%	4%
	Project evaluation by students	0%	0%	0%	1%	0%
C : 3 Evaluate other wise	Made of formative assessment followed Feed Back	3%	5%	3%	3%	3%
	Operates errors constructively register	0%	0%	0%	0%	0%
	Valuation of individual work of studentsV	3%	2%	4%	4%	2%
	Evaluates student skills	2%	0%	3%	3%	3%
	Regulates its action following/ the evaluation	1%	2%	0%	0%	1%
Total		100%	100%	100%	100%	100%

Lexicon

- A: Assistants
- M A: Master Assistants
- AR: Old Regime
- LMD ENS: Teachers regime LMD
- C1: Category 1: Teach otherwise
- C2: Category 2: Learning differently
- C3: Category 3: Evaluate otherwise

To better visualize the results in each category we include the following histogram:



Histogram 1: teaching practices using structures and profiles of the teaches

The results in Table 1 show that the educational dominant behavior observed among teachers is "the transmission of knowledge to students" with an overall rate of 58% among teachers of the new LMD system and 56% of teachers in former regime (Mastery). These percentages show that the educational practices of teachers remain relatively traditional (Lecture, frontal teaching etc ...), while the LMD reform invites teachers to teach differently: group work, interactivity, introduction of new teaching approaches (Approach problem case studies, origination ...)

Through the results shown in Table 1, we note that the LMD teachers are more traditional teachers "old regime" (58et 56% respectively). A survey conducted in 2000 (long before the LMD reform) by Edips laboratory (University of Tunis), already showed that 76% of teachers surveyed, "teaching is imparting knowledge to students" (Chabchoub, 2002).

To interpret the results of the first category of our analytical framework, we note that the main feature to reveal is that it is the most sought structure from our study sample and that some is the trainer's degree. This teaching category called "Teaching differently the LMD system" is 84% against 6% for the second category "Learning differently in the LMD system" and 9% for the third category. "Assessing differently in the LMD system".

It is important to note that the high percentage of the first specific category for education in the LMD is due to the solicitation of an instructional behavior (indicator No. 5 at the gate) that of the transmission of knowledge by trainers giving instructions and taxation guidance when teaching-learning process. The overall rate of the sample at the No. 5 indicator was 58% against 42% for the 5 other indicators. The level of education in the former regime, the rate is 56%.

Regarding teachers who teach in the LMD rate is 58%. The category of trainers 'lecturers' is 54%, while the assistants recorded a rate of 65%. This difference is due to the lack of novice experience.

By referring to the analysis, the necessary instructions and guidelines by the LMD reform, teaching in the LMD system must be based on the use of modern teaching techniques. Therefore the control and use of technological resources of information and communication is essential. (The overall rate of our study sample as regards the use of ICT is only 1%). The results recorded following the analysis reveal that stakeholders of training (Teacher / Students) should emphasize the widespread use of ICT for easy access to information.

The Co-construction of knowledge "Teacher / Student" is only 10%; the participatory approach of students is very low here. Besides, the LMD reform calls for the empowerment of students to be the architects of their own activities by taking initiative and awareness of being actors of their training in their orientation before the sessions tutorials to prepare media was present: presentations, public or individual projects the door -folio, study cases, preparation of surveys, studies etc.

Moreover, the behavior revealing the adoption of modern pedagogy are here quite low. To consider:

- ♣ Establish socio-cognitive conflict in the classroom: 2%
- ♣ Contextualization of knowledge: 10%
- ♣ Co-construction of knowledge: 10%

(See details on Table 1) to better visualize all these rates and their distribution on the three categories we present the following histogram:

4. CONCLUSION

Membership in a university teaching approach in terms of skills following a constructivist approach seems thorough and effective. This depends on the design of the teacher in teaching and mastery of different teaching approaches to contextualize and adapt educational interventions methods.

We distinguish the highest goal through the adoption of the LMD system is to improve the teaching skills of our university to convey useful knowledge, transferable, operative and produisants. The trainer forms so that students succeed in their studies efficiently.

The category learning Otherwise accounts for only 6% of all behaviors .Dispatched on the old and the new regime that gives: 8% for the LMD and 2% for the old regime (mastery) .There does have a slight progress during the transition to the LMD system, but this is insufficient.

Dispatched by grade, this category gives 9% and 7% assistants to the Master Assistants. Again, the age seems to play a role (albeit not quite enough) in improving teaching behaviors.

We will now analyze in more detail the components of this category:

- Devolution of labor Teacher / Student: 3%
- Group Education 0%
 - Student Support 2%
 - Project Pedagogy 2%
 - Evaluation of projects by students 0%

All percentages quoted are low (0-3%). This shows that the teaching behaviors of teachers do not favor the "learn differently" strongly advocated by the LMD reform.

About the category 3: Evaluate other analytically, these behaviors are divided as follows:

- Made Of training evaluation feedback + 3%
- Operates errors 0%
- Valorise Personal work of students 3%
- Evaluates students' skills 2%
 - Regulates its action following answers 1%

All of these relatively low rates (0-3%) show that teachers have not changed their method of evaluation, for example by introducing more modern techniques (Portfolio, continuous assessment, évaluationformative ...)

So it seems that the summative evaluation is pregnant despite the appeal of the LMD reform.

The results of this study shows that:

- Teachers have not changed the way they teach, contrary to the objectives of the LMD reform. Indeed they continue to favor a frontal teaching dominated by imparting knowledge to students.
- Regarding to learn differently, we do the same finding, since we observed no new teaching technique, such as group work, project pedagogy etc.
- As for the evaluation of students, it seems that the traditional techniques of summative assessment (restitution of knowledge) are pervasively present.

Thus, we observed no new technique by considering the LMD reform for the assessment of student skills.

We also note that the process of formation of future physical education teachers should be formulated in terms of professional skills.

In conclusion the observed teachers do not materialize essential didactic principles of the reform LMD, namely: to teach differently, learn differently, and evaluatein a different way..

5. RECOMMENDATIONS

Discuss

As a critic for the implementation of the LMD system in Tunisia for the license in Physical Education and Sports, Ministry makers are expected to take into account the framework set by the Bologna Declaration. Is that they have taken account of the specificities of the discipline of physical education in its institutional, cultural, social and economic Tunisia? In another part, if we take the example of Portugal to implement reform or BMD system STAPS, they began by developing a restructuring process (F. Carrero da Costa, 2005 P 14.) eight steps:

- 1 / Delineate places of social and professional intervention.
- 2 / inventory functions and areas of professional profile.
- 3 / Defining the final skills training (curriculum objectives-targets)
- 4 / Sort and prioritize skills.
- 5 / Select knowledge mobilization in the activation of each competency.
- 6 / Distribute knowledge from disciplines and organize the sequence of their learning.
- 7 / Set disciplines unit credit and start disciplines annually.
- 8 / Develop operational educational programs in each discipline. To professionalize the entire training. We should focus all training on professional projects of learners in the definition:
 - Objectives and learning activities in terms of skills.
 - The content of the training in line with the labor market.
 - Professionalization in close connection with the self-creation of employment.
 - a professional scheme taking into account the logic of tutorials projects, university-business alternation, evaluation of internship credit accumulation. A set of issues that remain outstanding from our study:
 - Should priority disciplinary approach, bringing together trainers of the same subject in the proposed activities or adopt plural and transversal models that take into account the "didactic" disciplines?
 - Should be based on a reference defining the powers of the "good teacher" or develop a benchmark that takes into account all aspects of the teacher-researcher profession?
 - What structures put in place? What goals? What logic supply (training)? What guidance logic? What size of research?
 - In The profession of teaching, often the term "educational development" is used to signify the teaching activity (course, program, organization) and the term "professional development" for all the dimensions of academic carrier.
 - For whom we should give the instructional development?
 - What kind of personal should evaluate the lessons?
 - Which links built between educational and career development (in terms of tenure and promotion)?
 - Should there be separate statutes to modulate the careers of faculty based on their actual investment?
 - The training strategy should start from problems related to the teaching of physical education first and a support system for the teachers by experts in professional didactics.

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DRIBBLING SKILL OF JUNIOR BASKETBALLERS

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Abstract

Basketball is a game resting on precision and speed, thus, the speed in which movements and ball management are performed have a decisive bearing on the abilities in 'basketball. Thus, it is important to recognize the mutual effect of these two elements, which In fact leads to something new, "speed of precision". The accuracy of motion is closely related to all physical measurements, on the one aide, and with the motoric effort technique, on the other side Motoric precision is closely related with motoric abilities.

This work has been devoted to develop a method for controlling the motoric together with sport technique capabilities of young basketball players. There features include the speed with ball.

The test which has been applied allows easy and quick measurement of the speeding ability as the basis motor feature of basketball player as welias the level of master in the basic element of technique which is skill to combine speeding ability with ball. The youth of Iraq show higher efficiency in speeding ability and technique then the youth from Egypt, though the progress of both features is similar for the two populations

KEYWORDS: Basketball. Skill. Speed.

1. INTRODUCTION

Basketball is a game resting on precision and speed, thus, the speed in which movements and ball management are performed have a decisive bearing on the abilities in 'basketball. Thus, it is important to recognize the mutual effect of these two elements, which In fact leads to something new, "speed of precision". The accuracy of motion is closely related to all physical measurements, on the one aide, and with the motoric effort technique, on the other side Motoric precision is closely related with motoric abilities. Sharman /1968/ defined motoric precision as "firstly - the ability to master motoric coordination, secondly - ability for rapid acquisition of motoric sport abilities, and, thirdly - good and proper application of the abilities with introducing of fast and useful changes according to the current situation". Some consider motoric precision as "the ability to I will coordinate movements made by the sportsman, both with--a-11--parts Ft lie body, as well as with defined parts of the body, e.g. dribbling and double action (dribbling jump, throw) in basketball / Lehniann 1981/. Notoric precision is a significant starting point for science and for developing motoric? Abilities (sport technique). The correctness of professional sport and cultivation of a given discipline its proper being physical abilities, as well as physical measurement which given an insight in to the level of development. These latter are called an-. Tropometric. Development of speed is one of the dominating contents of framing those traits which should be performed in the lshortest possible time, such as passing, dribbling and throwing (shoot) in basketball. Speed may be defined as (the ability to perform a defined movement or several movement in the shortest possible time). There of different kind of speed, including motoric speed, moving speed and reaction speed /Cousy 1973/. The aim of this paper is present such a test and the example of its application for the youth of Iraq and Egypt who begin their basket-ball training.

Research Aim

This work has been devoted to develop a method for controlling the motoric together with sport technique capabilities of young basketball players. There features include the speed with ball.

2. MATERIAL AND METHODS

1. Test group: - The model group has been selected from among Iraqi and Egyptian basket ballplayer aged 16-18. A total-j Number of (90) player were tested, (15) persons in each age group. The players hah underwent training for a period from (1) to (3) years, depending on year of birth group from Polish is control.
2. Test components: - In discussing the notion of speed efficiency, several types of tests for basketball could be distinguished, i.e.
 - 1- 20m dash 20D
 - 2- 20 ci dash with dribbling 20¹),DR
 - 3- 20 m dash with slalom and dribbling 205.5 • DR

3. RESULTS AND DISCUSSION

Anthropometry of the examined sportsmen has been made on the basis of the compiled anthropometric materials. Basketball players from Iraq represent little while basketball players these from Egypt represent much in anthropometry Table 1).

In figure 1, 2 and 3 shows results of all speed trials performed without and with ball. The dash 20 m (20 D) is mean better than the dash 20 ci with dribbling (20.D.Dr) for groups consisting of 16 year old by 35-40% for groups consisting of 27 year Old by 20-25%.

Differences in dash 20 m and dash 20 m with dribbling between basketball players of Egypt and Iraq have been calculated. There are statistically significant at the level of 0.05. Iraq basket-hall players are speedier in all age categories (Table 2).

In fingers 4, 5 and 6 there are data about index of speed of dribbling in about comparisons youth of Iraq are more skilled. The beginners 16-18 year lost 20-355.

Better results in basket-ball efficiency of youth of Iraq may be due to more effective training, better motor coordinating or to their morphological predispositions. In table 3 shows results correlation with and height body and speed to basketball players from Iraq and Egypt in age 16 year have not correlation of all players, in age 17 year, have been correlation between only in body height and 20 m dash and dash 20 in with dribbling and slalom to basketball players from Egypt. In age 18 year basket-ball players from Egypt have correlation between body weight and dash 20 m, dash 20 m with dribbling and dash 20 ci with dribbling and slalom. In table 4 shows results correlation lower and upper limb and speed. Only basket-ball players from Egypt in age 17 year have correlation coefficient between lower limb and dash 20 m and dash 20 a with dribbling and slalom, and in age 18 year to basket-ball players from Iraw have correlation coefficient between lower limb and 20 m dash with .

Dash 20 m

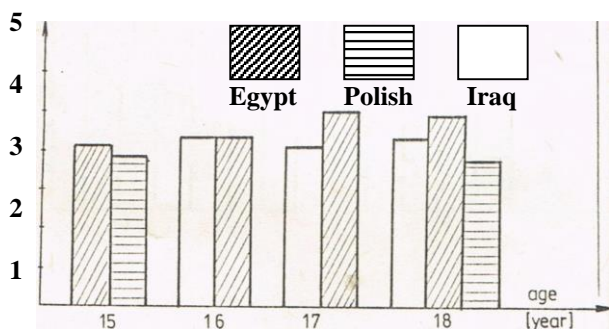


Fig. 1. Results of dash

Dash 20 m with dribbling

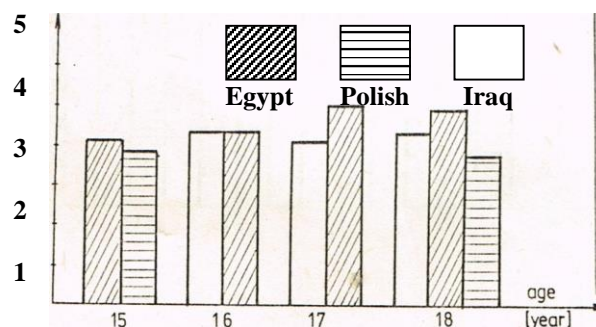


Fig. 2. Results of dash 20 m with

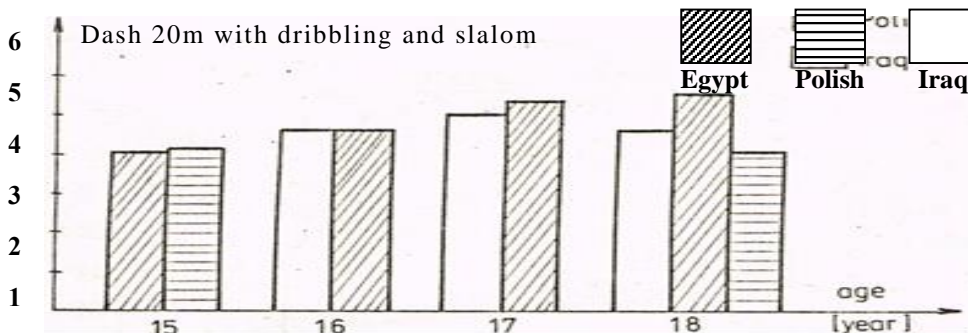


Fig. 3. Results of dash 20 m with dribbling

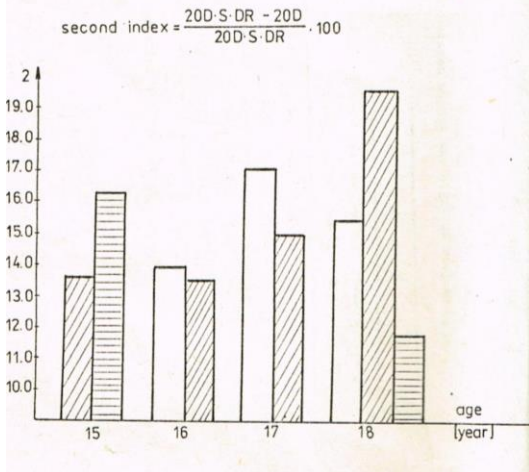
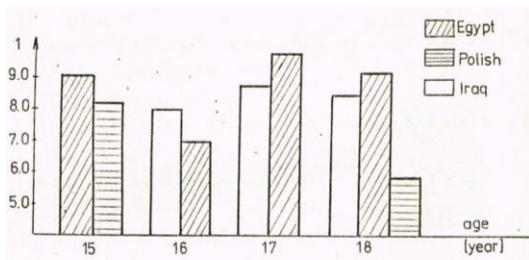
Table 1: Anthropometric characteristics of Iraq and Egypt youth

Ye- Ar	Age state (cm)	body height (kg)	body weight		Lower limb		Upper limb		
			Length (cm)	Length (cm)	Length (cm)	Length (cm)			
			X	SX±	X	SX±	X	SX±	
16	Iraq	171.66	9.25	64.32	6.05	90.88	5.02	77.23	5.81
	Egypt	176.42	8.61	62.63	2.2	93.96	7.14	79.16	4.59
17	Iraq	172.99	6.42	66.33	3.68	89.48	4.99	77.40	4.40
	Egypt	181.67	4.92	61.13	3.55	93.42	6.42	79.92	6.09
18	Iraq	183.27	10.85	77.76	4.46	94.26	7.96	83.26	6.79
	Egypt	187.18	9.12	68.06	4.84	96.73	5.58	85.11	5.20

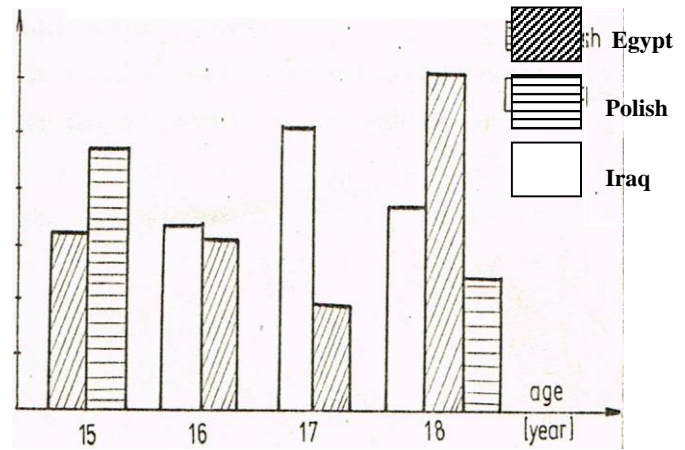
Table 2: Means and standard deviation of basketball speeding skills (in s)

		X	+SX	t	X	+SX	t	X	+SX	t
16	Iraq	3.98	0.50	0.26	4.28	0.28	0.37	4.64	0.22	0.20
	Egypt	0.402	0.28		4.32	0.30		4.66	0.33	
17	Iraq	4.13	0.28	3.31	4.53	0.34	3.99	4.99	0.72	1.38
	Egypt	4.52	0.37		5.006	0.3		5.32	0.54	
18	Iraq	3.92	0.14	14.96	4.28	0.14	4.11	4.64	0.20	6.43

Egypt	4.48	$\frac{20 \cdot DR - 20D}{20D \cdot DR} \cdot 100$	4.94	0.60	5.50	0.47
$\frac{20 \cdot DR - 20D}{20D \cdot DR} > 2.14$ statistically significant at 0.05 level						



$$\text{Third index} = \frac{20 \cdot D \cdot S \cdot DR - 20D \cdot DR}{20D \cdot S \cdot DR} \cdot 100$$



1. Correlation of between lower limb length and dash 20 m.
2. Correlation of between lower limb length and dash 20 m with dribbling.
3. Correlation of between lower limb length and 20 m with dribbling and slalom.
4. Correlation of between upper limb length and dash 20 m.
5. Correlation of between upper limb length and dash 20 m with dribbling
6. Correlation of between upper limb length and dash 20 m with dribbling and slalom.

Table 3: Correlations of between lower and upper limb length and speed

Age	state	1	2	3	4	5	6
16 year	Iraq	0.203	-0.004	0.234	0.176	-0.007	0.287
	Egypt	0.254	0.163	-0.090	0.234	0.213	-0.103
17 year	Iraq	0.195	-0.155	0.003	-0.039	0.248	-0.186
	Egypt	0.504	0.228	0.506	0.455	0.281	0.323
18 year	Iraq	0.469	0.587	0.033	0.394	0.493	0.005
	Egypt	0.271	0.383	0.164	0.415	0.437	0.263

r > 0.497 Correlation coefficient at level 0.05

1. Correlation of between body weight and dash 20 m.
2. Correlation of between body weight and dash 20 m with dribbling.
3. Correlation of between body weight and dash 20 m with dribbling and slalom.
4. Correlation of between body height and dash 20 m.
5. Correlation of between body height and dash 20 m with dribbling.

6. Correlation of between body height and dash 20 m with dribbling and slalom.

Table 4: Correlations of between weight and night of body and speed

Age	state	1	2	3	4	5	6
16 year	Iraq	0.039	-0.002	0.249	0.109	-0.079	0.213
	Egypt	-0.400	-0.188	-0.341	0.263	0.220	0.075
17 year	Iraq	0.282	0.133	-0.273	0.051	-0.145	-0.133
	Egypt	0.166	0.103	0.168	0.626	0.318	0.568
18 year	Iraq	-0.164	-0.265	-0.066	0.461	0.495	0.071
	Egypt	0.559	0.789	0.621	0.257	0.442	0.258
r> 0.497 Correlation coefficient at level 0.05							

4. CONCLUSION

The test which has been applied allows easy and quick measurement of the speeding ability as the basis motor feature of basket - ball player as welias the level of master ing the basic element of technique which is skill to combine speeding ability with ball. The youth of Iraq show higher efficiency in speeding ability and technique then the youth from Egypt, though the progress of both features is similar for the two populat ions •

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MENTAL ALERTNESS AND SKILL SELF AND ITS RELATION TO THE ACHIEVEMENT MOTIVATION OF THE VOLLEYBALL PLAYERS

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Abstract

Identify the Mental alertness and skill self and the achievement motivation of the volleyball players in the college of physical fitness in Babel University.

Identify the relationship between the mental alertness and skill self and the achievement motivation for the volleyball players in the college of physical fitness in Babel University.

The researchers used the descriptive approach with the scanning technique and the relations for its suitability for the nature of the study problem. The search sample includes the search on the male and female players of volleyball in the physical fitness college who are 22 player and the researchers has chosen 17 male and female players including randomly who are there and who are organized in the exercises with a rate of 77%.

The researchers used the mental alertness, the measure of the skill self and the achievement motivation after they ensured its validity of application if they are applied on search sample in order to get the following results:

1- The volleyball players in the college of physical fitness of Babel University were with quiet low limits in the mental alertness.

2- The volleyball players in the faculty of physical fitness of Babel university is characterized by the skill self and the achievement motivation.

3- The higher the mental alertness of the volleyball players in the faculty of physical education in Babel University, the higher the achievement motivation.

4- The higher the skill self of the volleyball in the faculty of physical education in Babel university, the higher their achievement motivation

Then they recommended the researchers with several recommendations in order to solve their search problems.

KEYWORDS: Babel. Volleyball. Skill. Achievement motivation.

1. INTRODUCTION

The athletic Psychology was effective in the training and competition matters in all the athletic events locally and Arabic and in the international forums even in the academic universities as it has a team which is represented by players who are should be treated by the perfect psychological dealing. The teachers should use some physiological phenomenon through the athletic events teaching and training.

One of the mental alertness phenomenon which is considered one of the psychological variables which should be found for the volleyball players because the ball's speed during its circulation inside the playground which requires a big mental preparing of players.

The skill self should be found with the volleyball players in the college because of its importance in achieving the victims which led the researchers to search.

The achievement motivation which the male and female students should be enjoyed whether in their practical lessons or theoretical lessons and whether it was teaching or training. We will recognize the psychological variables are very important like the mental alertness and the skill self and the achievement motivation so it is important for the volleyball players to know it in the college of physical fitness, thus the importance of our current search is coming.

Research Problem: By following up the researchers for the volleyball players in the faculty of physical education in Babel University. The phenomenon of discipline lack in training by the required seriousness so it leads to search for the level of the mind alertness and the skill self and the achievement motivation and also the mind alertness so it was the problem so the researchers tried to know its real solutions.

Research Aim:

1- Identify the mind alertness and the skill self and the achievement motivation for the volleyball players in the faculty of physical fitness in Babel University.

2- Identify the relation between each the mental alertness and the self-skill and the achievement motivation for the volleyball players in the faculty of physical fitness in Babel University.

Search assumption: There is a real relation between the mental alertness and the sell skill and the achievement motivation for the volleyball players in the faculty of physical fitness.

Search terms: the mental alertness: it is a flexible field of the mental ability which is not related to a special point of view, it allows a new and open vision for all the mental and sense experiences without issuing the provisions (11:2).

The skill self: it is an image of the self-athletic concept images related to its performance for the movement skills in the exercise and the matches which may be positive and negative. The skill self may have an expression for the individual about his special movement skills related to his game rather than being an expression of his effectiveness and readiness which lead to skills in training and competition according to the personal perspective. (3:6)

The achievement motivation: it is the player's athletic readiness in order to encounter the athletic competition situations and a trial for excellence in a level or a standard of the excellence by showing a large amount of the activity and effectiveness as an expression of desire in a struggle for excellence. (4:73)

2. MATERIAL AND METHODS

The researchers used the descriptive technique by the scanning methods and the relations methods for its appropriateness for the study problem.

The search society and its sample: The search sample includes male and female volleyball players in the faculty of physical fitness which are 22 male and female players randomly who are found and organized in the training with a percentage of 77%.

Search tools: The psychological tests and measures: they were as the following:

Mental alertness test: Tornto measure for the mental alertness was adopted for its transmission to Arabic by Dr. Riyadh Naiel Al-Aasmy (12:2) as the measure consisted of 30 passages which the investigated answered according to five alternatives which are: (always happen, doesn't happen, sometimes happen, often happen, always happen) the degrees (1,2,3,4,5) are given respectively for each positive passage, and (1,2,3,4,5) are given respectively for each negative passage.

Skill self-measure: It is the measure which is set by Mohamed Hassan Allawy (9:624-631) and it includes 40 passage which measure the volleyball players' estimation for their movement skills related to the volleyball game and the extent of its efficiency and readiness and formulating positive passages (by the measurement side) and positive (against it) while the answer alternatives of this measure are five which are (never, rarely, sometimes, often, always) the positive passages are (5,4,3,2,1) respectively and the negative passages are otherwise.

Achievement motivation measure: For the achievement motivation measure, Haidar Abd El-Reda (2:120) depends on the achievement motivation measure which is applied in the Iraq environment as the measure consists of 30 passage which the investigated is answered according to five alternatives which are (applied on me largely, applied on me moderately, applied on me little, don't applied on me) and it is given the degrees of (5,4,3,2,1) respectively for each positive passage and (1,2,3,4,5) respectively for each negative passage.

* The interviews: an interview with a number of the experts in the field of the athletic psychological field was done.

* The field procedures: The researchers have followed several searching steps in order achieve their purposes which are summarized as the following:

Setting the search standards: The search standards/ measures (mentioned previously) are displayed for the experts and the specialists (who are mentioned previously) for the purpose of ensuring its validation. The experts has indicates the validation of the three standards passages and its application on the male and female volleyball players who represent Babel university.

No	Name	The major	The work place
1	Prof. Yassen Elwan Al-Tamimy	Athletic psychology	The college of physical fitness- Babel university
2	Rpof. Haider Abd El-Reda	Athletic psychology	The college of physical fitness- Babel university
3	Prof. Haitham Hussein Eid	Athletic psychology	The college of physical fitness- Babel university
4	Prof. Shaimaa Ali Khamis	Athletic psychology	The physical fitness administration- Babel university
5	Prof. Haitham Mohamed Kazim	Athletic psychology	The college of physical fitness- Babel university

The exploring experiment: After the researchers ensures the validity of the three standards (the mental alertness, the skill self and the achievement motivation) they have experienced it on a sample of the volleyball male and female players for the faculty of physical fitness in Babel university who are 10 male and female players on 20/ 12/ 2013 in order to get rid of what is called the Expert Error in order to find a constancy value for these standards.

Psychometric properties: It was done for the researchers according to the following steps: The standards correctness: It is considered one of the scientific conditions and aspects for the good test, the three standards correctness was ensured by finding the external correctness of it by its display on a group of the experts and the specialists.

Measures/ standards consistency: By applying the search standards/ measures which are mentioned previously in the exploring experiment and its application after a week only on 27/12/ 2013 and conducting Pearson correlation then identify the relation between the applications as shown in the table no.1 which show the degrees of the measures/ standards consistency (the mental alertness and the achievement motivation and the skill self).

Table 1: Shows the degrees for the three standards/ measures which are used in the search

No	The standards/ the measures	The consistency degree
1	The mental alertness	0.87
2	The skill self	0.91
3	The achievement motivation	0.88

The standards consistency is shown previously for being the consistency degrees are high degrees which are taken into consideration

Main experiment of the search: The researchers spread during the training the forms of the three search standards for a sample of the male and female volleyball players who are 17 players after they wrote their instructions and they told the sample not to write their names on the mental alertness standards, the self-skill and the achievement motivation after they have the forms in order to get search results.

The statistical methods: The SPSS bag is used.

3. RESULTS AND DISCUSSION

Display, analyze and discuss the reality of mental alertness and self-skill and the achievement motivation for the volleyball players in the faculty of physical fitness:

After the researchers spread the forms of the mental alertness test and the measures of the self-skill and the achievement motivation for the volleyball players in the faculty of the physical fitness in Babel University, they found the results as indicated in table no.2:

Table 2: Indicates the search variables (the mental alertness, the self-skill and the achievement motivation for the volleyball players in the faculty of physical fitness) and its statistical information

No	The psychological variables	The sample's number	The highest degree	The lowest degree	The degrees ranges	M	S.D
1	The mental alertness	17	96	69	27	80	2.08989
2	The self-skill	17	176	99	77	137.8824	5.87485
3	The achievement motivation	17	106	77	29	91.6471	2.59799

The above table shows that the sample's number was 17 players and also the actual highest degree for the players was on the test of the physical alertness and the two self-skill measures/ standards and the achievement motivation. It also indicates the means and the standard deviations for the three mentioned standards. The means of the players of the mental alertness test was 80 degrees and on the self-skill measure was 137.88 degrees and the achievement motivation was 91.64 degrees.

With regard to the mental alertness, we found that the mean of 80 degrees despite of that it is relatively near the supposed mean which is 90 degrees but it is minimum and it doesn't represent the ambitious level of the volleyball students in the faculty of physical fitness in Babel university who should be characterized by it or they should be characterized by a large mental alertness for keeping up with the theoretical and practical lessons in the college and also the volleyball variables which need suitable mental processes and abilities, they don't have the balanced awareness case which avoids the individuals the sliding in mazes of different and overlapping situations and they don't follow a clear vision in order to accept the physiological and emotional phenomenon for them and they are characterized by the openness to the world of ideas, feelings, the hurting feelings and the sad experiences of the individual so they suffer from the reality more than others. They couldn't live their experience in the present moment in a balanced manner. They don't have a flexible field for the mental ability which allows for a good and open vision on all the mental and emotional experiences. The mental alertness requires the pity of the person and monitoring his ideas and negative feelings and its living instead of its retaining in the awareness besides to the lack of lurching negative provisions for the self (11:3). It is worth mentioning that the weak value of the standard deviation is 2.08 indicates the case of the great similarity between the players in this aspect and the lack of their differences.

And for the self-skill, the mean of 137.88 indicates an excellence degree for the sake of the volleyball players in the faculty of physical fitness in Babel University on the supposed mean which is 120 only. It means that the players are characterized by a positive vision about their skill abilities in the game and the sense of satisfaction for the players' dispersion of their mean and standard deviation which is 5.87 as a weak variable and little differences between the players especially if we knew that the highest degree which we can reach on the standard theoretically is 240.

If we return to the mean of the volleyball players in the faculty of physical fitness in Babel University on the measure of the achievement motivation which is 91.64 degree we find that it is higher than the submitted mean which is 90. If it is near, it embodies an excellence in this transaction for the sake of the players. It is the matter which satisfies the ambition comparing to the variable of the mental alertness and it indicates their approximation of achieving things which the others considered hard and the control of their physical and social environment and controlling, addressing and regulating the ideas, the performance speed, the independency, the others' competition, their excellence and the self- esteem by the capability practicing (7:32).

A simple notice of the table, we find that the standard deviation of the players of the achievement motivation is 2.59. It is a very little degree especially if we knew that the highest theoretical degree is 180 which indicates the lack of these differences which the players are considering in the achievement motivation.

4-2 displaying, analyzing and discussing the nature of the relationship between the mental alertness, the self-skill and the achievement motivation of the volleyball players in the faculty of physical fitness:

To identify if there is a relation between the current search variables of the volleyball players in the faculty of physical fitness in Babel university, the researchers applied Pearson correlation in order to show it, the results was as in table 3:

Table 3: It shows the relations between the mental alertness, the self-skill and the achievement motivation of the volleyball players in the faculty of physical fitness

The psychological variables	The mental alertness	The self-skill	The achievement motivation
The mental alertness	1	0.37	0.485
The self-skill	0.37	1	0.769
The achievement motivation	0.485	0.769	1

The relation is significant if the calculated degree is higher than the tabular degree of 0.482 at the degree of 15 under the significant level of 0.05

Through table no.3, it is shown that there is a significant relation between the mental alertness and the achievement motivation for the volleyball players in the faculty of physical fitness in Babel University as the calculated degree of Pearson correlations ism 0.485 despite of the lack of the relation as an indicative degree. It is generally higher than tabular degree of 0,482 at the free degree of 18 under the significant level of 0.05. it is a matter that is hardly natural because the more the players could control their ideas, recall what they want, omit what they want and reduce various Mental disorders of the job and social origin like the Anxiety, depression and stress as they will give their best in the competition situations and they will be fast learners rather than they will give a high standard for the or performance and put the achievement as a personal aim for them. What our opinion is completely true because the current sample will be the degrees in the middle limits in each of the mental alertness and the achievement motivation.

As we noticed from the above table that there is a significant relation which is found strongly between the self-skill variables and the achievement motivation of the volleyball players in the faculty of physical fitness in Babel university as their correlation is 0.769 and it is a clear indication of the calculated degree excellence on the tabular table which is mentioned above and thus we find that the matter is completely intuitive because the self-concept related to the movement skills performance in the exercises which may be positive or negative is an expression for the individual about its movement skills related to his game rather than being an expression of his efficiency and his readiness for performing skills in the training and exercises according to the personal perspective and it is related closely to the players motivation for the achievement and achieving the important competitive targets for them. Table no. 3 indicates the lack of a significant relation between the mental alertness and the self-skills as the calculated value of Pearson correlation is 0.37. It surely gives the minimum value and it means controlling the negative ideas, excluding it and give attention definitely for the following minute without evaluating a mental thing that doesn't have a clear relation with the player's concept of their movement skills.

4. CONCLUSION

- 1- The volleyball players in the faculty of physical fitness in Babel university was in low limits in the mental alertness.
- 2- The volleyball players in the faculty of physical fitness in Babel University characterized by the self-skill and the achievement motivation.
- 3- The higher mental alertness of the volleyball players in the faculty of physical fitness in Babel University, the higher their achievement motivation.
- 4- The higher the self-skill of the volleyball players in the faculty of physical fitness in Babel University, the higher their achievement motivation.

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PREDICTING THE ACCURACY OF SPIKE SHOOTING SKILL PERFORMANCE WITH THE SIGNIFICANCE OF SOME VOLLEYBALL PLAYERS' MOTOR FEATURES

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Abstract

Prediction is one of the idea of achievement requirements forecasting and its impact on athletic achievement is higher than modern methods that reflect a combination of factors and qualifications are linked with each other to ensure a scientific mathematical research in order to predict the future of the youth.

That every sporting activity several requirements contribute to the achievement down to the integration of Alade and live up to the highest levels, including the requirements of physical and kinetic and functional, mental, educational, psychological, and are manifestations of the motor including (transport motor, slaves motor, flow kinetic) of the important requirements in performance kinetic for all sports especially a game of volleyball, and highlights the importance of these features, in particular, when the performance of attacking skills, in particular the skill of beating overwhelming, as it related to these aspects to a movement of man and the laws of mechanical movement as the take corners and tracks the kinetic proper for all parts and joints of the body gives the player and the situation preparatory right to apply conditions Mechanical relevant flow and transport motor.

KEYWORDS: Prediction. Motor aspects. Volleyball.

1. INTRODUCTION

Prediction is one of the achievement's requirements. The idea of prediction and its effect on high sporting achievement is considered one of the modern methods which represent a set of factors and qualifications related together to ensure doing scientific sporting researches in order to predict the sporting future of the novice. If the process of players' selection in first stages enables us to identify their readiness and abilities, we will be able to predict the outcomes of this readiness and abilities in the sporting future for the novice and how far they can achieve through the use of prediction. Thus, it is required from all those who are involved in training process to use all scientific training updates as well as utilizing all various sciences such as philosophy, anatomy, biomechanics, training theories and sport psychology as well as knowing important requirements and abilities that should be found in an equal way in each game or sport activity to make sport training take practical steps that have useful effect on all elements of the training process. Hence, each sporting activity has a lot of requirements which contribute to the achievement reaching performance integration and higher levels including physical, motor, mental, educational and psychological requirements that play a crucial role in practicing and mastering all sporting activities. The size of this role varies according to type and nature of the activity.

Motor features (including motor transportation, motor rhythm and motor flexibility) are from the important requirements in tactical performance of all sport games, especially volleyball as these features are related to man's motor system and motor mechanical rules as taking correct motor angulars and paths for all parts and joints of the body gives the player a correct prepared posture to apply mechanical terms related to motor transport and flexibility. In this context, we refer that "Performance of main volleyball skills is closely related to movement flexibility performed by the player which means performing continuous movement and then a skill can be performed (Kah Zal, 2008) quickly which contributes in the complete flow of movement among joints with high speed. This means not losing performance speed and benefit from the intensity in each part and movement within joints in the motor path to achieve the correct mechanical goal from skilled performance. Complete flexibility within joints means that there is the optimum performance due to mechanical and motor performance principles.

The importance of these requirements comes particularly while performing attacking skills, especially the spike shooting skill as this skill requires high abilities and features of passing, rhythm and motor flexibility. This is because it is one of the important skills in volleyball and strong attack in terms of affecting match results, gaining points, possession of serving. Due to the importance of these mentioned features, the relation among them is very important as they have a great effect on reaching optimum skilled performance level in volleyball. In addition, results of predicting these variables have great importance in the linking process among these variables and the accuracy of spike shooting.

Problem of the Study: Volleyball is one of the games whose popularity is increasing worldwide as it is characterized by numerous sudden and quick situations whether in attacking and defense. This game is a collective dynamic activity that was characterized by continuous interaction and variable basic skills. These skills are affected, especially spike shooting, by motor features which are

amongst major requirements and contribute to the effect in skilled performance' accuracy and high achievement. Despite the importance of these requirements, there is lack in depending on it compared with the other variables on which volleyball future prediction is based. In addition, after reviewing the most studies in this filed, there was not any study tackling such variables with the possibility of linking them in a predicting study through which we will predict the sporting performance level for this skill in future and this facilitates training due to players' important requirements which support skilled performance in future.

Based on these facts, researchers chose this subject hoping to know the role of these variables in predicting spike shooting accuracy in order to elevate the game's level according to correct scientific standards.

Objectives of the Study

- 1- Identifying the accuracy of volleyball spike shooting skill for the sample of the study.
- 2- Identifying the characteristics of motor features for the sample of the study.
- 3- Identifying the linking relation between the performance of volleyball spike shooting skill and some motor features.
- 4- Finding an equation to predict the accuracy of volleyball spike shooting skill performance with the significance of some motor features.

2. MATERIAL AND METHODS

The researchers used the descriptive approach with the style of linking correlations as it is appropriate to the nature of the proposed problem and to achieve study goals.

Sample of the Study: The sample of the study was determined with the purposive method in players of Diala volleyball team for the academic year (2013/2014) who are 8 players.

Sample Homogeneity: In order to determine sample homogeneity in some related variables, skewness coefficient of the following variables was extracted as follows:

Table 1: Arithmetic Means, standard deviations and skewness coefficients in the sample of the study:

Statistical feature	Measurement units	M	Med	S.D	Sk
Total length	Cm	176	177	12	0.435
Mass	Kg	73	72	7	0.215
Training age	Year	4	3	1	0.537

Tests:

- The test of diametrical volleyball spike shooting skill accuracy (Mohamed Sobhy Hassanien: 1997, 205-207)
- The test of linear volleyball spike shooting skill accuracy (Mohamed Sobhy Hassanien and Hamdy Abdelmoneim: 1997, 207-208)

Motor Features: Biochemical variables, through which we can measure the rhythm and flexibility, have been determined as follows:

1. Flexibility: flexibility and shifting were extracted from the rule of energy reduction according to the following equation:

$$_1(2S \times K0.5) - _2(2S \times K0.5)$$
2. Motor Rhythm: it is extracted through partial movement time, or the time of the movement second part divided into the time of the movement first part.

Program of Motor Analysis "Kinovea" :The motor analysis program "Kinovea" was used in order to extract and analyze the variables of distance and time of the skill of diametrical and linear spike shooting skill. This software application is better than a lot of steps which were used in previous research at the level of diameters as follows: First, the photographed film is takes as it is, inserted in the program as a raw film and helps to extract variables directly. Next, program steps begin on (12) tools that can be used in motor analysis of any body part to able to determine which of these tools that can help determine the variable which we want to measure and determine its type.

The Main Experiment: The main experiment was done on 10/12/2013 in the volleyball arena. Each of the tested was given five attempts of the diametrical and straight spike shooting skill to choose the best successful attempt to analyze and extract biomechanical variables. Video recording was done using two *Casio Exilim Ex-FHZO* cameras which is characterized by frequency speed of (210 photos/sec). The video recorder was mounted on a big 3D holder. One of the two cameras was put beside the laboratory with length of 3.60 m and height of 1.20 m from the land. The second camera was put at the left of the lab and on the desks in the internal hall with the purpose of covering the total test scope. A scale drawing was used as its length in reality is (1.50 cm).

3. RESULTS AND DISCUSSION

The presentation of spike linear or diametrical shooting skill accuracy tests, features and analysis of motor rhythm and discussion.

Table2: Arithmetic means and standard deviations for the test of diametrical and straight shooting skill accuracy and features of motor flexibility and rhythm

Statistical treatment Variables	Accurate spike shooting		Accurate spike shooting	
	M	S.D	M	S.D
Performance accuracy	2.73	0.7	2.02	0.63
Motor flexibility	216	54	289	84
Motor rhythm	0.753	0.128	0.679	0.050

Results of simple skewness coefficient between diametrical and straight shooting skill accuracy and features of motor flexibility and rhythm

Table 3: Simple skewness coefficient between diametrical shooting skill accuracy and features of motor flexibility and rhythm.

Statistica treatment variables	Performance accuracy	Correlation coefficient	Error level	Statistical significance
Motor flexibility	Diametrical spike	-0.216	0.20	Random
	Straight spike	0.562	0.166	Random
Motor rhythm	Diametrical spike	-0.343	0.08	Random
	Straight spike	0.621	0.06	Random

Showing results of multi correlation coefficient and the quality of linear correspondence quality between diametrical and straight spike shooting accuracy, features of motor flexibility and rhythm:

Table 4: Multi Correlation Coefficient between diametrical and straight spike shooting accuracy, features of motor flexibility

Variables	Multi correlation	Effect	The F Value	Error level
Diametrical spike shooting accuracy performance	0.974	0.897	3.646	0.081
Straight spike shooting accuracy performance	0.925	0.855	3.012	0.137

Presenting and analyzing results of motor features effect with diametrical and straight spike shooting accuracy performance:

Table 5: The effect of the studied variables in diametrical and straight spike shooting accuracy performance, standard error, the T value and error level

Statistical treatment variables	Effect (mile)	Standard error	T Value	Error level	
Motor flexibility	Diametrical	2.39	0.707	3.382	0.02
	Straight	0.012	0.101	0.121	0.908
Motor rhythm	Diametrical	0.007	0.0001	0.873	0.423
	Straight	-0.00002	0.0001	0.337	0.750
Rhythm	Diametrical	0.015	0.0001	1.15	0.302
	Straight	-0.00019	0.0002	1.304	0.249

Results Discussion

Results of tables (2-3-4-5) show that there is no statistically significant relation between diametrical and straight spike shooting accuracy with features of motor flexibility and passing. The study sample, players of Diala University volleyball team, did not get a reasonable level of diametrical and straight spike shooting accuracy and this can be noticed through the values of arithmetic means of this skill in table No. (2) to be 2.73 and 2.200 which is a percentage that confirms the weakness of interest in biomechanical aspects while performing technical skills, especially spike shooting skill which is considered the most difficult attacking technical skill in this game. This skill needs the highest degrees of accuracy, correspondence, strength and performance speed as well as the biomechanical aspect in terms of achieving correct motor paths harmonious with the model performance that is characterized with flexibility, control and performance accuracy. These characteristics can be achieved when the angular speeds in all body joints are appropriate and harmonious in their values through technical performance of skills as well as motor feature. This skill needs this feature in terms of strength movement from one joint to another and with a constant increase to achieve optimum motor duty. "In volleyball, the athlete should not make attack or defensive moves that require correspondence and performance accuracy by involving the needed muscular group to perform these movements with the maximum contraction for all muscles participating in movement in order not to cause weakness, disorder and non-appropriateness of skilled performance effectiveness" (Kamal Abdelhamid et al 1999, 156).

Researchers see that reasons of this great weakness in performance are due to not providing players with information and knowledge related to the biomechanical aspect of the skilled performance by explaining exercises and drawing their attention towards motor flexibility features represented in lack of variance in angular speed indication of the shoulder, trunk and knee joints. This lack shows

that there are no big pauses in performance, therefore, it ensures constant motor performance in these joints as “having right angles in trunk and shoulder joints gives players a preparation posture to apply mechanical terms related to motor flexibility and shifting related, in turn, to the studied variables” (Sarih Abdelkarim: 2007, 125).

4. CONCLUSION

1. There is a clear weakness in the accuracy of performing diametrical and straight spike shooting for the sample of the study.
2. There is weakness and no significant correlation between diametrical spike shooting and features of motor flexibility and rhythm.
3. There is weakness and no significant correlation between straight spike shooting and features of motor flexibility and rhythm.

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PROFESSORS SPORTS EDUCATION AND THE EXTENT OF THEIR CARE FOR COMPUTER USE IN LEARNING SOME MOVEMENT SKILLS

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Abstract

No doubt that the "computer" has attracted a good deal of interest among specialists and non-specialists, and between theorists and applying, between the politicians and the military, among psychologists and sociologists And between people of different philosophies educators and implementing education schools in formal and non-formal, and perhaps the reason for this interest in its various forms and computer has conquered every house for his family satisfaction or minors , And in all the affairs of people's private lives and the public, which requires the availability of a minimum of knowledge of every individual and technological progress has led to the emergence of new methods and ways of indirect education, based on the employment of technological innovations to achieve the desired learning, including: Use of computers and, satellites and satellite channels, and international information network, in order to allow learning to anyone who wants to learn; so the computer is several forms of education, education individually, and the process of education and training and evaluation; It replaces the teacher, and the - well - tools that help the teacher in his work inside and outside the classroom, and this device is the repository for information that were being used when the demand and appeared Sciences new result of this technology; such as: science technology education, which contributed to the production of teaching aids, and help the teacher in the presentation and explanation of Article scientific, and make students self-reliant in the learning process, and there are several types of educational technology; such as: multimedia technology, and computer technology, video technology and Internet technology.

KEYWORDS: computer. Learning. Movement. Skills.

1. INTRODUCTION

No doubt that the "computer" has attracted a good deal of interest among specialists and non-specialists, and between theorists and applying, between the politicians and the military, among psychologists and sociologists And between people of different philosophies educators and implementing education schools in formal and non-formal, and perhaps the reason for this interest in its various forms and computer has conquered every house for his family satisfaction or minors ,And in all the affairs of people's private lives and the public, which requires the availability of a minimum of knowledge of every individual and technological progress has led to the emergence of new methods and ways of indirect education, based on the employment of technological innovations to achieve the desired learning, including: Use of computers and, satellites and satellite channels, and international information network, in order to allow learning to anyone who wants to learn; so the computer is several forms of education, education individually, and the process of education and training and evaluation; It replaces the teacher,

and the - well - tools that help the teacher in his work inside and outside the classroom, and this device is the repository for information that were being used when the demand and appeared Sciences new result of this technology; such as: science technology education, which contributed to the production of teaching aids, and help the teacher in the presentation and explanation of Article scientific, and make students self-reliant in the learning process, and there are several types of educational technology; such as: multimedia technology, and computer technology, video technology and Internet technology. The importance of this research lies in identifying the extent to which education professors Sports In the use of computers in education science sports.

After the evolution of technology in modern life, educators have benefited from this technology in teaching and learning processes.

After it was discovered that the computer has become a way to help in the process of teaching in various fields of science So there is a problem Search To identify the extent of the use of computers when professors at the University of Maysan in Science Education, Sports and optimal use of computer applications in the educational processes.

Research Aim

- Learn how to use the computer with professors Education Sports as an educational tool in the teaching process,
- Learn how to design and computer-based learning tools.

Study hypotheses.

- What are the trends Professors Sports Education use of computer in the science education sports.
- Are their differences in guiding teachers about the use of computers in learning sports skills?

Previous studies:

Study (Zein, 2003): Building a postgraduate program specialization technology education in the light of contemporary global trends,

Researcher reached to build the overall objectives of the graduate program and identify courses and characterization study vocabulary.

And the design and construction of a graduate program specialty technology education, according to the Institute of Educational Development model, as amended .Zein(6:2003)

Study (Al Mubarak, 2006): the impact of the use of the proposed training program for teachers of art education on the development of computer skills in the teaching of artistic design,

And try to build the proposed training program for acquiring technical parameters of Education some basic skills in the teaching of artistic design, The researcher used test to measure the performance of basic skills, The researcher used - formal Torrance Test Version "b" to measure innovative skills, also prepared the proposed training program (Ibrahim 1:2006)

2. MATERIAL AND METHODS

The search method used survey research approach in a manner appropriate description for the research problem.

Sample:

The population of the research professors from the college of Sports Education at the University of Maysan males and females, For various disciplines and was teaching the 58The population of the research professors from the college of Sports Education at the University of Maysan males and females, For various disciplines and was teaching .

The research sample (37) has formed a percentage (63%) of the research community for the events under study and Table (1) shows the sampleStudy (2:2003) Building a postgraduate program specialization technology education in the light of contemporary global trends,

Researcher reached to build the overall objectives of the graduate program and identify courses and characterization study vocabulary.

And the design and construction of a graduate program specialty technology education, according to the Institute of Educational Development model, as amended.

Study (Al Mubarak, 2006): the impact of the use of the proposed training program for teachers of art education on the development of computer skills in the teaching of artistic design,

And try to build the proposed training program for acquiring technical parameters of Education some basic skills in the teaching of artistic design, The researcher used test to measure the performance of basic skills, The researcher used - formal Torrance Test Version "b" to measure innovative skills, also prepared the proposed training program.

3. RESULTS AND DISCUSSION

Table 1: Members of the research community

Sports used	Number of members of the research community	Number of the sample	Representation of the rate
Football	9	6	75%
Track and field	7	6	88.75%
Handball	5	5	100%
Volleyball	4	2	50%
Basketball	5	3	60%
Tennis Games	4	2	50%
Fencing	1	1	100%
Gymnastics	2	1	50%
Boxing	1	0	0%
Swimming	2	2	100%

total	40	28	72.22%
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The researcher used a questionnaire consists of (32) is divided into paragraph (29) positive and paragraph (3) negative paragraph Average

Statistical methods used by the researcher SPSS

- *The standard deviation
- *Simple correlation coefficient
- Analysis of Variance*

Table 2: Shows the results of analysis of variance Answers respondents according to the variable specialization

Source of variation	total	Degrees	Average	F calculated	Schedule F	Significance level
Between groups	26.125	3	86.708	35.130	8.66	Shows
Within groups	272.958	20	0.642			
Total	272.985	23				

The table shows the results of analysis of variance for variables by specialty, where the calculated value of F (35.130), which is greater than the value of F tabular Which amounted to (8.66) when the degree of freedom (0.05), indicating the presence of significant differences between the sample according to their specialties about the use of computers in learning skills. The results suggest to the orientation of members of the research sample to use in teaching computer skills, according to the specialization of each of them. Researcher attribute this trend to the development of the educational process in Iraq in general in various disciplines, including the sports field as well as to provide Computers at the college and each professor, Method explanation through the presentation skill by a computer be better way of explanation the usual manner and this is what was agreed with what the (kite) in his study (3:1996)

Study (Zein, 2003): Building a postgraduate program specialization technology education in the light of contemporary global trends,

Researcher reached to build the overall objectives of the graduate program and identify courses and characterization study vocabulary.

And the design and construction of a graduate program specialty technology education, according to the Institute of Educational Development model, as amended. (1)

Study (Al Mubarak, 2006): the impact of the use of the proposed training

Table 3: value (LAND) between the mathematical community study groups

Program for teachers of art education on the development of computer skills in the teaching of artistic design, And try to build the proposed training program for acquiring technical parameters of Education some basic skills in the teaching

Groups	Results differences	L.S.D	incorporeal
Handball	6.51	-6.50	incorporeal
Handball	9	-9	incorporeal
Football	0.84	-0.833	incorporeal
Football	3.33	-3.34	Non incorporeal
Basketball	2.49	-2.50	Non incorporeal
Handball	5,67	-5.50	incorporeal

of artistic design, The researcher used test to measure the performance of basic skills, The researcher used - formal Torrance Test Version "b" to measure innovative skills, also prepared the proposed training program.

Seen from the table (3) the results of the value of the LSD Rates differentials has been shown that all incorporeal results Only two sets of arena football and basketball as well as with scene and The group, handball arena is the best totals.

4. CONCLUSION

- 1- There are positive trends in sports education professors at the University of Maysan towards the use of computers in learning movement skills,
- 2 - The increase in the positive trend towards the use of computers in teaching skills to the level of specialization.

5. Recommendations:

- 1- Held training sessions for the teaching of the College of Education using a special mathematical computer.
- 2- Provide education colleges sports with computers on education professors Sports.
- 3- To provide computer hardware variety of educational sports programs.

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PSYCHOLOGICAL STRESS AND ITS RELATIONSHIP WITH COMPETITIVE SPORT ANXIETY AND ITS RAPPORT WITH THE ACHIEVEMENT MOTIVATION AMONG HAND BALL PLAYERS (MALE)

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Abstract

The present study aims to measure the level of Psychological stress and anxiety of competition and achievement motivation for handball players. And to identify the relationship of Psychological stress and anxiety competition among handball players. The researcher used the descriptive approach on a sample of 40 handball player from clubs Chlef Season (2014/2015), the researcher used (SPSS) statistical treatment of results showed that there is a correlation between the field of mystery goals in training and competition and Hostile reaction, that there is a negative correlation between Hostile reaction and cognitive anxiety.

The results showed that there is a negative correlation - an inverse relationship Between Burden training and success achievement motivation, the results resulted in a completely positive correlation between the family pressures and success achievement motivation, the results show all the relationship of a positive correlation between the self-blame and failure avoidance, and There is a correlation between relationship success achievement motivation and physical anxiety, results were discussed according to spammers and scientific methodology based on previous studies.

KEYWORDS: Psychological stress. Competitive Sport Anxiety. Achievement motivation.

1. INTRODUCTION

The term "pressure" from the vocabulary of the most widely used in public life and even academic and intellectual, has been associated with in the last decade in several different areas, even the sports field included both when the players or managers or coaches or referees, that the increase in new and changing requirements consistently contributed to the experience the individual pressures different at home, school or playground down to the competition which vary from individual to individual, there are those who can overcome and adjust to them in various ways and means to help him with that, and there are those who give them, is located in the physiological changes and psychological disorders and worse mental and physical health. If the rapid and continuous change of the most important features of the times, the sports competitions fertile field for such mental disorders and their reflections on athletic achievement and motivation, and despite the attention and popularity gained by large

Sports competitions in general, and sport handball in particular have a significant interest, as interest increases in official competitions and rivalries, So it was the attention to the psychological handball players from among the aspects that must be taken into account, the stress of the psychological factors that directly affect the performance of Sporting, which will reflect positively or negatively on the performance of handball players and contribute to increase the players' motivation,

The relationship, which is expected to show between psychological stress and achievement motivation and Competitive Sport Anxiety among handball players, according to this require a study of the relationship between these two variables, the study of associated variables identified by previous studies to find the relationship between psychological stress and anxiety of competition and achievement motivation, and there You must specify the relationship that linked the (psychological pressure - achievement motivation, stress - anxiety competition, anxiety compete-achievement motivation) is representing the problematic situation in this study, which requires the study of the correlation between the dimensions of psychological pressure and the dimensions of anxiety competition and the dimensions of achievement motivation through the above can put the public the following question:

. In light of the reviewed literature and discussion of inconsistency in prior studies the following hypotheses were formulated:

Is there a correlation between stress and competitive anxiety and achievement motivation among handball players?

Researcher has identified presumably in that. No correlation between the dimensions of stress and competitive anxiety and achievement motivation among handball players. Through the general premise has identified researcher research hypotheses in the following wording .:

Research Hypotheses:

- There is a correlation between the dimensions of psychological stress and achievement motivation among handball players.
- There is a correlation between the dimensions of stress and anxiety competition among handball players.
- There is a correlation between the dimensions of competitive anxiety and achievement motivation among handball players.

2. MATERIAL AND METHODS

The researcher used the descriptive approach to suitability current study

The study sample :Due to the large population of the study, and the purpose of the economy in the time and effort researcher resorted to a sample taken from the original study of the community where the study sample included 40 handball player at the level of clubs of the chlef for the season 2014/2015

Tool Used In The Study

Competitive Sport Anxiety Inventory: Competitive sport anxiety was assessed by using the Competitive Sport Anxiety Inventory - 2 CSAI-2, Martens et al.1990, which is a self-report, psychometric sport anxiety inventory, consisting of 27 items Mohamed hassan Ellawy translation into Arabic.

(Ellawy , 1998:241)

Description of CSAI-2: The CSAI - 2 is scored by computing a separate total for each of the three subscales with scores ranging from a low of 9 to a high of 36. The higher the score, the greater the cognitive or somatic. A-state or the greater the state self-confidence. Total score for the inventory is not computed.

The cognitive state anxiety is scored by totaling the responses for the following 9 items 1, 4, 7,10,13,16,19, 22 and 25.

The somatic state anxiety subscale is scored by adding the responses to the following 9 items: 2, 5, 8,11, 14, 17, 20, 23 and 26. Scoring for item 14 must be reversed in calculating the score for the somatic state anxiety subscale as indicated below.

1 = 4 2 = 3 3 = 2 4 = 1

The state self-confidence subscale is scored by adding the following items 3, 6, 9,12,15,18, 21, 24, and 27. Inventories that are missing no more than one response per subscale can still be scored, but any inventory in which two or more items from any one subscale are emitted should be invalidated. To obtain subscale scores when an item has been omitted, compute the mean item score for the eight answered items, multiply tiis value by 9, and then round the product to the nearest whole number. (Navaneethan & Soundara rajan, 2010:161-164)

Psychological stress Inventory

Psychological stress Inventory preparation by Rawia Abdoul Fattaa Atoof, and contains 27 items and includes 06 axes. (Atoof, 2004 : 191-206)

Measurement of achievement motivation: The preparation of Joe Wallace Willis in 1982, is designed to measure achievement motivation associated with sports competition and includes 20 items and 2 axes, Mohamed Hassan Ellawy translation into Arabic. (Ellawy , 1998:181)

Exploratory study

Targets exploratory study

- Develop research and testing tools, and stand on the measure in the Algerian research environment variables.
- Knowledge of the time it takes research tools in the application and stand on the best conditions and ways to perform basic study

Time and circumstances of the application of the scoping study: The application of the scoping study in good conditions help in the period between 5-20/10/2014

Reliability of Data: The reliability of data was ensured by establishing the instrument reliability, tester reliability, tester competency, and reliability of tests.

Test & Retest: Method the first application on an exploratory sample of 6 players test. And who were later excluded from the core sample study. Then re-apply the measure a second time on the same sample after 15 days from the first application under the same terms and conditions, reached correlation coefficients between the first application and the second application of the dimensions of the scale as follows, as illustrated in the following table(1):

Table 1:Shows the correlation coefficients of the Inventory

	Sample members	COEFFICIENT OF CORRELATIONS
competitive Sport Anxiety Inventory	20	0.70
psychological stress Inventory		0.67
measurement of achievement motivation		0.75

• confirm Inventory:

Has been standard on a group of specialists, until the arbitration process to be ready to be applied in the Algerian environment or what is known as virtual honesty

3. RESULTS

Table 2: The value of simple correlation coefficients between the dimensions of stress and anxiety competition

Dimensions of psychological stress Dimensions Competitive Sport Anxiety	Sample members	M	S. D.	Value of correlation		
				Physical anxiety	Cognitive anxiety	Self-confidence
Burden training	40	8.24	2.58	0.052-	0.272-	0.033-
Training Environment		11.28	2.60	0.219-	0.280	0.209
The field of mystery goals in training and competition		19.88	4.72	0.293	0.026-	*0.394
Family pressure		12.44	2.48	0.048	0.164-	0.177
Hostile reaction		11.28	3.63	0.004	*0.418-	0.289-
Self – blame		6.24	3.27	0.223-	0.181-	0.007-

* Significance at 0.05 level

As you see in the above table ,The results of the arithmetic average of Table -1- partial correlation matrix between the dimensions of stress and Competitive Sport Anxiety among handball players, from and through the table, we find that averages computational burden of training (8.24) training environment (11.28) ,The field of mystery goals in training and competition (19.88), Family pressure (12.44) and Hostile reaction (11.28). and Self – blame (6.24), By the results of Pearson correlation coefficient "Person" we find that the correlation coefficients were significant at beyond The field of mystery goals in training and competition and self-confidence (0.394) and was a relationship correlation linear positive perfectly, which indicates the existence of a relationship between two variables and also there is a correlation between Hostile reaction and cognitive anxiety (0.41-) were completely negative correlation relationship and this reflects a relationship between two variables and this is what achieves the hypothesis which states that there is a correlation between the stress and Competitive Sport Anxiety

Table 3: The value of simple correlation coefficients between the Dimensions of psychological stress and Measurement of achievement motivation

Dimensions of psychological stress Measurement of achievement motivation	Sample members	M	S. D.	Value of correlation	
				success achievement motivation	failure avoidance
Burden training	40	8.24	2.58	0.052	*0.319-
Training Environment		11.28	2.60	0.303-	0.127-
The field of mystery goals in training and competition		19.88	4.720	0.077	0.296-
Family pressure		12.44	2.48	*0.445	0.310
Hostile reaction		11.28	3.63	0.165-	0.113
Self – blame		6.24	3.27	0.058	*0.402

* Significance at 0.05 level

Through the table -2-, we find that the correlation coefficients were significant at the dimensions of stress in three dimensions search resulted in the existence of a correlation between success after the completion of motivation after family pressure and coefficient of (0.445) in the positive direction

It also resulted in findings that there was a significant negative correlation for the Burden training and failure avoidance coefficient of correlation (-0.31)

It also left it there significant correlation quite positive in self-blame with yet failure avoidance at a rate of correlation (0.40) This reflects a relationship between two variables and this is what achieves the hypothesis which states that there is a correlation between psychological stress and anxiety dimensions of competition

Table 4: The value of simple correlation coefficients between the dimensions of stress and anxiety competition

Dimensions of Competitive Sport Anxiety Measurement of achievement motivation	Sample members	M	S. D.	Value of correlation		
				Physical anxiety	Cognitive anxiety	Self-confidence
success achievement motivation	40	42.58	4.35	*0.341-	0.258-	0.310
failure avoidance		29.98	6.64	0.127-	0.043	0.171-

* Significance at 0.05 level

The results in Table -3- the arithmetic average of the dimensions of the achievement motivation scale was referring to (42.58) success achievement motivation (29.98) for the failure avoidance, as was the correlation coefficients between the moral dimensions of achievement motivation and the dimensions of anxiety competition

Which resulted in the existence of a correlation between success achievement motivation and physical anxiety coefficient of correlation (0.341), a statistically significant in the negative direction.

This reflects a relationship between two variables and this is what achieves the hypothesis which states that there is a correlation between achievement motivation and concern for the rulers of the competition.

4. DISCUSSION

By the results that have been reached are discussed and interpreted these results according to scientific and methodological frameworks., through the results of Table -2- resulted in findings about the existence of a significant positive correlation between relationship The field of mystery goals in training and competition and self-confidence This explains the researcher is that whenever the increased uncertainty in the field of training and competition goals as reflected on the player's self-confidence and increased anxiety, He also noted Table -2- are also out there correlation in the negative direction-that relationship is an inverse relationship between the hostile reaction and cognitive anxiety

This Relationship explains the researcher that whenever lack Hostile reaction whenever increased cognitive anxiety And lack negative expectation of the level of the player focus

As for the relationship between psychological stress and achievement motivation variable success researcher use the Pearson correlation coefficient to find a correlation between the dimensions of the results table -3- the existence of a negative correlation - Burden training and motivation to failure avoidance , Where he was a researcher that the Burden training Say motive to avoid failure,

The results-3- also resulted in a completely positive correlation between family pressures and defended the achievement of success where the less family pressure success achievement motivation increased .

While The results Table -4- to highlight the relationship between anxiety competition and achievement motivation for handball players, where the researcher used the Pearson correlation coefficient to find a correlation between the dimensions of the results has resulted in the existence of a correlation between success achievement motivation and physical anxiety in a positive way where explains researcher that the more success achievement motivation Say physical anxiety and negative expectation and loss of concentration and perception of emotional failure.

Discuss hypotheses results

The theoretical framework of the study pointed to the importance of the subject of psychological pressure by scientists and researchers both in the Arab environment or foreign alike. As a result of the negative effects are reflected on the performance and motivation level players, the researcher came to see the rationale for consistent problem with the goal set for the study of this phenomenon and how it relates to the relationship and Competitive Sport Anxiety And achievement motivation when handball players .

The results of the first hypothesis, which dealt with the relationship between psychological stress and Competitive Sport Anxiety where there was a correlation between The field of mystery goals in training and competition and self-confidence Positive correlation , It also was an inverse correlation between the hostile reaction after and cognitive anxiety p, It is consistent with the study. This reflects the health of the hypothesis which states that there is a correlation between the stress and Competitive Sport Anxiety

The second hypothesis is that determine the relationship between psychological stress and achievement motivation

Has resulted in the existence of a negative correlation - between reverse Burden training and failure avoidance where the researcher said that the more Burden training Say failure avoidance

The results also resulted in a completely positive correlation between family pressures and successful completion of motive where the less family pressures increased success achievement

Motivation, There was also a correlation between Self – blame and quite positive and failure avoidance this is explained by the researcher to that whenever Self – blame plus the increase in the failure avoidance. It is consistent with the study, then each of (Fayyad salem ,2014: 151-168) There is a negative relationship between the level of anxiety and achievement in effective flinging arms aerobic.

This reflects the health of the hypothesis which states that there is a correlation between stress and achievement motivation relationship ,They correspond to the study (Awatif Sobhy & Mosaad Rashad Moustafa , 2013: 315-321) which he noted There is a statistically significant negative correlation relationship between the dimension of the motivation of success achievement and the two dimensions of cognitive anxiety and physical anxiety, whereas there is a statistically significant positive correlation relationship between the dimension of the motivation of success achievement and the dimension of self- confidence. In this regard (Ratib , 2001:299) indicates that "the sources of concern are both competitive properties, leading to uncertainty about the outcome of the competition, The study results (Buurenane , 2011:50-60) showed that there is a correlation between the anxiety of competition and achievement motivation with Collective Sports Athlets in Algeri

5. CONCLUSION

Results of the study showed the following results:

- There is a correlation between the dimensions of psychological stress and achievement motivation among handball players.
- There is a correlation between the dimensions of stress and anxiety competition among handball players.
- There is a correlation between the dimensions of competitive anxiety and achievement motivation among handball players

6. RECOMMENDATIONS

the current study recommends to

- The need to take into account the psychological aspect in the field of sports
- Provide the necessary psychological care for the players before the competition to reduce anxiety, depression, fear and stress
- Increase studies on stress and its relationship with concern the competition on other activities and different environment
- The expansion of the research community to include various other clubs and activities to undertake studies to reduce stress.

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THE EFFECT OF TWO WAYS OF WARM UP ON SOME OF THE FUNCTIONALITY AND PERFORMANCE IN SWIMMING EVENTS FOR AGES 14-16 YEARS

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Abstract

sports activities required to prepare the body physically and psychologically, yet apart of the tenths of second set winner in the competition, as well as a good swimmer's performance is also affected by other variables including heredity factor and special training, which is a warm up, considered by many researchers as a critical factor for performance in training and competition alike. The warm-up can be defined in swimming and other physical sports as an initial preparation of internal body system to link physical activity on, before the main event in competitions, or by performing daily training program, with the aim of improving physical condition and thus achieving accomplishment. Generally, warming up is aimed to raising body temperature, increasing blood flow, respiratory rate, heart rate and the flexibility of the muscles involved in the working muscles, taking into account the stage of exhaustion, as well as to adapt the swimmers with water familiarity and with platforms, wall, jumping, and information about the things surrounding the swimmer. It is believed that all such information of warm-up established the swimmer to make a better performance during the competitions

. The objective of this research is to evaluate the effect of two ways of warm up of some the functional capacities and the achievement in the 100 m freestyle event, the sample consisted of ten swimmers used to do different ways to warm up before swimming 100 m freestyle, they were divided into two groups, the first group (the control) did the normal warm up (as a swimmer do in his daily training), the second group (experimental) used the warm up units prepared by the researcher, which included some varying proportions of maximum effort, The test was conducted of all swimmers and have been recorded all the search variables as a pretest , then they were tested after one week, as a post-test , where swimmers in their daily sessions trained usual program which prepared by their trainer , except that the experimental group was implementing a warm-up as organized by the researcher, then give the swimmers rest for 5 minutes, before testing 100 m freestyle, then the heart rate were measured after warming up and after completion of the test. The researcher concluded from the results that there is statistical significant between the warm-up methods used by two groups in the time of 100 m free style.

KEYWORDS: Method. Warm up-swimming. Age.

1. INTRODUCTION

As in all the digital gaming, swimming sport requires the overall physical, functional and psychological attributes such as force, stretching, and speed, as part of a second-tenths determines the winner of the competition. The performance of a good swimmer affected by a number of factors included his genetic and training factors, and the warming – up process, which is one of the module sections, which viewed by many researchers as a decisive factor for the performance in training and competition alike. We can swim definite "warm – up" as in other physical sports as the initial configuration of the body's internal organs to link with the needed physical activity before the main event in the competitions, or prior to the implementation of daily training module, in order to improve their physical condition or achievement. Generally warming – up aims to raise body's temperature, increase blood flow, respiration rate, heart rate, and flexibility of the muscles involved in the work, taking into account not to access to the exhaustion phase, As well as it ensures for the swimmer to adapt to water and familiarity with the jumping platforms, the wall of the pool, the fields and the media, And researcher believes that all of these aspects of the warm-up prepares the swimmer to provide the best performance during the competition.

The warm-up is considered to be the key when you make physical activity to start implementing the physical training or competitions, it's a set of physical exercises to prepare the internal organs of the body and stimulate energy systems used in competition or in the daily workouts, as well as its usefulness in the psychological preparation for the main section of the training module or competition.

Warm-up definition does not depend on the distance or time, but instead of that, any kind of activity related to swimming can be implemented to a certain extent, it can be felt trough it that body has reached a standby state to change the swimming speed without get tired, and gradually Swimmer will feel his need to some distance to the warm-up as the season training progresses than in the

past few days, and when the swimmer swims a certain period and still feel that his swimming is slow he has to try to change his swimming in the direction of speed.

The amount of the warm-up depends on a number of internal and external variables alike, included where is the swimmer from his swimming course or the number of hours of sleep, or what is the types of the food he eats, what is the temperature of the water, and age also plays a role. While most of children have a quick warm-up, older athletes tend to need longer warm-up and a more gradual in terms of size and intensity.

It's usual to perform warm-up exercises before starting daily exercises or before competitions for both short and long events with the aim of achieving the warm-mentioned objectives, usually long events requires that the warm-up being for longer period of time than it is in short events, and thus requires high energy consumption and may contribute to muscle fatigue in the absence of the order of its items appropriately and commensurate with the physical condition of each swimmer, and in general, the long-term warming may reduce the implementation of the daily workouts entries and thus affects the achievement.

The researcher sees through his follow-up to the swimmers' method of warming-up before entering the competitions that the research problem is the existence of a kind of non-order of warm-up items in terms of intensity and amount to fit the swimmer to enter the competition or to prepare for the implementation of the daily training modules with sufficient time to do a warm-up, although some studies have pointed to the existence of conflicting evidence on the impact of warming on the achievement, the researcher believes that the warm-up, whatever the method of execution is used to fit a swimmer from the physical, psychological and functional side to conduct daily training or enter in competitions.

The research aimed to:

1. Prepare the items of fitting section of the warm-up phase.
2. Identify the impact of any of the methods of the warm-up on the time of 100-meter freestyle swimming and some functional variables for swimmers ages (12-14 years)
3. Identify any methods used in the warm-up is better to improve some functional variables and achievement.

2. MATERIAL AND METHODS

Research Methodology: The researcher used the experimental method based design equal groups, a "system for testing or comparison between two or more groups" (Wajih Mahjoub, 2002), because of its suitability to the nature of the research problem.

Research Population: The research population is defined to be the swimmers who ongoing their daily training and present in the open international public pool (50 m) category (14-16 years) totaling 20 swimmers jurisdiction of free-swimming style.

Research Sample: The sample consisted of ten swimmers aged (14-16 years) were randomly selected to participate in this research, with training age (3-4 years), and (50%) of the original population, all swimmers were in the preparation phase of training season of the year during the days of the test (research), trained by five training units per week, and the amount and intensity of all the participants during this period was the same.

Homogeneity of the research sample and commensurability of the two sets of research:

Homogeneity of the research sample:

The researcher tests research variables regarding to the homogeneity of the sample in terms of chronological and training age and weight, as shown in the table (1) the homogeneity of the sample individuals in the mentioned variables.

Variables	A	B	The value of the coefficient of variation	Result
Age / year	14.5	1.39	0.870	matching
Training age / year	3.7	1.66	0.48	matching
Weight / Kg.	61	1.01	0.95	matching

Commensurability of the research sample:

The researcher measured research variables in calculating the time of (100 m) and heart rate after the warm-up and after the effort to see sample Commensurability in the mentioned variables, as shown in Table 2.

Table 2 shows the means and standard deviations for the time tests of 100m freestyle swimming and heart rate after the warm-up and after the effort and the value of (T) calculated and tabular and the result of the sample individuals.

Variables	Experimental group		Control group		T Value		Result
	A	B	A	B	Calculated	Tabular	
100m swimming time	61.6	1.11	61.62	0.97	0.22	3.36	Random
Heart rate after the warm-up	94	1.1	94.4	1.6	0.25		Random
Heart rate after the effort	145.2	1	144.8	1	0.35		Random

Under the degree of freedom of 8 and 0.05 cluing level

The research main procedures:

The pre-tests:

The researcher conducted the anthropometer measurements and the prior tests for 100m freestyle swimming and calculated the heart rate after warm-up and after completing 100m swimming to the research sample which was 5 swimmers in the international public pool, Thursday 7/8/2014, and then took the same measurements and the prior tests for the control group which was 5 swimmers in the same day, all variables was recorded in the research record.

The warm-up items:

The researcher prepared and ordered the warm-up items which were carried out by the Experimental group before they have the post-test which included the following items:

Start with light swimming for 5 minutes or equivalent to 400m without stop with (50-60%) intensity of the maximum.

Increasing the intensity level or keep it for another 3 minutes or equivalent to 200m with 70% intensity.

Take short break for 2 minutes, then do 2-3 × 100m slow interval with speed equivalent to heart rate (120b/m) with 80% intensity and at this time heart rate will be raised slightly from the stable position.

Have treatment and then do 2-3 × 25m with near to the maximum intensity.

Decreasing the speed slowly, and continuing swimming another 200m until reach to the start speed, at this time the swimmer will be ready to start the second section of the training unit or race.

Both groups have carried out the items of the same training curriculum in terms of amount, intensity and rest periods which prepared by their trainer aim to have its effect equal to all members sample during the week before the post-test, except when they make the warm-up before the daily training, the experimental group used warm-up prepared by researcher, and the control group carried out the usual warm-up, which they used to have during daily workouts.

The post-tests:

The researcher conducted a posteriori tests for the same measurements to the two groups of research and after the implementation of each of the items of the warm-up, each group according to what a prepared for it, after completing the implementation of the warm-up items prepared by the researcher for sample experimental group after a week of having the pre-test and on 14/8 / 2014 for the lack of impact of the daily training curriculum items prepared by the research sample coach, and on the same day the post-test was held for control group, with the same conditions in which the measurements and pre-tests conducted.

3. RESULTS AND DISCUSSION

The researcher presents, analyzes and discusses the results obtained from the research objectives and hypotheses in determining the effect of the warm-up items prepared by the researcher on the experimental group in improving the freestyle swimming time of 100m and heart rates before and after the effort.

Show the results of the differences between pro- and posttests in the research variables for the control and experimental group and analyze it

Table 3: Shows the Means and standard deviations and (T) calculated and tabular value and Statistical significance of the pro- and post tests for freestyle swimming of 100m and heart rate before and after the effort for the experimental group.

Tests	Pro-test		Post test		(T) calculated value	Result
	A	B	A	B		
100m free time	61.6	0.22	59.9	0.10	6.13	Moral
Heart rate after warm-up	95.6	0.195	103.2	0.122	4.94	Moral
Heart rate after effort	144.8	0.08	154.4	0.122	10.6	Moral

The tabular degree 2.77 on Statistical significance 0.05 and free degree 4

Table 4: Shows the Means and standard deviations and (T) calculated and tabular value and Statistical significance of the pro- and post tests for freestyle swimming of 100m and heart rate before and after the effort for the control group.

Tests	Pro-test		Post test		(T) calculated value	Result
	A	B	A	B		
100m free time	61.62	0.21	60.58	0.15	4.69	Moral
Heart rate after warm-up	94.4	0.182	99.2	0.018	2.16	Random
Heart rate after effort	145.2	0.11	147.6	0.09	1.43	Random

The tabular degree 2.77 on Statistical significance 0.05 and free degree 4

Table 5: Shows the Means and standard deviations and (T) calculated and tabular value and Statistical significance of the pro- and post tests for freestyle swimming of 100m and heart rate before and after the effort for both groups control and experimental

Tests	Pro-test		Post test		(T) calculated value	Result
	A	B	A	B		
100m free time	59.9	0.10	60.58	0.15	4.95	Moral
Heart rate after warm-up	103.2	0.122	99.2	0.018	3.16	Random
Heart rate after effort	154.4	0.122	147.6	0.09	6.45	Moral

The tabular degree 3.36 on Statistical significance 0.05 and free degree 8

Analysis of the results of tests of 100m freestyle swimming and heart rate changes after the warm-up and after the effort for the control and experimental groups: -

On noting the research results showed in tables (3), (4) of pro- and post testes for both control and experimental groups, moral differences appeared in favor of the post testes for 100m freestyle swimming for both groups, but the improvement that has occurred for the experimental group was the best, that appeared through means difference of two tests for the two groups.

The results showed that there is an effect with statistical significance between the two methods of worm-up in time test of 100m swimming (table 3) which used by the experimental group, and the normal method which used by swimmers before their training units and before competitions. (Table 4) the results were in favor of the worm-up prepared by the researcher for the research sample. The experimental group who used the worm-up prepared by the researcher was faster than the control group with (59.9 sec.) compared with the control group with (60.58 sec.). The results also showed that the participants' results were better after the suggested worm-up by the researcher, table 3 and 4 showed as well that the heart rate of the experimental group after the worm-up prepared by the researcher (103 b/m), while the heart rate of the control group after the worm-up prepared by their coach (99 b/m).

The research aimed to evaluate the effect of the items of suggested worm-up on achieving 100m freestyle swimming for the participants in the test. The recent research results refer to that freestyle swimming time of 100m has statistical significance for the group who carried out the worm-up prepared by the researcher (59.9 sec.) compared with the control group (60.58 sec.), and as studies pointed, worm –up helps raise the body's degree and increase blood flow and respiration rate and heart rate and flexibility of the muscles involved in performance and that fits swimmer better performance (king, 1979, Bishop, 2003), and as noted in the current research the heart rate after the warm-up of experimental group (103 b / m) was significant compared with the control group (99 b / m), and researcher attributed that to the increase in the volume of oxygen in the muscles and increase of the temperature and the effect of the psychological factor among swimmers. Overall, the experimental group had made the best times after the warm-up prepared by the researcher. This corresponds with what was found by (Zochowski, et al, 2007), and the researcher believes that this may have an impact on achievement in the 100m freestyle swimming for members of the experimental group as it leads to raise the volume of oxygen and thus can be used during physical performance.

The worm-up duration in the current study had effect on raise the body's degree and the muscles involved in performance, as well as the psychological side may contribute to the development of swimmers time (Bishop, 2003a), Where some sources indicate that the warm-up will lead to increased preparedness and gives time to focus before the race (the previous source), and this may clarify that the experimental group had achieved their best times after the worm-up prepared by the researcher. There are number of studies their results were inconclusive, also there were results for conflicting studies, (Romney et al., 1993) found development in the performance time of 200m after worm-up takes 15 minutes compared with 200m time without worm-up. Also (king, 1979) didn't find significant difference in 50m swimming time after worm-up for 400m or without worm-up, may by that was because of the sample size (13 swimmer), and varying ages young and old (9-24 years old), as well as 400m as worm-up wasn't enough to increase body and muscles temperature. For (Mitchell et al., 1993) he found that there wasn't a moral difference in time of 200m with worm-up with low intensity or with worm-up with high intensity, the researcher thought that worming-up for 400m distance with low intensity and high intensity wasn't enough to increase body and muscles temperature, as well as the high intensity caused muscle fatigue because it completed the worm-up at 110% of maximum oxygen Consumption, so he found that the low intensity wasn't enough to raise body and muscles temperature, and high intensity caused muscle fatigue. In the current research the researcher used intensity distribution method in the line with the race distance and swimmers ages (research sample) nature, and the results had Statistical significance between the pro- and post testes and for favor to the post test for the experimental group, and this has achieved the goal of research on the swimmers participating in the test achieved their best time in 100m free swimming after the implementation of the items of the warm-up, which prepared by the researcher.

4. CONCLUSION

1. The use of the method of warm up prepared by the researcher may direct and significant impact on the improvement of time 100m freestyle swimming used by the experimental group.
2. The results of the experimental group in the post tests proved the validity of the warm-up items prepared by the researcher through a clear development in time of 100m freestyle swimming and heart rates after the warm-up and after the effort.
3. The researcher found through statistical indications that the items of the normal warm-up carried out by the control group did not contribute to the development of heart rates after the warm-up and after the effort.
4. The improved swimming time of 100-meter freestyle for the control group is the result of psychological factor and the determination to achieve the best time as it is the experimental group.

5. RECOMMENDATIONS

1. Assure the method of warm up prepared by the researcher, because of its positive impact on the development of swimming time of 100m freestyle for swimmers aged 14-16 years old.
2. The coaches need to determine the best way to warm-up for their swimmers individually for the purpose of increasing the training and achievement.

3. Conduct similar studies to the distances of 400 m and up to 1500 m by determining the warm-up duration, required intensity and treatment time.

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THE EFFECT OF USING COMPETITIVE TRAINING WITH & WITHOUT TOOLS AS A MOTIVATION TO DEVELOP SOME TECHNICAL AND SKILL ABILITIES IN YOUNG FOOTBALLERS

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Abstract

The foundations must be provided to ensure the success of the training process are mainly dependent on the mechanism of preparation and the creation of training curriculum that is compatible with the scientific foundations in terms of setting the integrated athlete and commensurate with the abilities and capacities to improve its reputation in general, and this depends mainly on the ability of the coach to take advantage of the science related to the concept physical and motor and linking trends of various physical and physiological and skill and psychological.

The research aims to: -

- Preparation of competitive drills using tools and without a motive to develop some physical abilities and skills of the young players in football.
- Knowledge of the effect of exercise in the development of some of the physical abilities and skills of the young players in football.
- The researcher used the experimental method to the nature of the suitability Search.

Conclusions

- 1-The use of competitive training increases players' interest towards offering the best which reflects positively on general sport level.
- 2-Using various tools especially the uncommon ones with these practices to increase the effectiveness of players, achieve training goals and raise sporting level.
- 3-Good choice of helping practices and tools helps in time investment and reach goals while raising the skill, planning and psychological level for the players.

KEYWORDS: Education. Faculties. Quality management. Organization.

1. INTRODUCTION

Principles that should be provided to make training successful in general are concentrated in setting training methods based on scientific bases in terms of physical, skill, planning and psychological comprehensive preparation because this sporting training aims in general to raise and maintain performance level reaching the highest achievement that both the trainer and the athlete are look forward to. This is by using science related to physical and motor concepts then linking them with different, philosophical, skill and psychological attitudes, so the task of athletes is to built training programs which include means and goals that enhance player's need of requirements to be used in his game (Mofti Ibrahim Hammad, 2002, 171). If we follow-up developments in performance levels in general for footballers, we will find that this is due to the development of trainers' abilities in employing the achieved scientific developments to make full use of functional abilities of players as well as making use of research results in sciences related to sport training (philosophy, sports medicine, biomechanics, etc) in preparing players correctly to invest the most inner abilities of the athlete using various training methods in addition to devices and tools in an optimum way. This was positively reflected on the achieved results and this shows that continuous development in sport games, especially football depends on how to prepare players in physical, skill, psychological, functional and educational aspects which are reflected in motor performance during training and competition. To increase players' motivation to perform the best level, it is required from trainers to search for the best methods to achieve that including using competitive training that increases players' motivation and enthusiasm to double efforts effectively to perform the best which helps raise the numbers' level and comprehensive preparation that is the main goal which the coach seeks to achieve the hoped development. Therefore, the researcher was interested in preparing competitive training with and without tools as a motivation to develop some physical and skill abilities in players of Waset Education football team.

Problem of the Study: If we follow the level of footballers in general in different age categories, we will notice a clear contrast between physical, skill, functional and psychological levels of players despite training continuity which is reflected negatively on the results. As the researcher is working at the sport training and academic setting, he believes that these contrast and reduction in general level are due to the inability of trainers to set various training elements which contribute to players' motivation to show all their abilities and do their best during training unit as it lacks competitiveness, interest and activeness which decrease training motivation. In addition, the most training units do not use devices and tools as training means that help raise their skill and mental abilities, increase their experience and raise the level of acquired information to enable them to deal positively with various situations which makes training traditional and negatively reflected and deprive training from competition and enjoyment which are among its basic and educational advantages. Accordingly, the researcher started prepare competitive training with and without tools as a motivation.

Objectives of the Study

- Preparing competitive training with and without using tools as a motivation to develop some physical and skill abilities of Waset Education football team.
- Knowing the effect of this training on developing some physical and skill abilities of Waset Education football team players.

Hypotheses of the Study

- There are statistically significant differences between pre- and post- tests of some physical and skill abilities of players of both empirical and control football players.
- There are statistically significant differences between football players in post-tests of physical and skill football abilities.

2. MATERIAL AND METHODS

The researcher used the empirical method as it is appropriate to the nature of the study being the best and the most successful method that tests hypotheses' reliability and determines general relations among variables.

Population & Sample of the Study

Population and sample of the study is represented in Waset Education football team players (18 players) who became (16) after eliminating both goalkeepers. Players were divided into two groups, empirical and control groups, using equal groups with pre- and post- tests. The empirical group was trained according to the method prepared using competitive training and tools, while the control group was trained using traditional method. It is important to find homogeneity among persons of the study to avoid factors affecting the results of the experiments and to enable the researcher to return contrast in the empirical factor. The researcher made measurements related to (length – weight – age and training age) variables by extracting skewness coefficient value of the measurements. All measurements referred that they achieve normal curve which ranges from (+-3) which shows good distribution of the study sample's individuals as shown in table (1).

Table 1: Values of arithmetic means, standard deviations, median and skewness coefficient:

No	Variables	Measuring unit	M	S.D	Med	Ske
1	Length	Cm	179.9	1.72	180	0.17-
2	Weight	Kg	70.8	1.93	70.5	0.46
3	Age	Year	20.8	0.78	21	0.76-
4	Training age	Year	2.6	0.51	3	2.35-

Determining Physical, Skill Abilities and their Tests

For the purpose of determining physical, skill abilities and their suitable tests to the nature of the study, the researcher prepared a questionnaire to determine the most important abilities, physical and skill tests (see annex 1) presented to a group of specialists and experts as in annex (2) abilities and tests that got over 80% were chosen as the researcher has the right to determine suitable percentage for him. (see tables 2 and 3).

Table2: The percentage of experts' agreement on the candidate physical and skill abilities

Physical abilities	The Agreed out of 7	Percentage	Chi square value	Yes	No	Expert number
Strength	7	100%	7	Yes		7
Speed	7	100%	7	Yes		
Explosive power	7	100%	7	Yes		
Performance endurance	6	91.3%	5.38	Yes		
Handing	7	100%	7	Yes		
Scoring	7	100%	7	Yes		

Table 3: Experts' opinions in physical and skill tests

No	Physical and skill variables	Candidate tests	Test goal	Experts	Agreed experts	Chi square value
1	Muscular strength	Lifting a 25 kg ballast for 30 sec	Muscular strength Of foot		6	5.33
2	Speed	Running for 30 m in flying posture	Transitional speed		7	7
3	Performance endurance	Performing reverse handings with 2 opposite players with 10 m distance within 1 min	Performance for the longest possible period	7	6	5.33
4	Explosive power	Long jump from standing	Explosive power of feet muscles		7	7

5	Handing	Counter handing in the block from 5m within 3 sec	Measuring handing accuracy		7	7
6	Scoring	Scoring on a goal divide from 18 m distance	Measuring scoring accuracy		7	7

Pre-Tests: The researcher made pre-tests for the empirical group at 2 o'clock on Tuesday 21/01/2014 in the playground of Faculty of Physical Education, Waser University and skill tests at 4 o'clock on the same day and for the control group at the same timings on Wednesday 22/01/2014.

Equal Samples: To achieve equality between both groups, the researcher performed equality in physical and skill variables of the study as in table (4)

Table 4: Arithmetic means, standard deviations, the T scheduled and counted values for both empirical and control groups for physical and skill pre-tests

Difference significance	T scheduled value	T counted value	Control group		Empirical group		Physical and skill variables
			SD	M	SD	M	
Insignificant	2,14	0,249	2,602	6,771	2,535	6,429	Muscular strength number
Insignificant		0,178	2,076	4,312	2,124	4,512	Speed Sec
Insignificant		0,888	0,055	2,054	0,079	2,022	Explosive power M
Insignificant		0,017	3,031	9,141	3,020	9,125	Performance endurance Number
Insignificant		0,001	2,894	8,377	2,893	8,375	Handing Number
Insignificant		0,026	0,654	0,972	0,618	0,966	Scoring Degree

Freedom degree (14) and significance level (0.05)

The Main Experiment: After reviewing a lot of scientific studies and references, the researcher prepares various competitive training models with or without using tools aiming to develop some physical and skill variables. The empirical group was trained using posts with different heights, barriers, iron and stone couches, models that represent opponent players, using circles, rings and food ballasts, while the control group was trained as follows:

- 1- Training start on Saturday 25/01/2014.
- 2- The experiment lasted for (6) weeks.
- 3- Number of training units is (3) units weekly (total unit number is 18 training units).
- 4- Training days (Saturday – Monday – Wednesday).
- 5- Time of the single training unit is (90) minutes.
- 6- Total training time (1620 mins) for each group.
- 7- The experiment ended on 07/03/2014.

Post-Tests: The researcher performed post-tests on Saturday 08/03/2014 for the empirical group and on Sunday 09/03/2014 for the control group. The researcher tried to have similar conditions with post-tests.

3. RESULTS AND DISCUSSION

Table 5: showing means of pre- and post- tests, total differences, differences deviations square, counted and scheduled T values, difference significance and development percentage for the empirical group.

Development percentage	Difference significance	T scheduled value	T counted value	subtracted	total differences	Post-test-s	Pre-test-s	Unit	Physical and skill variables
%44,21	significant	2,36	28,81	1,388	40	11,25	6,25	number	muscular strength
%30,87	significant		45,26	0,190	8,6	3,41	4,5	sec	Speed
%28,80	significant		6,962	0,869	6,05	2,84	2,022	m	Explosive power
%36,52	significant		59,04	0,707	42	14,375	9,125	number	Performance endurance
%37,96	significant		64,06	0,640	41	13,5	8,375	number	handing
%75	significant		25,53	0,744	19	3,5	0,875	degree	scoring

Freedom degree: (7) and significance level: (0.05)

By looking at table (5), we will find that the arithmetic mean value in the pre-test of muscular strength has become 6.25 and in post-test was 11.25, while total difference between both tests was 40 with a standard deviation of 1.388. By extracting the T counted value for linked samples (28.81), it was found out that it is bigger than the T scheduled value (2.36) at freedom degree of (7) and significance level of (0.05) which means that there are significant differences between both tests and for the sake of the post-test with development percentage of (44.21%). As for speed variable, the arithmetic mean for the pre-test was (4.5) while it was (3.41) for the post-test with total difference of (8.6) with a standard deviation (0.190). By extracting the counted T value (45.26), it was found that it is bigger than the scheduled value (2.36) which means that there are significant differences between pre- and post- tests with (30.87%) development percentage. As for explosive power, the mean of pre-test was (2.022) and for post-test was (3.41) with total difference of (6.05) and (0.689) standard deviation. By extracting the counted T value (6.962), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (28.80%) development. Concerning performance endurance test, the pre-test mean was (9.125) and (14.75) for post-test with total difference of (42) and standard deviation of (0.707). By extracting the counted T value (59.04), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (36.52%) development. As for skill variables, pre-test mean for handing was (8.375) and the post-test was (13.5) with difference total of (41) and standard deviation of (0.640). By extracting the counted T value (64.06), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (37.96%) development. As for scoring variable, pre-test mean for handing was (0.875) and the post-test was (3.5) with difference total of (19) and standard deviation of (0.744). By extracting the counted T value (25.53), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (75%) development.

Table6: arithmetic means for pre- and post- tests, total differences, standard deviation, T counted and scheduled values, differences significance and development percentage for the control group:

Development percentage	Difference significance	T scheduled value	T counted value	subtracted	total differences	Post-tests	Pre-tests	Unit	Physical and skill variables
%13,97	significant	2,36	8,490	1,06	9	8,87	6,75	number	muscular strength
%10,7	significant		4,983	0,666	3,1	3,97	4,75	sec	Speed
%10,75	significant		4,387	0,547	2,4	2,381	2,08	m	Explosive power
%15,93	significant		10,204	1,274	13	10,75	9,125	number	Performance endurance
%10,25	significant		8,490	1,060	9	9,75	8,629	number	handing
%64,62	significant		9,385	1,172	11	2,12	0,75	degree	scoring

Table (6) shows that the arithmetic mean value in the pre-test of muscular strength has become (6.75) and in post-test was (7.87), while total difference between both tests was (9) with a standard deviation of (1.060). By extracting the T counted value for linked samples (8.490), it was found out that it is bigger than the T scheduled value (2.36) at freedom degree of (7) and significance level of (0.05) which means that there are significant differences between both tests and for the sake of the post-test with development percentage of (13.97%). As for speed variable, the arithmetic mean for the pre-test was (4.75) while it was (3.97) for the post-test with total difference of (3.1) with a standard deviation (0.622). By extracting the counted T value (4.983), it was found that it is bigger than the scheduled value (2.36) which means that there are significant differences between pre- and post- tests with (10.07%) development percentage. As for explosive power, the mean of pre-test was (2.08) and for post-test was (2.381) with total difference of (2.4) and (0.547) standard deviation. By extracting the counted T value (4.9387), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (10.75%) development. Concerning performance endurance test, the pre-test mean was (9.125) and (10.75) for post-test with total difference of (13) and standard deviation of (1.274). By extracting the counted T value (10.204), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (15.93%) development. As for skill variables, pre-test mean for handing was (8.629) and the post-test was (9.75) with difference total of (9) and standard deviation of (1.060). By extracting the counted T value (8.490), it was bigger than the scheduled value (2.36) for the post-test with (10.25) development percentage. As for scoring variable, pre-test mean for handing was (0.75) and the post-test was (2.12) with difference total of (11) and standard deviation of (1.172) for the sake of the post-test with (64.62%) development.

From previous presentation, it becomes clear that there is a development in individuals of both groups, but results of the empirical group were higher than those in the control group such as result of legalized and programmed training due to players' abilities as well as using helping means in training, while the control group training depended on normal training.

Presenting analysis of post-tests’ results for the empirical and control group in physical and skill variables

For the purpose of knowing differences significance of the means between results of both groups in post-tests, the researcher showed the results as follows in table (7):

Table 7: arithmetic means for post-tests in physical and skill variables, total differences, standard deviation, T counted and scheduled values, differences significance and development percentage for the control and empirical groups:

Difference significance	Significance level	Freedom degree	T scheduled value	T counted value	Control group		Empirical group		physical & skill variables
					SD	M	SD	M	
significant	0,05	14	2,14	11,418	0,640	7,87	0,908	11,25	muscular strength
significant				9,333	0,112	3,97	0,216	3,41	Speed
significant				6,95	0,181	2,381	0,188	2,84	Explosive power
significant				5,353	1,374	10,75	2,385	14,37	Performance endurance
significant				6,655	1,015	9,68	1,981	13,5	handing
significant				5,798	0,179	2,12	0,907	3,5	scoring

Freedom degree: (14) and significance level: (0.05)

By looking at table (7) showing results of post-tests for both groups in physical and skill variables, we will find that the arithmetic mean value in empirical group of muscular strength has become (11.25) and the standard deviation was (0.908), the arithmetic mean value in control group was (7.85) with a standard deviation of (0.640). By extracting the T counted value (11.418), it was found out that it is bigger than the T scheduled value (2.14) at freedom degree of (14) and significance level of (0.05) which means that there are significant differences between both groups in the post-test and for the sake of the empirical group. As for speed variable, the arithmetic mean for the empirical group was (3.41) while the standard deviation was (0.216) the arithmetic mean for the control group was (3.97) with a standard deviation (0.112). By extracting the counted T value (9.33), it was found that it is bigger than the scheduled value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group. As for explosive power, the arithmetic mean for the empirical group was (2.84) while the standard deviation was (0.188) the arithmetic mean for the control group was (2.381) with a standard deviation (0.181). By extracting the counted T value (6.95), it was found that it is bigger than the scheduled value (2.14) which means that there are significant differences between both groups for the sake of the empirical group in post-test as a result of applying competitive training within strength and speed which helped to reach this development percentage. As for performance endurance, the arithmetic mean for the empirical group was (14.375) while the standard deviation was (2.385) the arithmetic mean for the control group was (10.75) with a standard deviation (1.374). By extracting the counted T value (5.353), it was found that it is bigger than the scheduled T value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group in the post-test as the applied training focused on developing the endurance ability that is proportionate with the main work form in competition which raised their performance and endurance levels. As for skill variables, the arithmetic mean for the empirical group was (13.5) while the standard deviation was (1.981) the arithmetic mean for the control group was (9.75) with a standard deviation (1.015). By extracting the counted T value (6.655), it was found that it is bigger than the scheduled T value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group in post-test as the researcher focused in applying training on connecting them with physical training and increasing pressure factors on players for the increasing and frequent difficulty to help raise performance level. As for scoring, the arithmetic mean for the empirical group was (3.5) while the standard deviation was (0.907) the arithmetic mean for the control group was (2.12) with a standard deviation (0.179). By extracting the counted T value (5.798), it was found that it is bigger than the scheduled value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group in post-test resulting from frequent scoring training in different forms with and without using tools which contributed to raise development degree for players.

Post-tests’ Results Discussion for the Empirical and Control Groups

By looking at table (7) showing results of post-tests for both groups, it becomes clear that there are significant differences between them in physical and skill abilities and this shows the negative effect of training used in the empirical group as results showed that there is a noticeable development in muscular strength for the sake of the empirical group’s individuals as a result of using jump and leap training based on body weight, ballasts and medical balls with asserting the performance of various physical training and linking them with the basic skills as the performance should be quickly according to specific terms by the trainer to be similar to what happens in competition and determine timings to increase competition and interest. This also helps to develop the ability of the muscular system as it is the basic support of successful performance resulting from performing strong and quick muscular contractions as developing footballers’ strength and the ability of using it quickly is proportionate with playing state and they are the major factor to reach the vest level (because muscular system in playing is responsible for overcoming different resistance

resulting from different playing states along the match time and effective performance of basic skills does not happen without quick muscular contractions) (Kazem Elrabeay and Moawak El Mawla, 1988, 247). As for speed, we notice that there is a clear development for the sake of the empirical group as a result of performing various training with various forms with and without tools like rubber ropes, the weight of partner's body, running on a slope surface, running with various styles as well as using posts and different height barriers to change directions, speed patterns and player's conditions. The, the researcher links this training with the skill performance to raise interest and competitiveness degree, adapting functional systems to difficult situations and the ability of success with multiple frequencies to raise the areal and non-areal competence functions. This results in developing multiple types of speed such as transitional speed and reaction as the athlete needs them in competition. A footballer needs (quick response to the incentives that emerge during competition as ball or opponent's movement, so it is required that transitional speed and response should develop from different locations and linking them with ball movement all over the pitch) (Kazem Rabea and Mowafak El Mawla, 1988, 344). As for the control group, there was a development in the level of speed level as a result of frequent related training but with less degree than the empirical group as it lacks variability and interest as well as not using tools that raise development degree. As for the explosive power, there is a good development for the sake of the empirical group as a result of using various tools such as barriers, posts, medical balls and the stairs using jump and leap training to raise both strength and speed level which depend on body weight or additional weights such as dragging barrels or rubber ropes. This cannot be done without raising the level of nervous system development that depends on strong and quick training and the ability of their repetition. The study also links this training with basic skills of the game. All of these aspects contributed to the development of explosive power due to development in the central nervous system. Sale 1992 thinks that the increase of muscular ability is due to the increase in motor nerves flow as a result of stimulating motor units that are subject to legalized and frequent training related to the type of skills. In addition, quick and competitive jumping training influenced the nervous system through the increase of clear nerve-muscular impulses and coordination by quick response to muscles with quick and strong contractions. Concerning performance endurance, through post-tests results of the study sample, there were significant differences for the sake of the empirical group which means that the competitive use was more effective in making the needed development in traditional training. Football needs high physical abilities that enables footballers to continue in good performance for the longest possible period, so they need continuous training similar to competition as sport training leads to "Physiological changes and level development as long as these changes are positive to achieve systems adaptation and be able to bear burdens with high competence with less effort" (Mohamed Hassan Allawy, 1992, 24).

Regarding handing, there are significant differences between both groups and for the sake of the empirical group as the researcher various practices based on using wall plateaus, small goals and posts with a set of conditions to increase competition and difficulty using time and number of handing times in certain areas from different distances similar to competition using the principle of frequency to raise experience level reaching automatic performance because the player reaches this level through "frequent repetition using various training, external factors such as one or more opponents, using various tools that increase difficulty degree or getting into situations that need solutions, so these practices raise experience level and develop performance level too" (Mofty Ibrahim Hammad, 1994, 25). In scoring variable, there are significant differences between both groups for the sake of the empirical group. The researcher thinks that this development resulted from effective practices of individuals in the empirical group using divided and small goals, squares in walls, posts, partners, different distances and postures due to increasing difficulty and focus with similar postures to competition which is reflected positively in "raising competence level. Scoring training should correspond with real conditions in matches as possible and training was including some sudden and variable situations which surround the player and make him act quickly" (Mukhtar Salem, 1988, 50).

4. CONCLUSION

- 1- The use of competitive training increases players' interest towards offering the best which reflects positively on general sport level.
- 2- Using various tools especially the uncommon ones with these practices to increase the effectiveness of players, achieve training goals and raise sporting level.
- 3- Good choice of helping practices and tools helps in time investment and reach goals while raising the skill, planning and psychological level for the players.

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6. APPENDAGES

Annex 1: Tests of Physical and Skill Abilities

No	Test goals	Tests	Physical and skill variables
1	Muscular strength of feet muscles	Carrying a 25kg ballast for 30 seconds Jumping with grapping knees to the chest level within 30 sec	Muscular strength
2	Measuring maximum speed	Running 30 m from the flying posture. 50 m running	Speed
3	Measuring performance endurance	Two opposite players with 5m distance, two reverse handing times within 1min. 5m x 5m square, player with the ball in middle square moving with the ball towards one of the corners then turning to reverse angle and returning horizontally to the other angle and back diametrically to the reverse angle within 1 min.	Performance endurance
4	Measuring foot muscle strength	Long jump from fixed position. Vertical jump	Explosive power
5	Handling measurement accuracy	Handing on a wall plateau (counter handing) for 30 sec Handing on a small goal from a distance of 10m	handing
6	Measuring scoring accuracy	Scoring on a goal divided from 18 m. Moving between posts with 1m between each post and scoring from 16m distance	Scoring

Annex 2: Expert Names to Choose Physical Abilities and their Tests

No	Expert name	Specialization	Workplace
1	Prof. Dr. Mahgoub Almashhadani	Tests & measurements	college of Basic Education – Al Mostanseria Universiy
2	Prof. Dr. Naeem Abdel Hussein	Sport Training	college of Physical Education – Babylon University
3	Ass. Dr. Nagi Kazem	Football Training	college of Physical Education – Baghdad University
4	Ass. Dr. Bahaa Mohamed Taki	Training Philosophy	college of Physical Education – Waset University
5	Ass. Dr. Mohamed Kazem Arab	Psychology - Football	college of Physical Education – Waset University

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THE EFFECT OF VIRTUAL REALITY IN USING NINTENDO WII TECHNOLOGY IN LEARNING TENNIS SERVE FOR BEGINNERS STUDENTS

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Abstract

Education one of the main topic that develop society and improve them as its impacts positively and completely in creating a new generation depending on scientific and new predisposition, the modern learning methods in the last years change to be more suitable with students interesting and participate them in learning strategy instead of make them passive listener. As we see the world moving, forward and apply the new technology in all parts of life, and simulation one of the new methods which is using in different fields to transferring knowledge from situation to another, saving time and cost and one of simulation type its Nintendo wii.

There are many sports like Tennis adopt the new invented to improving performance which can't be achieved without changing the old style to optimized with new requirements for this reasons and other the study try to engage virtual reality via Nintendo wii to learn the student serve skill in tennis. The study depend experimental approach, with two groups (control and experimental group) to comprise between them and the rustle refer to Learning through Wii device provides and support needs of students and present the movement in clear and interested way that impact in learning serve of tennis for experimental group and the Learning by familiar style (Explanation and model), and all what the lecturer lead to positive impact in learning serve skill of tennis for the control group.

KEYWORDS: Nintendo Wii technology. Tennis. Common teaching.

1. INTRODUCTION

As we see the world moving forward and apply the new technology in all parts of life, and simulation one of the new methods which using in different fields to transferring knowledge from situation to another, saving time and cost, as well as support the real performance wanted to be learnt. Fisher (2002) refers that the researches worked on the simulation devices for teaching driving cars and airplanes proved its efficiency to teach and settle the suitable performance.

Study Problem: The tennis curriculums in the college depend on one style (Explanation and model) it has several positives, and mostly achieves the target of the teaching process, but to increasing the efficiency of learning, saving time and efforts, as well as getting benefit from modern Innovations, the study suggested using Nintendo Wii technology to teach serve skill during class time.

Study Aims:

- 1 Recognizing the impact of using Nintendo Wii technology and the common teaching style in learning student's tennis serve skill.
- 2- Recognizing the best effective teaching style in learning student's tennis serve skill.

Simulation: Simulation is the process of imitating a state, exact situation, or real act, it is an extension of virtual reality. Majdi Salah-2008 mentions that the virtual teaching in any form is only a type of simulation to the exact reality, since the simulation is one of the effected teaching manners, Arabic encyclopedia of the educational terms and technology of teaching, the simulation also defined as" an act, model, or type of one manner in reality, in which every participant has a particular role, hence he faces certain circumstances, he has to produce solutions to his problems, and make suitable decisions.

Nintendo Wii: The device designers have focused on imitating the natural human gestures in dealing with the device, and the player is acting according to his style in playing, since in the old manner, pressing the buttons is similar among all players, and the difference would be only in playing strategy, and speed of pressing buttons, but by the new system, the remote stick imitates the way a person uses his hands to move.

2. MATERIAL AND METHODS

According to the nature of the study we used the experimental research, the study simple 24 students (12) control group and (12) students experimental group. From the second stage chosen randomly after taking out the failures, postponed students, and Tennis, badminton, and Ping-Pong players, to avoid learning impact transition.

We used four Nintendo Wii devices, four Samsung TV, 52 inch. one laptop, Video and digital camera, tennis court, rockets and balls and depend ITF On Court Assessment, to measure tennis skills to all International federations, the ITN assessment are simple

and suitable for all players over the world, whatever their level was, especially for beginners, players who didn't participate in any championship and competition periodically, in order to be an effective tool in the assessment of the players performance

After preparation and planning for the steps to use Wii in classes, an exploratory experiment has been done on a random sample similar to that of the study, out of the original sample to make sure that all requires are with perfecta way.

3. RESULTS AND DISCUSSION

Table 1: Pretest and posttest for control group in the serve test

Skills	pretest		posttest		T-Critical	T	differences
	M	S.D	M	S.D			
Serve	8.5	0.52	10	0.60	7.7	2.20	Significant

The table (1) showing the differences of the Pretest and Posttest for the control group, the posttest highest than pretest according to lecturer method (Explanation and model) and to the lessons exercises and repetition of the performance and mistakes correcting, learning environment, motivation, direct monitoring from the lecturer, deliver the needed information and feedback which is lead to positive change in the posttest, that's what mentioned by (Abdulkarem Alsamrai and Others:2007.55) that the method of Explanation and model is very important factor in the learning presses because it linked the previous skill with the new skills and helps to connect the dynamic visualization with information's that explained earlier that increase learning.

Table 2: Pretest and posttest for experimental group in the serve test

Skills	pretest		posttest		T-Critical	T	differences
	M	S.D	M	S.D			
Serve	8.33	0.77	11.16	0.71	9.53	2.20	Significant

The table (2) showing the differences of the Pretest and Posttest for the experimental group, the posttest highest than pretest according to efficiency of learning by simulation through the (Wii) device in learning the serving skill to the experimental group, we refers these differences to the new educational environment that full students interested and needs to Keep up with the Innovations spicily they never tested like this experimented before.

The simulation through Wii device is a unique experience by testing true performance under controlled circumstances which gives the students the ability to try many new dynamic forms without worry of performance mistakes or embarrasses from colleagues or lecturer or perform abstention, as (Schmidt) mentioned 1982 the simulation panels have an effective range in the exercises and they are the main reason to make use of exercise dynamic form.

Table 3: posttest for control and experimental groups in the serve test

Skills	control		experimental		T-Critical	T.Stat	differences
	M	S.D	M	S.D			
Serve	10	0.60	11.16	0.71	3.52	2.07	Significant

The table (3) showing the differences of the Posttest between control and experimental groups, the posttest for experimental group highest than posttest for control group, we refers success to the learning through simulation by the Wii device which represented the specific exercises by competitive small games helped to increase the accuracy of performance in enjoyment way that what we touched from experimental students group they insists to continue playing even after the lesson time is over, and mohammed Hassan Alawi 1992 refer that the educational tools if they used in a right way it will be an effective to increase the activity, energy, self-confidence.

And the high sense of Wii mote stick develop the stability of learning, every movement in the arm angle changes the bath of the ball that allows the students to correct modify the serve to reach the right perform, and the size of screen and high quality of it that made connect between what he does and what he sees which leads to qualifications of harmonization between the hand and the eyes and the dynamic control , and this what matches with the study of Douglas gentile, 2005 on a group of surgeon doctors improved their accurate performance during surgery by using the electronic simulation.

And the students has the option of repeating the excesses which is consideration individual differences between students and saving time as the real playing intervened losing time when they be busy in moving in the court and bringing back the out balls in addition to other stoppage.

learning by simulation bringing the suitable responses that happened during the real playing because of the similarity between playing through Wii and playing in real in the dynamic performance because its imitate what is in real playing by the characteristic of the 3D represented and the sound effects like hitting the ball ,sound of the audience, visual effects, vibration effect in the control stick, and that what(Dennis:1989,30) refer to that presenting the skills in a visual form surpass any other phonetic explaining about the other things that connected to the skill, and the good designing of the educational curriculum makes the trends of the students more positive1.

4. CONCLUSION

1. Learning through Wii device provides and support needs of students and present the movement in clear and interested way that impact in learning serve of tennis for experimental group.
2. Learning by familiar style (Explanation and model), and all what the lecturer lead to positive impact in learning serve skill of tennis for the control group.
3. Superiority experimental group (Wii) device on control group (Explanation and model) because it provide a big chances to practicing the serve skill with new and interested way.

4. RECOMMENDATIONS

- 1- Using Wii device in learning tennis serve skill and try it with other skills and games.
- 2- Using modern technology that increases students interesting of learning.

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THE IMPACT OF THE EXERCISES AT TIGHT SPACES IN THE DEVELOPMENT OF PHYSICAL & KINETIC CAPABILITIES AND TECHNICAL SKILLS FOR THE SOCCER'S YOUTH TEAM

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Abstract

In order to identify the impact of the exercises which special for a small and tight spaces in the development of physical & Kinetic capabilities and technical skills for the soccer's youth players who belonged to Babylon / Iraq province's clubs. The two researchers conducted an experiment on a random sample of (60) young players, which divided into equivalent groups in the dependent variables (physical capabilities, Kinetic and technical) which special for the research. After taking the necessary procedures on the development and improve the performance of sample in the surveyed variables were measured and then address the statistically data, which comes by the results which indicate all of the sample got an acceptable level in all the consideration's variables, that appeared the exercises of the special effect of playing in tight spaces indicates the development of physical & kinetic skills and capabilities of the soccer's youth team.

KEYWORDS: Soccer. Tight spaces. Iraq. capabilities.

1. INTRODUCTION

The technical plans needs a certain strategy according to the different possibilities of the situations of playing. Those playing situations are different by the situation's natural's difference. When we're finding for example the penalties takes a stability feature at the treat- its important- but today we're facing another complex situations are treats by another way, especially in those situations dominated by linking and replacing movements at the positions to play. In the both cases are dealing with situations by a more supervision, and the estimating of a position to getting the correct solution. It is may be a convergent, but at a replacing positions will makes the player more professional and has a prior knowledge by the most of movement which he exceeds on it through the training under the supervision of a professional coach (294 :1)

There is no doubt; the exercises for the playing at small and tight spaces are very important and effective at the development of physical & kinetic capabilities of the soccer's players, In addition to acquiring them the ability to behave properly and shows their ability to creation during the kinetic solutions at the most of tactical duties at the stadium. By using these exercises the players will develop their performance through the training on the same situations of the positions to play and store them at those memory and dealing with it during the matches with developing their physical, kinetic, technical and mental capabilities, and mix all of those, the resulting from this mix sure it will be a developing and perfecting of the skill's performance, which harmonious with the new soccer's playing requirements. To complete the development, the training's process must be used several methods including: Identifying the stadium, which relative with the expression of the tight spaces, that identified by the penalty area, the half arena or any pace as a square, circle or any other shape (135 :4) add to all "Execution in the shortest time and with less effort, Pressure on competitor and send the handling at the right time" (275 :2). All this is gaining the importance of this study. Since this will develop effective solutions to the problem of the research, which are limited in that some of players have a good performance in the preparation and exercise but they misses this performance when the participation in competitions. That such a performing problem needs a practical solution consistent with the different of offensive and defensive positions to play.

The researchers do not deny that the most of researchers, whose predecessors had their attempts in the development of physical & Kinetic capabilities and technical skills for the soccer's players by using a variety of methods and procedures, but most of them stopped at a certain limits, or developed one of capabilities at the expense of others, then the players lost the information's retrieving and applying process inside the stadium, In this study, we find that this is one of the new and living's studies, which will take a leading role in the development of the players capabilities and thus improve the results at a competitions.

So, to be possible for the researchers to solve an existing problem, they should be checking the following supposed solutions:

1. The exercises to playing at tight spaces have a positive impact of the development of physical, Kinetic and skills and capabilities of the soccer's young.
2. The exercises to playing at tight spaces have a spirit moral difference from the traditional exercises on the impact of the development of physical, Kinetic and skills and capabilities of the soccer's young.

2. MATERIAL AND METHODS

To enable the researchers to achieve the research's assumptions, pursuant to:

1. Choice the methodology of research (two equivalent groups, designing a randomized control group to choose with pretest and posttest).
2. Select the research community of young players whose working at the teams of clubs Hilla / Babylon / Iraq, totaling (135) youth, were selected randomly (60) youth for the main experiment, (15) youth to the survey.
3. Were identified the most important physical, Kinetic and technical skills, tests through a survey of (11) of experts, through statistical treatment of data, was nominated (4) physical capabilities, (3) Kinetics and (3) basic skills of soccer. Each of capabilities has identified the appropriate test to measure that capacity, respectively: Physicals (running 30 meters, running 150 meters, Long jump of stability, running 1000 meters). Kinetics (Apostate running 4 x 10 meters, numbered circles, touching the ground and the wall respectively). Technical (aiming toward the goal, Apostate handling from the wall, the ball winding running) has been confirmed the validity of these tests to the participants through an exploratory experience, that set out the scientific basis of the validity and reliability and objectivity with a good distribution of participants at each of the candidate tests (6: 4).
4. Once initialized the participants to conduct tests (physical, kinetic and technical skills), began researchers on them apply it, for a (10 days) and according enabled them system to achieve the required objectives without damages or obstacles, keeping in view those survey's procedures.
5. when the tests conducting, taken the necessary measures in (initialization the result registration forms by unification of recording mode, shows a typical sequence in the tests applying on the participants, taking into account prevention methods and safety when applying the tests).
6. after made the reconnaissance at 05/20/2012 AD on (15) soccer's youth, the main experiment made at 06/01/2012 AD on (60) of the participants in the research, through the test's applying (physical and kinetic skills) according to the best methods, then collected the data (test results) in order to indexing and statistical treatment after dividing the participants into two groups (experimental and control group) equally in number.
7. Statistical methods were used in the following of data analysis: the arithmetic average, standard deviation, test (F) to the homogeneity of the two groups, the test (t) of the differences and equality of the two groups, the standard error, (5: 140).
8. After dividing the participants into two groups, the researchers ensured of the homogeneity and equivalent of the participants at the both of groups at all of tests when they got it.
9. Were placed the playing exercises which (5) exercises, taking into account the nature of the training in methods and techniques used for explaining the special series of related variables to organize and provide exercise, which should be develops the potential of the individual and collective players at different positions to play content of the exercises. Then applied to the experimental group and the tight and small spaces stadiums, by (4) training units per week, for each unit (90) minutes for (6) weeks, begins from 5/6/2012 AD.
10. The participants of controlled group trained in the same training period, according to the natural of the positions to play, especially which recognized in the field study.
11. After the applying of the exercise's variables on the research's groups, the researchers the researchers conducted a physical & kinetic and skills tests to measure the post-experiment, they took the data in processing and statistical analysis in order to achieve the research's assumptions.

3. RESULTS AND DISCUSSION

The impact of exercises to playing at tight spaces in the development of the capabilities of participants (physical, kinetic and technical skills)

Table 1: Shows the results of the two measurements the pretest and posttest to the participants in the experimental group at a researched tests

No	Capability	Tests	pretest		posttest		Correlation coefficient	Tabled T	Denoting the statistical
			's	rate	's	rate			
1	Physical	Running (30) meters	5.26	0.568	4.86	0.322	0.85	4.689	Spirit
		Running (150) meters	25.72	1.37	23.12	0.964	0.78	16.46	Spirit
		Long jump of stability	1.67	0.134	1.76	0.082	0.83	6.29	Spirit
		Running (1000) meters	4.72	0.283	4.48	0.241	0.74	6.78	Spirit
2	Kinetic	Apostate running 4 x 10 meters	11.84	0.653	10.97	0.530	0.80	10.46	Spirit

		Numbered circles	9.23	0.522	9.01	0.418	0.79	3.79	Spirit
		Touching the ground and the wall respectively	19.44	1.97	24.75	1.18	0.69	20.19	Spirit
		Aiming toward the goal	4.82	1.63	5.73	1.21	0.79	4.97	Spirit
3	Technical	Apostate handling from the wall	11.78	1.56	14.12	1.28	0.77	12.83	Spirit
		Ball winding running	15.23	1.07	13.79	1.02	0.84	13.33	Spirit

(*) tabled T is (1.70) at the freedom degree (29) on the Indication level(0.05)

Table (1) shows the difference at the two measurements results (before & after) when the participants underwent all the tests By comparison samples T-test was greater than the tabular value for this test at the freedom degree (29) on the Indication level(0.05) that is equal to (1.70), This means that the exercises to playing in the tight spaces have a great and a developer impact of the physical, kinetic and technical capabilities which including into the items of experimentation group. This impact is due to the training using the exercise which has a multiple properties, which helping in the correction operations of the corners of the real goals gradually to development the passing and correction, as well as the harmony imparting and the spirit of cooperation and perseverance among a participants, which will make it easier the development of the basic physical, kinetic and technical capabilities. Also help them to perform their duties and carry out their responsibilities inside the stadium convincingly, which increases their creative and tactical abilities and provide them the experience (7:12).

The impact of exercises to playing at normal situations in the development of the participant’s capabilities (physical, kinetic and technical skills)

Table 2: Shows the results of the two measurements the pretest and posttest to the participants in the experimental group at a researched tests

No	Capability	Tests	pretest		posttest		Correlation coefficient	Tabled T	Denoting the statistical
			's	rate	's	rate			
1	Physical	Running (30) meters	5.32	0.641	5.17	0.628	0.94	1.26	Non spirit
		Running (150) meters	26.10	1.45	24.07	1.09	0.86	14.68	Spirit
		Long jump of stability	1.64	0.132	1.68	0.147	0.75	1.54	Non Spirit
		Running (1000) meters	4.69	0.300	4.58	0.217	0.85	3.67	Spirit
2	Kinetic	Apostate running 4 x 10 meters	11.61	0.532	11.28	0.142	0.78	4.23	Spirit
		Numbered circles	9.17	0.643	9.11	0.612	0.84	0.923	Non Spirit
		Touching the ground and the wall respectively	18.81	1.92	20.63	1.94	0.74	7.17	Spirit
3	Technical	Aiming toward the goal	4.68	1.78	4.89	1.73	0.73	0.875	Non Spirit
		Apostate handling from the wall	11.62	1.83	12.95	1.75	0.84	7.170	Spirit
		Ball winding running	15.00	1.24	14.67	1.57	0.79	1.875	Non Spirit

(*) tabled T is (1.70) at the freedom degree (29) on the Indication level (0.05)

Table (2) shows the deference of results, the usual exercises that were given to the participants in normal situations a spirit effect of a statistically spirit at some researched capabilities, especially those which came at a statistical test values (T) at the freedom degree (29) on the Indication level (0.05) that is equal to (1.70), but the tests on the capabilities which came then the values of (T) calculated less than tabular value (1.70), Has pointed out that exercises which given to the participants of the controlled group were not affected to the capabilities spirit ly, but the impact is not developer or statistically spirit in it. Not surprisingly, there are some studies that have exercises used in the soccer game indicate that "the traditional methods - with normal situations - followed in the development of physical, kinetic and technical soccer’s skills, does not depend on diversity and excitement and suspense in the exercise, and take considerable time and effort "(3:11).

The difference in the impact of the exercises used to develop the participant’s capabilities (physical, kinetic and technical skills)

After the showing of the previous tables that each of the exercises used in the positions of playing spaces (tight and normal) impacted directly in the development of the research’s capabilities. But this difference in the amount of development was according to the intensity of exercise and its impact, for the purpose of knowing how much of this difference and the spirit statistical, the researchers used samples T-test for independent groups, and from it the results shown in table (3).

Table 3: Shows the results of the two measurements the pretest and posttest to the participants in the experimental group at a researched tests

No	Capability	Tests	pretest		posttest		Tabled T	Denoting the statistical
			's	rate	's	rate		
1	Physical	Running (30) meters	4.86	0.322	5.17	0.628	2.41	Spirit
		Running (150) meters	23.12	0.964	24.07	1.09	3.57	Spirit
		Long jump of stability	1.76	0.082	1.68	0.147	2.58	Spirit
		Running (1000) meters	4.48	0.241	4.58	0.217	1.67	Non Spirit
2	Kinetic	Apostate running 4 x 10 meters	10.97	0.530	11.28	0.142	3.10	Spirit
		Numbered circles	9.01	0.418	9.11	0.612	0.741	Non Spirit
		Touching the ground and the wall respectively	24.75	1.18	20.63	1.94	9.93	Spirit
3	Technical	Aiming toward the goal	5.73	1.21	4.89	1.73	2.18	Spirit
		Apostate handling from the wall	14.12	1.28	12.95	1.75	2.95	Spirit
		Ball winding running	13.79	1.02	14.67	1.57	2.57	Spirit

(*) tabled T is (1.67) at the freedom degree (58) on the Indication level (0.05)

Table (3) referring to the moral differences with a statistical significance between the research’s two groups (Experimental and controller) at the posttest measurement’s results in each of the physical tests (running (30) meters, running (150) meters and Long jump of stability) the kinetic tests (apostate running 4 x 10 meters and touching the ground and the respectively), also all of technical tests were spirits of the experimental group, applied the exercises of playing in the tight spaces, because the statistical test’s values (T) then the largest of its value tabular of (1.67) at the freedom degree (58) on the Indication level (0.05).

The right, the real impact of these exercises comes from being the exercises are related a way or other by the fitness exercises, because it’s difficult to the training gradually to develop the skill of the participants and their ability to control and hold the ball with increasing the speed of movement to take the appropriate places in the stadium, and the disposition of the ball, as well as the fact that these exercises are compatible to the participant’s capacities and enabling them, in addition to their easiness performance and making them glades (8: 1) , The two choices (running 1,000 meters, numbered circles) was the results were not spirit because their values less than the tabled (T) at the freedom degree (58) on the Indication level (0.05) which equal (1.67), this means that: the impacts of exercises are convergent which made the process of developing the adjectives of the stretching and the compatibility at the participants of a both of groups is less than they do at the other physical and kinetic capabilities.

4. CONCLUSION

1. Exercises to playing have a large impact of the tight spaces spirit at the development of physical& kinetic skills and capabilities to all of soccer’s youth. This is confirmation of what’s come on study of (Saddam Mohammed Ahmed).
2. The results showed that the exercise of a traditional playing great influence to development of physical capacity (speed endurance, general endurance), kinetic (fitness, dynamic flexibility) and technical (handling the counterattack from the wall). The effect is spirit in physical capabilities (transitional speed, explosive power), kinetic (compatibility) and technical skills (shooting toward the goal, the ball winding jogging).
3. The results were spirits differences in the function and impact for the benefit of exercises a group to playing in tight spaces through the development of its subscribers (physical, kinetic and technical skills) at all except the physical ability (Endurance) and kinetic (compatibility) Its made non spirit's different.

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THE IMPACT OF THE INTEGRATION OF MULTI-LEVEL APPROACH TO PEERS AND SELF-APPLICATION AT THE INVESTED TIME TO LEARN SOME BASIC SKILLS OF BASKETBALL

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Abstract

The research aims to detect the impact of the integration of multi-level approach to peers and self-application to learn some basic skills in the game of basketball (clapotement, scoring), and their impact in the invested time in the second year students of the faculty of physical education, the researchers used the experimental approach in the equal groups method, the research sample consisted of (40) students by (20) students in each group, parity were achieved between the two groups in the variables (height, weight, age) as well as achieving parity between them in basic skills (under study), the integration of multilevel approach with peers was used with the first experimental group students but with the second experimental group, we used the integration of multilevel approach with self-application, and the experiment needed (8) educational units by two educational units per week for each group, and the educational plan time was about (90 minutes), the start of implementation of the experiment began on Sunday 09/02/2014 until Wednesday, 03/12/2014, the researchers used the following statistical methods: the arithmetic mean, standard deviation, simple correlation coefficient (Pearson), (T) test for associated means and two equal samples. After statistically analyzing the data, the researchers found the following two conclusions:

- The process of integration between methods had a clear role in learning of all the basic skills (under study) for students of the two experimental groups and in the invested time.

The integration of multi-level approach to peers achieved better results than the group that practiced the multilevel approach according to the self-application in the learning of all the basic skills (under study) and the invested time.

KEYWORDS: Multi-level approach. Invested time. Learning of basic skills.

1. INTRODUCTION

Education plays a vital and important role in the construction and organization of human societies as it deals with millions of students who are part of the present and the whole future, and as far as the education system provides a good environment and organized school atmosphere, it can provide learners with the knowledge and skills and make them ready to accept more education. The percent of relying on a certain approach depends on the type of skill, educational attitude and learner type. "Said Khalil" agrees upon this as he pointed out that the teaching method that provides a variety of educational attitudes and take into account the individual differences of learners is the appropriate method to achieve the objectives sought by educators "many different educational methods, which provided the opportunity to choose the method suitable to the nature, circumstances and environment of learners to be able to achieve his educational goals and work on the development of learners' abilities. The method is part of the teacher's strategies in teaching, and we note that from the difference in teaching methods between teachers and although the multiplicity of these methods, there is no method better than the other in the educational process, as there is no single method which can achieve all the desired goals but it can achieve part of it.

From here emerged the need to search for effective teaching methods that will overcome the negative aspects related to the teaching of that article, and in response to this, the researchers focused on the techniques and modern methods and their application, and among those methods, the multilevel method according to learning of peers and self-application. And due to the importance of research in this type of studies, researchers tried to use the system to measure academic learning time which suits the actual time spent by the students during physical education lesson for the purpose of control of most of the teaching and learning behaviors of the student and the teacher. As a result, we get to choose the best teaching methods in its investment and suitability to increase the academic learning time to different skills and activities, so we get to the correct objective measurement, and give a realistic picture of the lesson course through real lenses to describe images of interdependence between teaching method and the investment of academic learning time. From here, the academic learning time appears which is a legitimate variable to evaluate student learning of the content of the lesson. The teaching method can be defined as the behavioral educational relationships between the teacher and student while performing activities that they do and their impact on the development of the student and each method is characterized by its own stature in reaching its goals, and we cannot prefer on method to another. Each method and has its own applications, participations and contributions to the development of the student independency.

The basketball game is one of the organized, group games and characterized by precision, speed, thrill and the organized performance, so the process of promoting learning some skills of this game is achieved only through the use of multiple good methods in the delivery of the material to learner. The importance of research lies in the knowledge of the integration effectiveness of the direct educational methods in the invested time in the physical education lesson and the development of the learning process of some skills in basketball.

From here the problem of the research emerges, it is through access to research and studies, it can be said that effective teaching is the one based on the diversification of the methods, and in one lesson we can be used several methods, with the diversification of activities and profiles that students take during the lesson taking into account the consolidation of both types active and passive to students, this is because the teacher's reliance on one method during teaching physical skills does not necessarily lead to the equal learning of all learners, and so the teacher must use new methods of learning in order to provide variety of suitable educational attitudes, and this is what is provided by effective teaching method and despite the multiplicity of teaching methods of Physical Education, whether direct and indirect to teach activities but the search for the best and optimal educational method which fits this activity and that skill and the amount of its compatibility with the ability and capabilities of learners remains of the essential requirements that contribute to the learning process with the optimal investment for the actual learning time to accelerate the learning process. Researchers through their field experiences have observed that being educators of teaching methods in the College of Physical Education, is due to the lack of the educators use of multiple instructional methods for teaching basketball in its educational units, and after the study and analysis, they found that it is very essential to improve teaching methods to get students to better learning level, through the use of a combination of teaching methods.

Aim of research:

1. Identify the effect of using the integration of multi-level approach to peers and self-application in the learning of some basic skills of basketball.
2. Identify the best method to learn some basic skills of basketball.
3. Identify the invested time in learning multilevel approach according to peers and self-application during basketball lesson for the second year Physical Education College students in the University of Diyala.

Research hypotheses:

1. There are significant differences between the before and after tests of the two experimental groups (multilevel approach according to peers- multilevel approach according to self-application) and in favor of the after tests.
2. There are significant differences in the post tests between the two experimental groups (multilevel approach according to peers - multilevel approach according to self-application) and in favor of (multilevel approach according to peers).
3. There is a significant difference in the invested time of learning between the two groups during the lesson.

2. MATERIAL AND METHODS

The researchers used the experimental approach due to its suitability to the nature of the research.

The research sample :Represents the community students of the second year of the College of Sports Education in Diyala for the academic year (2013 - 2014) totaling (132 students) distributed on (5) divisions, research sample has been selected randomly and the Selection fell on division (b) of students and their number was (52) students . Students practicing the game of basketball and the injured students were excluded, and thus the total sample became (40) student, the sample was split into two equal experimental groups randomly. As shown in Table (1)

Table 1: The Experimental design to the research sample divisions

School divisions	group	approach	Total No	Excluded	Final No. Of sample population
A	The first experimental	multilevel approach according to peers -	52	12	20
B	The second experimental	multilevel approach according to self-application			20
Total			52	12*	40

Homogeneity of the sample

* Excluded students (12)

1- students practicing the game : (3)

Injured students who don't wish to participate: (9)

For researchers to be able to return to the experimental factor differences, research groups must be homogeneous and equal in variables associated with research. So the process of homogenization of the research sample was carried out in the (age_weight_height) for the day, Sunday, 01/12/2014 by using the torsion coefficient. As shown in Table (2)

Table 2: The homogeneity of the research sample in terms of (age - weight - height)

Variables	M	SD	Med	Torsion coefficient
age	20	17.55	19	0.38
weight	66.15	16.55	60.7	0.98
height	170.55	70.9	160.4	0.42

It is seen from the table (2) that all the torsion coefficient values were limited between the (± 3) which indicated the homogeneity of the sample in the above variables.

Sample Equivalence: -

Equivalence was found between the two groups in the pre- tests of (clapotement - throw) skills and as follows: -

Table 3: Group equality in the pre- tests of the two skills (High clapotement and free-throw)

Skill	Group of multilevel approach according to peers		Group of multilevel approach according to self-application		T value		Significance of differences
	M	S.D	M	SD	Tabulated	Calculated	
High clapotement	25.2	2.552	24.1	3.111	0.654	2.03*	Insignificant
free-throw	6	2.216	6.2	3.363	0.216		Insignificant

Tabulated (T) value below significance level (0.05) and degree of freedom (38)

Table (3) shows that The calculated (T) value from the pretests between the two groups and for the Skills (high clapotement - free-throw) were respectively (0.654 -0.217), and all these values are less than the value of Tabulated (T) which shows that there are no statistically significant differences between the two groups for the skills above and this indicates equality of sample in the pre-test.

Devices and tools used in the research: -

- Basket balls number (30).
- Stopwatch number (2).
- Constructive number (5).
- testing data registration form.

Tests used in the research: -

1. Clapotement - clapotement meandering test with the ball between (8 constructive).
2. Shooting – lateral shooting test

Pilot experiment: - The researchers had to conduct pilot experiment on a group of students from the same research population but they did not enter the main experiment and numbered (10) students and the goal of the experiment was to identify the obstacles and errors that can occur during the application of the program in order to avoid them as well as to identify the time the tests take. Pilot experiment was carried out on 29/01/2014.

Scientific bases for the tests: (Marwan Abdel Majid Ibrahim) knew that "tests are standardized and their sources are below," but the researchers created the scientific basis for the tests as follows: -

Tests reliability :Researchers found the tests reliability by applying the tests and then re-application on the pilot sample population time with a lag time (7) days, and the reliability coefficient values for the tests under search (0.89, 0.93) respectively, and this indicates that the tests under research have high reliability.

Test validity: Test validity depends on the ability of the test to measure the skill, and it means "the degree of correctness, by which tests are measured, i.e. what we want to measure" (Ahmed Sobhi Hussein) therefore self-validity was used, which is measured by calculating the root square of the coefficient of consistency, (0.94, 0.96) respectively .the results show sincerity of tests

Tests objectivity : most tests used in the search were easy and clear to understand and is not liable to misinterpretation and is far from self-evaluation of the rectifier, but the researchers created objectivity for tests under research through grades of two evaluator, the researchers used a simple correlation coefficient (Pearson) their grades, and the value of the correlation coefficient was high as a it had a high degree of objectivity, objectivity degree was (0.91)

Procedures of Implementing of the experiment:

Pretests: The researchers conducted the pre measurements procedures to skill tests on Saturday, 02.02.2014.

The proposed educational modules: Researchers prepared proposed educational modules for the period from Sunday (09/02/2014) until Wednesday (12/03/2014) for a period of eight weeks, (appendix number (1), (2)) models of educational modules and the work sheet for the experimental groups. The learning of each of the two groups was carried out in a particular method of the adopted methods in the search (integrating of multilevel approach with peers- integrating of multi-level approach with self-application). Where the educational module was divided into three sections (preparatory) and its time was (20 minutes) and (main section) and its time was (60 minutes), (and the educational part and his time involved (15 minutes) and in this part, explanation of

the skill is carried out by a teacher and after that the application begins and its time (45) minutes, during which the students begin the performance of skills according to research methods. then the final section whose time ranges from (10 minutes) and includes a recreational game which causes excitement and fun and leave shout as a conclusion of the educational unit. the educational modules of the two groups were similar in the preliminary and the final part while the difference was in the applied activity of the main part where the sample population did exercises and curriculum for the skills as follows:

The main part: Consists of two sections: -

- Educational activity: After the completion of the introductory part , the students form a side lost square and then the teacher explains the skill with providing a motor model and then he applies the skill on two or more students and correct errors that are committed by the two groups equally, and this section takes (15) minutes.

- Applied activity: the difference lies in the application of this section according to the two research groups, but the time it takes is equal between the two research groups as follows: -

A - The first experimental group: which applied multilevel approach according to the peers shortly before the completion of the educational activity. The teacher explains the goal of the method and how to work on the due paper and stages, four stages were constituted, in each stage there is an exercise or a special activity which differ from the rest of the other stages and taking into account the gradient of exercise hardness and on its the light, exercises are applied at each stage according to peers approach where the group was divided into two groups randomly, "engaging in the performance of duty, where there is a performer student and the other is observant which depends on his correction for errors on the due paper prepared by the teacher.

B – The second Experimental Group: which applied multilevel approach according to self-application also shortly before the completion of the educational activity. The teacher explained the goal of the method and how to work on a due paper, gives the learner in this method adequate opportunity for self-reliance through assessing their performance through the duty paper. Learners may spread in the stations, start to work, and stop from time to time to look at the duty paper, and then compare their performance then moving again.

Post- tests:

- having applied the educational modules, post tests were conducted in research sample on Sunday (03/16/2014).
- Post tests were conducted to research sample under the same conditions of pretests in terms of time, place and tools of the test.

3. RESULTS AND DISCUSSION

Displaying, analyzing and discussing pre and posttests of some of the basic skills of basketball:

Table 4: Means and standard deviations for the pre and post tests for the skills High clapotement - free-throw)

Skills	Statistical treatment variables	Pre tests		Post tests		T value		Differences significance
		M	S.D	M	S.D	calculated	tabulated	
High clapotement skill	multilevel approach according to peers	24.1	3.111	20.03	2.884	4.830	2.09*	significant
free-throw skill	multilevel approach according to self-application	25.2	2.552	22.3	1.250	4.454		significant
	multilevel approach according to peers	6	2.216	25.1	4.011	18.173		significant
	multilevel approach according to self-application	6.2	3.363	20.5	4.685	10.808		significant

Tabulated (T) value below significance level (0.05) and degree of freedom (19)

Table (4) shows that the calculated T value between the pre and post tests for the clapotement skill and for the first group that practiced the multi-level approach according to peers (4.830), and the second group, which has practiced multilevel approach according to the self-application is equal to (4.454)

As for the skill of the free-throw for the first group, which has practiced the multi-level approach according to peers (18.173), while the second group, which has practiced multilevel approach according to the self-application is equal to (10.808). It is clear from the table that the calculated value of (T) is greater than the tabular value, and this indicates the presence of significant differences between the two tests and in favor of the post test. The researchers relate this result to the effect of educational program of multilevel approach according to peers learning and self-application in acquiring specific skills, where work in multiple levels, according to the possibilities and capabilities of the learner lead to improved athletic skills and performing skills properly, and ' Said ElShahid" (1995), agrees upon this where Said Khalil ElShahid pointed out that "the teaching method that provides a variety of

educational positions and take into account individual differences of learners is the appropriate method to achieve the goals sought by the educators.

As well as the integration of modern methods that give a clear and distinct role to the learner, the researchers believe that the two methods of teaching peers and self-application makes of the learner the learning process axis which increase its motivation to learning, it also provides sufficient time for the application and to provide knowledge and information to helps correction of errors. Also, putting the responsibility to the learner makes him trying to take out best of what he got to achieve and perform skills to learn, and that the existence of specific worksheets for each pupil gives him an opportunity to return to the skill and also to remember aspects of correct performance due to the vision of the skill sequence, which was pointed out by "Mohamed Saad Zaghloul, Mustafa Sayeh" (2003) that modern learning methods aim to exploit all the senses of the learner in the learning by using different educational methods and media that address more than one sense helping students with motor remembering and work to facilitate the learning process where the performance becomes more clear as to make the learner positive. "These results achieved the first research purpose.

Displaying, analyzing and discussing posttests of some of some basic skills of basketball:

Table 5: Means and standard deviations for the post tests for the skills (High clapotement - free-throw)

skills	First experimental group multilevel approach according to peers		second experimental group multilevel approach according to self-application		T value		Significance of differences
	M	S.D	M	S.D	calculated	tabulated	
Chest handling	20.03	2.884	22.3	1.250	3.148	2.03*	significant
free-throw	25.1	4.011	20.5	4.685	3.203		significant

Tabulated (T) value below significance level (0.05) and degree of freedom (38)

Table shows (6) that the mean and standard deviation in the post test of high clapotement skill for the first experimental group was (20.03, 2.884), while the second experimental group were (22.3, 1.250) and the calculated T value for the two groups is equal to (3.148). For the free-throw skill for the first experimental group (25.1, 4.011) while the second experimental group (20.5, 4.685) and the calculated T value for the two experimental groups equal to (3.203)

It is clear from the table that the calculated T value is greater than the tabular value, and this indicates the presence of significant differences between the two groups in favor of the first group, which practiced learning through multilevel approach according to peers and for the two skills. The researchers attribute this development in learning level of research sample population to the use of multi-level approach which has a different concept in the performance of duty assigned to the learner, where multiple levels of performance is carried out for the same duty divided on all students each according to his technical potential of performance, This means that learner at any level will start with performance and this was confirmed by Jamal Saleh (1991) that the aim of the educational module is to involve all learners to perform the same duty for the transition from exclusion process to the involvement". In addition, the researchers believe that the teaching method under the guidance of peers has provided an opportunity for the student to see the skill written ,drawn and clarified in all its stages of its proper situation which helped to absorb the skills in question in addition to the continuous assessment and providing feedback from colleague during the learning phase, as well as error detection and correction, and this leads on turn to the progress and improvement in skills, and comes in line with what defined by Afaf Abdul Karim (1990) that " The target of the two-way interactive method are targets associated with relevant academic subject in terms of (providing frequent opportunities to perform ,direct feedback from the colleague, the ability to discuss the work with colleague, and to visualize and understand things and its sequencing in the performance of work) and targets associated with to the role of learners in terms of (social interaction, direct follow -up and drawing conclusions, developing patience and tolerance, to recognize the results of achievement, and to know how to provide the colleague with feedback, " (Zainab, Ghada 2008), added that " The usefulness of this kind of approaches appears at the beginning of learning of motor skills, "because the student's need to identify the specific educational points after each trial and correction of errors in order to be able to perform correctly, thus this approach provides a teacher for each learner."

From the above, it is clear that learning some basic skills of basketball does not occur in its optimal manner unless through the use of various educational methods involved with the educational process to achieve the desired goal.

Displaying, analyzing and discussing invested time results:

To access the achievement of third hypothesis which stated that there are differences in the use of multi-level approach according to (peers – self application) to the invested time during lesson which results were obtained from the analysis of student behavior in the two approaches according to Anderson form and as indicated in table (6).

Student behavior in the two approaches (multilevel according to peers and multilevel according to self-application)

No	fields	First experimental group multilevel according to peers	Second experimental group multilevel according to self-application
1.	practicing motor activity	%25	%35
2.	Receiving information	%38	%20
3.	Giving Information	%16	%12
4.	Waiting	%10	%22
5.	Moving to take place	%10	%9
6.	Others	%1	%2

In the multi-level approaches according to peers, the percent of actual student participation in the lesson that came from the percent of the physical activity practice plus " the percent of his perception and giving of information is 79% and this percentage is higher than the percentage of actual student participation in the lesson in Multilevel approaches according to the self-application, which amounted to 67.%

Researchers attribute that the impact of peers and their support for each other within each stage because that learners in the multilevel approach according to peers work bilaterally and students distribution on heterogeneous Achievement levels lead to the exchange of ideas between students and benefit of low-achievement students from the experience and expertise of students with higher achievement levels, this is due to the properties which characterize this method especially "with regard to feedback, as this method creates an atmosphere of competition and to compare their performance as well as the optimal investment of time devoted to learning the skill. As for the lost time, which came from a waiting percent, move to take place and other things. In multilevel approach according to the peers that appears in the table (5) ratio of 21%, which is less than the multi-level method according to the self-application, which accounted for 33%, where the reason for this is because the student in the multi-level method according to the self-application, where the principle of this method is based on the learner evaluation for himself and recording results using " standard paper, and that means that lost time, so researchers have achieved its objectives and the research hypotheses.

4. CONCLUSION

1. The teaching methods used in the research (the integration of multi-level approach with peers - the integration of multi-level approach with self- application) have a positive influence in the education of some of the skills of basketball.
2. The merging between learning methods, gave positive results in the learning process and this is clear from test results.
3. superiority of the first experimental group, which exercised learning via Multilevel approach according to peers in on the post-test of the second experimental group which practiced learning via Multilevel manner in accordance with self- application of learning skills under discussion.
4. Superiority of the first experimental group in lesson time investment in learning skills under research over the second experimental group.

5. RECOMMENDATIONS

1. The need to apply multilevel approach according to (peer and self-application) to teach skills of Basketball in the lesson of Physical Education.
2. The need to hold training courses to train physical education teachers on how to use Modern teaching methods, including the method of teaching the combination of methods by collaboration between colleges of Physical Education and school districts.
3. The need to other studies using integration of different teaching approaches with its variable styles to Samples of other stages and on other variables.
4. The need to urge employees to teach caring of using methods which contribute to the lesson time investment in order to serve skill learning.

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THE IMPACT OF THERAPEUTIC EXERCISES AND MASSAGE ON THE PHYSICAL PROGRESS OF PARKINSON PATIENTS

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Abstract

This research aimed to show the effect of therapeutic exercises and massage on the physical progress of Parkinson patients in Ramallah governorate, for the purpose of physically rehabilitation of them, as a try to let them live normally as much as possible.

The researcher used the experimental method, due to its suitability to the nature of the study, the sample of the study consists of 15 Parkinson patients intentionally chosen, and the program period they involved in is 8 weeks, 3 sessions per week, each session is one hour. The results show that there are statically significant differences related to the experimental group of the study in the following variances: (increase of motion dimensions , compatibility , length of walking step, ability, balance and decrease of shiver) in favor of posttest for Parkinson patients.

KEYWORDS: Parkinson. Therapeutic exercises and massage.

1. INTRODUCTION

According to International Parkinson Committee, more than 1.2 million suffer from Parkinson disease in Europe alone, and not less than ten million patients suffer from shivering, and more than 500,000 Europeans suffer from tension, 80 thousand of them suffer from primary tension. Concerning the Middle East the estimated number of Parkinson patients is 2-3 out of thousand, 2-3% of those who are over 60 years old suffer from Parkinson disease, putting into consideration that most of Middle East populations are youth, with approximately 6% over sixty.

Parkinson disease is a gradual nervous disorder accompanied with primary movement diagnosis , the sickness occurred due to the loose of nerve cells, that produces the chemical material called (dopamine) , which causes the disorder of the primary nerve cells , then the patient can't control his/her movement.(Dibble,et,2009).

Crizzle & Newhouse, 2006 refers to the diagnosis of motion disorder related to Parkinson disease is the intransigence, so the muscles remain tense that causes joints intransigence's, especially the neck and the legs, also uncontrolled shivering that seems to be normal shiver in peripherals, head or entire body, and also slow of movements that might develop in many cases to bending status, and slow walking. Sometimes, and after years of such status, the muscles of Parkinson patients might stop their motion, and that causes severe fluctuations in controlling the movement.

There are periods in which the movement functions seem to be normal, and within hours or minutes completely changed to be disordered. (Herman,et,al,2007) sees that, following exercise program helps to safe some Parkinson patients from losing balance and fall down , especially in the late period of sickness, and mostly they will get better by medicine or by severe brain alarm , and the training exercises' might be the suitable for the Parkinson patients' to avoid falling.

Research Problem

The Parkinson disease advancement is among the topics that should not be underestimated, and the effort to decrease the resulted out comes, should not be underestimated as will. The more the disease progresses, the causes of inability increased, which make the routine activities like, bath taking, dressing and eating difficult or impossible without others help. That might lead to patient's inability of self-caring, and that lead to the loose of confidence and depression, and staying home and leaving the daily activities due to the patient's status. So, the rehabilitation program will make the patient more integrated and in line with similar patients through participating in the program, and improves the patients' psychological status , due to going outside and participating in the program that enables to enhance the self-confidence . Knowing the advantages of the program will encourage the patient to practice sports exercises. The researcher believes that this study will benefit the Parkinson patients, and it will also benefits the therapists, and sports rehabilitation actives in dealing with such social community. So, the researcher believes that there should be a scientific rehabilitation program related to the patient's physiology to treat the Parkinson patients , especially after the proven of the importance of rehabilitation program for the Parkinson patients in many previous studies such as: (Herman,et,al,2007) ,(Yea,et,al, 2012) ,(Dibble,et,al,2009). The diversity of rehabilitation programs, and the disparity of their effects, encourages the researcher to design a simple and suitable program for the treatment of Parkinson patients, to achieve the concept of scientific comprehensive cooperation in solving social problems.

Research aim:

This research aims to recognize the impact of therapeutic exercises and massage on some variances (increase of motion dimensions, compatibility, and length of walking, ability, balance and decrease of shiver) of the Parkinson patients.

Research Hypothesis

1. The suggested rehabilitation program has statistical impact on the improvement of some variances (increase of motion dimensions, compatibility length of walking step, capability, balance and decrease of shiver) of the Parkinson patients.
2. There are statistical variances between the members of experimental group and the members of control group on behalf of experimental group.

Researches fields:

Field of the Human: Parkinson patients in Ramallah governorate, Palestine.

Field of Time: The research is about the period of 7/8/2014 to 7/10/2014.

Field of place: The program was implemented in (Trifitness) club in Ramallah governorate, Palestine, due to the availability of the equipments needed for implementation of the program.

Field of Parkinsonism: It is the slow of nerve function, this is a disease that affect the nerve system, and influences males and females in the middle and old ages. (EL Garem & Daral, 1986).

Parkinson Disease: It is classified as a disorder in the motion system, which occur as a result of losing brain cells that produce dopamine, and it is proven its existence in specific families. The disease is called Parkinson in relation to the name English physician, James Parkinson, who wrote a comprehensive article about the disease titled” an article about uncontrollable shivering” in 1817. (<http://ar.wikipedia.org>).

2. MATERIAL AND METHODS

First: Research methodology: The researcher uses the experimental method, due to its suitability to the research goals and hypothesis, by using pre and post measures on the research groups. Therapeutic exercises and massage has been implemented on the experimental I group members, the following variances has been studied (motion dimensions, compatibility length of walking step, ability, balance and shivering).

Second: Research Community; the study community consists of all Parkinson patients in Ramallah governorate, totaling 43 patients.

Third: The Study Sample: The sample of study has been intentionally chosen from the Parkinson patients, who are reluctant to treatment in patient’s friends committee (patient’s friends committee and Palestinian red crescent committee), fifteen of the male patients agree to participate in the treatment program aged of (40-70) years old convergent in age, weight, tall and the period of disease, and the divided into two groups:

First group: Experimental group totaling 7 Parkinson patients, applying to them training and massage program, and they take medicine.

Second group: Control group totaling 8 Parkinson patients who take medicine only.

Table no. 1 clarify the arithmetical averages, standard deviation and (T) value for the pre measurement on the study variances (age, length, weight and period of sickness) on both groups members.

Table 1: The arithmetical mean, standard deviation and (T) value for the pre measurement on the study variances (age, length, weight and period of sickness) on both groups' members.

No.	Variances	Measurement unit	Empirical group no.7		Control group No.8		T value
			A	SD	A	SD	
1	Age	Year	57.857	10.9762	53.375	12.0468	0.749
2	Length	Cm	175.557	2.9743	175.500	2.7166	0.039
3	Weight	Kg	77.986	5.0815	79.688	4.7188	0.672
4	Period of sickness	Year	2.729	0.6751	2.563	0.6589	0.482

Statistical evidence on level (0.05=α) T value according to table (1) (2.04) free degrees (13).

There is no statistical evidence about moral differences between the experimental group and control group related to age, length, weight and the period of disease, which is an evidence of parity and homogeneity in both samples. Table 1 shows T value, which is counted as it is the table,

Terms of Sampling

1. Sample members should be Parkinson patient.
2. Abe to move and practice daily life activities.

Fourth: the procedures of the experimental research:

The stage of the pre-measurement of tribal

First: Coordination with Trifitness club management. I work there to handle the pre-measurement of tribal and use the available potentials of the club.

Second: The researcher designed a training program after surveying the framework references to the research, by reviewing previous studies, and rehabilitation programs made by physiotherapists and rehabilitation centers.

Third: A questionnaire has been designed for the experts in the physiotherapy. The researcher was able to know the primary and the most suitable methods of Parkinson patients' treatment, and the role of physical therapy and massage, getting use of experts' opinion in scientific bases of designing the suggested program, then choosing the best methods and therapeutic exercises for Parkinson disease therapy.

Proposed Therapeutic Exercises and Massage:

The Proposed Therapeutic Exercises and Massage are designed for two months, divided into two stages, each of which is four weeks, three sessions every week, and the duration of therapy unit is 60 minutes, so the number of sessions are 24 sessions.

The First Stage:

This stage is for one month (four weeks), 12 sessions of therapeutic exercises and massage. This Stage aimed to:

1. Increasing the joints flexibility and non-stiffness by improving the flexibility of working muscles.
2. Working on the early positive function of higher and lower joints muscles, by directed exercises to keep the patient's body fit.
3. Encouraging patient to control the movement while walking.

This stage will be under the researcher, medical and healthy control to regulate the patient's physiological and psychological status.

Second Stage:

This stage will start in the second month of the program for one month (4) weeks, twelve sessions, it includes therapeutic exercises and massage, and aimed to:

1. Working on continuity and increasing of various body parts activation, especially thigh, leg and arm muscles, and the flexibility of body joints.
2. Increasing the therapeutic exercises gradually, by increasing the load, the frequency and the groups in this stage.
3. Giving exercises to increase body flexibility without using machines and tools.

This stage will be under the researcher, medical and healthy control to regulate the patient's physiological and psychological status.

Fourth: A questionnaire for sample members have been prepared, that consists of their data and the related results.

Fifth: choosing a specialized team work to assist the researcher in implementing the therapeutic program, and to handle the measures, totaling 2 in addition to the researcher.

Sixth: The researcher has made an experimental questionnaire to choose the measurement tools, and to specify the time and place of measure. A study of scoping has been made for the pre measurement on a sample of 4 Parkinson patients on 14/7/2014, then they have been excluded.

The stage of pre measurement

A group of appropriate tests and measures have been used in the study that fits the study variances:

motion dimension test (flexibility): joints flexibility is measured by Goniometer machine, this machine is adopted to measure the flexibility and movement dimension of body joints, after using this machine by many researchers, the whole natural motion dimension angles have been documented for body joints, and the flexibility of many parts of the body, such as shoulders, elbows and arms were measured, by bending the arm of the patient to the highest extent, then the calf was measured by lowering and raising the foot, then take the measurement from the degree appeared in the machine each time the intended part is measured. Each time three measures should be taken.

1. Balance Tests:

- The patient's position: (standing blindfolded) walking straight forward on a drawn line in the ground, with length of 3m and width 20cm.

Records: The test time, and the number of deviations should be recorded.

- Walking test inside a cycle with 1.5m diameter and 10cm width.

Records: The number of windings done by the patient on the drawn cycle should be recorded, as well as the test time and the number of deviation from the cycle diameter.

1. Length of walking step: making a test of walking straight forward for 5m in the lowest possible time. For the purpose of this study, the number of steps on the ground in 5m, and the consumed time as well was recorded by timing clock, and the speed was measured by using time.

(Speed = distance/time) (Ad, et, 2003).

2. Test of Compatibility: standing with face to the wall, and putting the hands on the two cycles drawn on the wall, and the legs on the drawn cycles on the ground, and walking in the place, then test the hand raising on the wall, and the leg putting on ground within 15 seconds. The distance between the circles on the wall is 15cm and the diameter is 15cm, and the distance between the circle drawn in the ground 10cm, and the diameter is 20cm.

Records: The number of correct movements within 15 seconds is recorded.

3. Test of Ability:

- Vertical jump from stability.
 - The test of long sitting from lie down in 30 seconds.
4. Test of shivering: the patient puts hand straight forward to catch the medical cup pointed with lines of cm, which is full of water within 10 seconds.

Records: reading the lines on the cup to the nearest cubic centimeter. The test repeated three times and the best will be recorded.

Finding Statistical reliability coefficient for Tests:

The researcher verifies the factors of truthfulness, using the truth of context by displaying the tests on five arbitrators who are holding phd degree in physiotherapy and physical rehabilitation, in order to, verify the veracity of the test used for the study sample. The percentage of their agreement on those tests is 100%.

The researcher has verified the reliability coefficient of the test by calculating the efficient of tests, in the manner of applying the test. And re-applied it to a similar random sample of the study technique, related to the type and duration of the infection totaled (4), table 2 shows the reliability coefficient.

Table 2: The stability of compatibility test, length of walking step, ability, balance and shiver for Parkinson patients by re-test.

No.	Variance	First measure	Second measure	Difference between averages	Correlation coefficient
1.	Walking duration on the drawn circle on ground 1.5m diameter.	95.7000	275.7619	-180.017	0,99
2.	Leg deviation from the vicinity of the circle drawn on the ground	13.4900	54.6829	-41.1929	0.99
3.	Number of laps of the patient on the diameter of the circle drawn in the ground	7.5312	27.8200	-20.2888	0.99
4	Long sitting from lie in 30 seconds	5.8750	14.8571	-8.9821	0.98
5	Vertical jump from stability	13.1513	25.7971	-12.6458	0.98
6	Number of steps straight forward in 5 m	11.5000	8.1429	3.3571	0.94
7	Walking straight forward duration for 5m	12.3463	9.7229	2.6234	0.91
8	Standing facing the wall, walk in the place, with the feet touching the two lower circles while the hands on the wall.	2.3750	8.4286	-6.0536	0.98
9	The volume of water spilled from the cup inscribed in 10 seconds.	1.7675	0.5700	1.1975	0.99

Table two shows the arithmetic mean and deviation values, and Pearson correlation coefficient between the first two applications. The second is for the tests in question and read through correlation coefficient values. We found that the range is between (0.91-0.99). This indicates a high correlation between the two applications, and thus infer stability.

The First and second stage of the application of the program last for two months (8) weeks of (24) sessions , in the period from 7/8/2014 to 7/10/2014 , three therapeutic units per week , the duration of therapeutic treatment unit is 60 minutes, included therapeutic exercises and massage.

Stage of final dimensional measurement

This is the last stage of the research that lasted for two months, and that will be after the 8th week. Where the final dimensional measurement is taken, in the same terms as tribal.

Statistical Treatments

Arithmetic means, standard deviation and T test have been used, in order to reach the goals of the research, and to answer the hypothesis.

3. RESULTS AND DISCUSSION

Research hypothesis

First hypothesis: proposed rehabilitation program has a significant effect on the improvement of some of the variables (motion dimension, compatibility, length of walking step, ability, balance and shiver), as an indicator of progress on the physical level of the Parkinson disease patients.

To examine this hypothesis, arithmetic mean, standard deviation and T test value for the study sample has been tested, on two measurements pre and post experimental, on the experimental group and on control group, as shown in table 3 and 4 respectively:

Table 3: Arithmetic mean, standard deviation and T test value calculated in compiling (the pre and post) experimental

No	Variance	Tribal Measure N=7		Posterior measure N=7		T Value	Indicator level
		A	SD	A	SD		

1.	Bending wrist joint	127.642	1.8301	42.3686	1.37342	97.734	0.000
2.	Extending wrist joint	106.171	1.9276	172.921	1.67189	-70.56	
3.	Bending knee joints	62.0371	3.5046	42.2486	1.18664	13.619	0.000
4.	Extending knee joint	112.971	0.8400	169.825	11.9555	-12.50	0.000
5.	Bending shoulders joint	52.0714	0.8693	165.707	1.54334	-187.90	0.000
6.	Extending shoulder joint	154.785	2.5268	85.6057	1.72007	49.109	0.000
7.	Bending wrest joint	133.128	1.9796	94.6243	1.76390	35.083	0.000
8.	Extending wrist joint	144.757	3.5739	103.298	1.57927	26.072	0.000
9.	Bending the ankle	63.0714	0.8750	147.400	1.04067	-134.31	0.000
10.	Extending the ankle	163.100	1.9165	93.6886	1.48481	76.178	0.000
11.	Duration of walking straight forward on of drawn circle, its diameter is 1.5m	83.1086	4.5240	275.716	2.57047	-92.520	0.000
12.	Leg deviation from the diameter of the circle drawn	13.7029	0.6364	54.6829	1.39429	-87.766	0.000
13.	Number of laps of the patient on the diameter of the circle drawn in the ground	5.7857	0.9063	27.8200	1.54556	-31.592	0.000
14.	Long sitting from lie in 30 seconds	5.4286	0.9759	14.8571	0.89974	-19.605	0.000
15.	Vertical jump from stability	12.1857	1.4135	25.7971	1.30941	-21.388	0.000
16.	Number of steps straight forward in 5 m	11.4286	1.4135	25.7971	1.30941	-21388	0.00
17.	Walking straight forward for 5m	14.9071	0.8700	9.7229	0.79227	13.806	0.000
18.	Standing facing the wall, walk in the place, with the feet touching the two lower circles while the hands on the wall.	2.7143	0.4879	8.4286	0.53452	-20.000	0.000
19.	The volume of water spilled from the cup inscribed in 10 seconds.	2.0143	0.2561	0.5700	0.01915	14.447	0.000

Statistical indicator on level (0.05=a) table T (2.14) free degree (6)

Table 4: Arithmetic mean, standard deviation and T test value calculated in compiling (the pre and post) control group

No	Variance	Tribal Measure N=7		Posteriori Measure N=7		T Value	Indicator level
		A	SD	A	SD		
1.	Bending wrist joint	129.00	1.471	54.022	1.571	388.865	0.000
2.	Extending wrist joint	106.03	1.018	158.64	1.211	-90.86	0.000
3.	Bending knee joints	63.117	1.502	62.770	1.524	0.716	0.497
4.	Extending knee joint	112.82	1.127	163.52	1.051	-88.983	0.000
5.	Bending shoulders joint	52.062	1.237	112.90	1.336	-80.170	0.000
6.	Extending shoulder joint	154.52	1.219	61.081	1.894	131.483	0.000
7.	Bending wrest joint	131.18	1.888	14.048	1.714	121.912	0.000
8.	Extending wrist joint	144.30	3.428	142.86	1.707	0.934	0.381
9.	Bending the ankle	62.287	1.284	128.51	1.144	-350.49	0.000
10.	Extending the ankle	162.95	1.477	108.45	1.259	74.829	0.000
11.	Duration of walking straight forward on of drawn circle, its diameter is 1.5m	84.012	4.899	95.700	1.725	-7.560	0.000
12.	Leg deviation from the diameter of the circle drawn	13.193	1.052	13.490	0.783	-0.535	0.610
13.	Number of laps of the patient on the diameter of the circle drawn in the ground	5.2500	0.886	7.5312	0.234	-6.542	0.000
14.	Long sitting from lie in 30 seconds	5.6250	0.916	5.8750	0.640	-0.552	0.598
15.	Vertical jump from stability	12.106	1.301	13.151	1.310	-1.560	0.163
16.	Number of steps straight forward in 5 m	10.750	1.035	11.500	0.534	-1.655	0.142
17.	Walking straight forward for 5m	15.480	0.993	12.346	0.440	9.241	0.000
18.	Standing facing the wall, walk in the place, with the feet touching the two lower circles while the hands on the wall.	2.6250	0.517	2.3750	0.517	1.000	0.351
19.	The volume of water spilled from the cup inscribed in 10 seconds.	2.0250	0.361	1.7675	0.070	2.053	0.079

Table 3 shows arithmetic mean, deviation standard and T test value between pre and post experimental group of variables (motion dimension, compatibility, length of walking step, ability, balance, and shiver), it shows that the T value is the existence of significant

statistical differences between the two measurements pre and post, due to the indicator value which is below 0.05, so these differences were an indicator on behalf of post measurement in variables. The previous results reflects the existence of positive effects of rehabilitation program on the experimental group, it has worked on increasing the flexibility of joints where the program contains of prolongation exercises, kinetic exercises and massage, and this has helped to raise the muscles temperature and decryption muscle adhesive, resulted in increase of joints flexibility, increase in movement dimension and reduces the shiver. Kenyon, 2004, indicates that the motion dimension (flexibility) is one of basic physical factors either for general health, or physical flexibility, the availability of a certain limit of the motion dimension or flexibility is essential requirement of every human being. The previous results reflects the positive effects of the proposed program, on the experimental group the resulted a reduction of stiffness, and improves nerve and muscles compatibility, and increases the speed of contraction of muscle fibers, that led to the creation of the muscles to work to reduce the shiver. This study agrees with ; (Herman,et,al,2007), (yea,et,al,2012), (Crizzle& Newhouse, 2006), (Hirsch,et,al,2003) ,(Dibble,et,al,2009) that the rehabilitation programs work on improving ; walking ,balance and movement.

Table 4 shows the arithmetic mean, standard deviation and T test results between the two measurements, pre and post control group in the variables; motion dimension, compatibility, length of walking step, ability, balance and shiver. The calculated T value shows no statistical differences between the two measurements pre and post, except in some variances, that has improvements such as walking and joints flexibility, shoulder joint, and the reason for that might be due to the life style of some patients, such as walking using hands continuously and using drugs therapy.

Second hypothesis:

A significant statistical differences between the experimental group and the control group on behalf of experimental group. To examine this hypothesis the arithmetic mean, standard deviation and T test, calculated to measure the significant differences between the two groups; experimental group and control group as it appears in table 5.

Table 5: Arithmetic mean, standard deviation and T test value calculated in compiling (the pre and post) control group

No	Variance	Tribal Measure N=7		posteriori N=7		T Value	Indicator level
		A	SD	A	SD		
1.	Bending wrist joint	42.368	1.373	54.022	1.571	15.177	0.000
2	Bending knee joints	42.248	1.186	62.770	1.524	28.760	0.000
3.	Extending knee joint	169.82	11.95	163.52	1.051	1.492	0.159
4.	Bending shoulders joint	165.70	1.543	112.90	1.336	71.072	0.000
5.	Extending shoulder joint	85.605	1.720	61.081	1.894	26.092	0.000
6.	Bending wrest joint	94.624	1.763	14.048	1.714	89.595	0.000
7	Extending wrist joint	103.29	1.579	142.86	1.707	46.340	0.000
8	Bending the ankle	147.40	1.040	128.51	1.144	33.235	0.000
9	Extending the ankle	93.688	1.484	108.45	1.259	20.855	0.000
10	Duration of walking straight forward on of drawn circle, its vicinity 1.5m	275.71	2.570	95.700	1.725	161.248	0.000
11	Leg deviation from the diameter of the circle drawn	54.682	1.394	13.490	0.783	71.836	0.000
12	Number of laps of the patient on the diameter of the circle drawn in the ground	27.820	1.545	7.5312	0.234	36.844	0.000
13	Long sitting from lie in 30 seconds	14.857	0.899	5.8750	0.640	22.504	0.000
14	Vertical jump from stability	25.797	1.309	13.151	1.310	18.650	0.000
15	Number of steps straight forward in 5 m	8.1429	0.690	11.500	0.534	10.612	0.000
16	Walking straight forward for 5m	9.7229	0.792	12.346	0.440	8.074	0.000
17	Standing facing the wall, walk in the place, with the feet touching the two lower circles while the hands on the wall.	8.4286	0.534	2.3750	0.517	22.260	0.000
18	The volume of water spilled from the cup inscribed in 10 seconds.	0.5700	0.019	1.7675	0.070	43.167	0.000

Statistical indicator on level (0.05=a) table T (2.04) free degree (12)

Table 5 shows arithmetic mean, standard deviation and T test value of the post measurement to denote the differences between the two groups; experimental group and control group in the variables; motion dimension, compatibility, length of walking step, ability, balance and shiver. T calculated value shows significant statistical differences for the post measure , due to the indicator value which is 0.05, so these differences were indicators in favor of the post measurement, and the previous results reflects the existence of positive effects of the therapeutic program on experimental group, and this led to increase of dimensional motion , due to physical training and therapeutically massage, that reduces muscle stiffness, and prevents stiffness cause by Parkinson disease ,and thus

stimulate blood circulation and increase nutrition in the muscles, and this increases the movement efficiency and walking . The following studies;

(Herman, et, al, 2007) ,(Yea,et,al, 2012), (Crizzle& Newhouse, 2006) (Hirsch,et,al,2003), (Dibble,et, al,2009) indicate that the rehabilitation programs improve the physical elements, and thus improve muscles flexibility and improves their temperature.

4. CONCLUSION

Due to the research results, in the range of research sample, the research reached the following conclusions:

1. The proposed therapeutic program improves the physical ability of the Parkinson patients, and improves (motion dimension, compatibility, length of walking step, ability, balance and shiver) in the research sample.
2. The proposed therapeutic program helps the advancement of experimental group that takes training in addition to medical drugs on the control group who takes medical drugs only, in all percentage differences of the post measurement than the pre measurement , of the research variables of the Parkinson patients.
3. Work on the early start of therapeutic exercises and medical massage improve the physical level quickly.

5. RECOMMENDATIONS

According to the reached results the researcher recommended the followings:

1. Use the therapeutic exercises and massage mentioned in the research, in addition to medical drugs after the diagnosis of Parkinson disease.
2. Early care of Parkinson patient's treatment, using therapeutic exercises even after they improved.
3. Work on designing and constructing other similar programs, which help to improve the physical level of Parkinson patients.
4. Care of practicing some exercises related to; strengthening, flexibility and walking in the house, in the days of not practicing the program training of the Parkinson patients.

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THE EFFECT OF USING PLYOMETRIC TO DEVELOP EXPLOSIVE POWER OF THE ARMS AND LEGS ARTISTIC GYMNASTICS

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Abstract

The research aims to prepare Effect of Plyometric Exercises to develop of Explosive strength for players artistic gymnastics , the researcher used the experimental method With design group equal on a sample of players student teacher training institute in the province of Diyala number (6) students. year (2013-2014), as well as the use of methods, tools and devices appropriate to the procedures of search and selection tests for some of the skills of volleyball under discussion , after which the researcher conducting the tests tribal and then apply the exercises own for a period of 8 weeks and by 3 units training in the week, and then testing a posteriori the circumstances and conditions the same as that carried out the tests tribal , was then manipulate search results by statistical means of their own, and through these results have been reached several conclusions of them , Plyometric Exercises to develop of Explosive strength for players artistic gymnastics under discussion.

One of the most recommended by the researcher emphasized the need to use, Plyometric training that have been applied in research units within the training curriculum due, with similar studies for the preparation of such exercises and use in the development of the rest of the other games.

KEYWORDS: Plyometric Explosive. Gymnastics.

1. INTRODUCTION

The athletic progress that we observe in these days of global spectacularly, especially at the Olympics and World Championships has led to the emergence of the new training methods based on advanced scientific methods, both in the collective or individual games. Training methods, which are all designed to develop the level of physical performance in order to achieve advanced positions in the various activities and seeks instructors to choose the best and the application of the most suitable and the use of the latest tools that are commensurate with the type of activity Specialist have multiplied in order to access to the achievement of investment the most important physical abilities own type specific activity because of its direct impact in high physical performance level, and the game of gymnastics is one of the sports the distinctive urged the Nation's attention because they are games in which the performance arrived limit creativity and innovation, and is also working on the psychological and mental courage and the courage and the development of physical capacity characteristics of development.

This means that the sports training, itself a means and not an end which show the importance of relying on the quality of the exercises, which take the form of performance and the nature of the muscle work artistic gymnastics and thus the economy in locomotors performance through the development and improvement of public and private physical condition muscle groups that participate in the performance and see these need diversification of the training methods used and the methods to achieve that purpose, where a combination of these methods and techniques to achieve several training goals at one time, and therefore maintain a high level of performance for the longest possible period.

For this reflected the importance of research in the use of exercises polymeric in developing explosive power of the player's artistic gymnastics.

Research Problem: The efforts in the field of athletic training as a result of various studies and research has undergone in the game gymnastics, though there is still a list associated with the training process that requires scientific solutions rests with the coaches and specialists in the game gymnastics also requires Find all modern means and methods of scientific problems enhanced experiences help to raise the level of physical performance among the players, prompting researchers access to this problem and the number of exercises Plyometric in the development of the explosive power of the arms and legs of the players, artistic gymnastics, the contribution of researchers with the help of the coach to raise the level of the team.

Research Aim:

1. Prepare Plyometric exercises to develop explosive power of the arms and legs of the player's artistic gymnastics.
2. To identify the differences between pre and post tests for members of the research group.

Research Hypotheses:

1. That the exercises Plyometric a positive impact in the development of the explosive power of players artistic gymnastics.
2. There are no statistically significant differences between tribal and dimensional tests and for the post-test.

2. MATERIAL AND METHODS

Research Methodology The nature of the problem required the researcher to choose the appropriate approach, and it has been used experimental method, which is "more of the adequacy of the means of access to reliable knowledge. (Deopoldvan Dalen: 1985)

Sample Researcher: The research sample selection is closely linked to the objectives set by the researcher for consideration, so the "goals set by the researcher for consideration and procedures used will determine the nature of the sample, which will be chosen by(Resan Kahribt: 1988) , so he chose Researcher: Students Teacher Preparation Institute in Diyala province, and the number (8) students and the way it was intentional exclusion (2) players for being involved in the exploratory experiment was the choice of this group for the following reasons: -

- 1 - That members of the sample representing the research community believe representation.
- 2 - To ensure the presence of the sample to represent the performance of the tests used them.
- 3 - To ensure continuous supervision of the conduct of the experiment.

Steps conduct research:

Determination physical tests for explosive power

For the purpose of determining the most important physical tests of the strength of the explosive, the researcher organized form questionnaire and then presented to a group of experts and specialists in the field (science training) to their opinions on the identification of the most important physical tests and after unloading forms and extract percentage were the tests that I got on the proportion of the nomination (80) and more "and a researcher's right to choose the ratio at which it deems appropriate selection of indicators.(Mohammed Hassan :2000)

Table 1: Shows the percentages of tests candidate for explosive power, according to the views of experts and specialists

Character Movement	Tests	unit of measurement	Percentage	Selected tests	
Explosive power	Arms	Throw the ball talents medical test (3 kg) of hands above the head from a standing position to the farthest distance.	m	%60	X
		Throw the ball talents medical test (3 kg), however, one of the stand to the maximum distance.	m	%85	√
		Throw the ball talents medical test (3 kg) of hands above the head from a sitting position to the farthest distance.	m	%65	X
		Throw the ball talents medical test (3) kg of sitting on the chair position.	m	%90	√
	Legs	Test Vertical jump of fortitude.	m	%100	√
		Test Broad jump of fortitude.	m	%80	√
		Test successive leaps in place 15 seconds	m	%30	X
		Test Triple jump of fortitude	m	%20	X

Tests used in the search:

The first test (Ali Salloum: 2004): Throw the ball talents medical test (3 kg) hands.

The Second test (Ali Salloum: 2004): Test the explosive power of the arm.

Third test: (Mohamed Sobhi: 1997): Vertical jump test of fortitude.

Fourth test: (Mohamed Sobhi: 1997): Broad jump of stability Vertical jump test of fortitude.

Exploratory experience: The researcher conducting exploratory experiment on Thursday, a brief summary (14/02/2014) on a sample of players prepare teachers Institute of Diyala province, gymnastics and the number of players (2) and the goal of the experiment was as follows:

1. Make sure the place of the tests and its suitability for their implementation.
2. Know how to perform the research sample tests ready.
3. Determine the appropriate tests for the research sample.

Procedures Search:

Test tribal: The researcher conducting tribal tests on sample members (Monday) on 17/02/2013 at ten o'clock in the morning in the inner hall in phase School and with the help of assistant staff was attended by all members of the research sample's (6) players have been performing the following tests: Day Monday, 02/17/2013.

1. Ball pay for medical testing (3 kg) hands.
2. Test the explosive power of the arm.
3. The vertical jump test of fortitude.
4. Broad jump of stability.

The main experience: After being displayed stomach exercises on a group of experts and specialists and workers in the field of athletic training in order to avoid some of the mistakes that falls out.

The experiment has been applied in the day on Tuesday (18 - 2-2014) and end on (13/04/2014) The total duration of the experiment (8 weeks) of (3) training module in the week in terms of total training units throughout the experiment was (24) unit training.

Tests after me: Was performed after me tests on Monday and dated 14/04/2014 has followed the same method followed by the tribal tests after the completion of the planned duration of the experiment, which lasted eight weeks, was keen to find all the conditions of the tests tribal and requirements when you make the post tests in terms of time and the place and the means test.

Statistical methods used in the research: The researcher used the following according to the statistical ready bag SPSS statistical means.

3. RESULTS AND DISCUSSION

Table 2: Displays the arithmetic mean and standard deviations for the two tests pre and post teams arithmetic mean and the percentage of development of physical abilities tests for explosive force

Character Movement	Tests	unit of measurement	Before		After		M.df	Percentage
			M	S.D	M	S.D		
Explosive power	Arms	Throw the ball talents medical test (3) kg of sitting on the chair position.	2.366	0.053	2.455	0.058	0.089	%3.76
		Throw the ball talents medical test (3 kg), however, one of the stand to the maximum distance.	3.928	0.059	3.990	0.052	0.062	%1.57
	Legs	Test Vertical jump of fortitude.	2.171	0.034	2.220	0.043	0.049	%2.25
		Test Broad jump of fortitude.	1.901	0.037	1.956	0.030	0.055	%2.89

Table (2) shows us the arithmetic mean and standard deviations for the two tests pre and post teams circles calculations and rate of evolution of the physical capacity tests for explosive power and values as follows:

- **the ball talents medical test (3) kg of sitting on the chair position**

It is found that the arithmetic mean of the values reached in the pre-test (2.366) and standard deviation of (0.053), while the total mean (2.455), and in the post-test and a standard deviation of (0.058). The teams reached circles (0.089) and by the evolution of (3.76).

- **Throw the ball talents medical test (3 kg), however, one of the stand to the maximum distance**

It is found that the arithmetic mean of the values reached in the pre-test (3.928) and the deviation of (0.59), while the total mean (3.990) and in the post-test and a standard deviation of (0.052). The teams reached circles (0.062) and by the evolution of (1.57).

- **Test Vertical jump of fortitude**

Is found that the arithmetic mean of the values reached in the pre-test (2.171) and the deviation of (0.034), while the total mean (2.220) and in the post-test and a standard deviation of (0.043). The teams reached circles (0.049) and by the evolution of (2.25).

- **Test Broad jump of fortitude**

It is found that the arithmetic mean of the values reached in the pre-test (1.901) and the deviation of (0.037), while the total mean (1.956) and in the post-test and a standard deviation of (0.030). The teams reached circles (0.055) and by the evolution of (2.89).

Table 3: Displays the arithmetic mean and standard deviation of the difference and the value of t calculated tabular and significance of the differences between pre and post -tests of physical capacity for explosive strength values

Character Movement		Tests	unit of measurement	M.df	S.D	value T		Sig.
						Calculated	Tabulated	
Explosive power	Arms	Throw the ball talents medical test (3) kg of sitting on the chair position.	m	0.088	0.011	18.508	2.571	Significant
		Throw the ball talents medical test (3 kg), however, one of the stand to the maximum distance.	m	0.061	0.014	10.262		Significant
	Legs	Test Vertical jump of fortitude.	m	0.048	0.011	10.127		Significant
		Test Broad jump of fortitude.	m	0.055	0.010	12.845		Significant

* Value (t) tabular (2.571) at the level of (0.05) and the degree of freedom (5)

Table (3) shows us the arithmetic mean of the differences and the standard deviation of the difference and the value of values (t) calculated in tabular and the significance of the difference between the pre and post -tests of physical capacity tests for explosive power and as follows:

- **the ball talents medical test (3) kg of sitting on the chair position**

Show a significant difference between the results of the pre and post tests and reached the arithmetic mean of the difference between the results of pre and post- tests (0.088) and the total standard deviation of the difference (0.011) The value (t) calculated (18.508), while the value (t) Indexed (2.571) at the level of (0.05) and the degree of tribal and posttest and in favor of the post test.

Due to the reason that this development in the explosive power of the muscles of the arms through the methods used in training exercises in which Plyometric (such as tide, and bending, medical balls, ropes, rubber), which helped to develop the physical aspects. This was confirmed by (Muhammad Brgia: 2000) The use of various techniques in training has become the latest ways and means of training in the world because of the influence of large contributions to the achievement of the overall fitness and also helps in the performance included the development of various sports activities.

This was also confirmed by (Abdul Ali Nassif: 1988) rising level of achievement quickly during use of new exercises did not get used to it sports "and also researchers agree with (Zaki Mohamed Hassan: 1997) The performance of these exercises using tools make it more difficult performance, in order to raise the efficiency of the player. "So it is the duty of workers and specialists in the field of gymnastics attention with the tools and means modern training that will raise the level of their players physically and Mharria, and attributed the cause to the increased medical balls and exercises ropes rubber weight led to increased capacity in the organs of the body, especially the arms and thereby ensure and improve the result of an athlete.

- **Throw the ball talents medical test (3 kg), however, one of the stand to the maximum distance**

Show a significant difference between the results of the pre and post tests and reached the arithmetic mean of the difference between the results of pre and post- tests (0.061) and the total standard deviation of the difference (0.014) The value (t) calculated (10.262), while the value (t) Indexed (2.571) at the level of (0.05) and the degree of freedom (5) Since the value of (t) the calculated value is greater than tabular indicates that the moral difference between the two tests tribal and posttest and in favor of the post test.

Due to the reason that this development in the explosive power of the muscles of the arms have been using a variety of exercises that work to raise the necessary muscle fibers resulting in increased power, because the muscle when exposed to an influential they may be affected by the whole or part of. This depends with the nature of the case the distinctive Intensity for this exciting, as well as the role played by exercise Plyometric prepared by researchers in the training curriculum, which was instrumental in for this development to the group, and this has been confirmed by (Bear Jessie Bob: 1990) The nervous muscular compatibility and the ability to recruit the largest possible number of muscle tissue and in a way the court in a timely manner of the ability to jump.

- **Test Vertical jump of fortitude**

Show a significant difference between the results of the pre and post tests and reached the arithmetic mean of the difference between the results of pre and post- tests (0.048) and the total standard deviation of the difference (0.011) The value (t) calculated (10.127), while the value (t) Indexed (2.571) at the level of (0.05) and the degree of freedom (5) Since the value of (T) the calculated value is greater than tabular indicates that the moral difference between the two tests tribal and posttest and in favor of the post test.

Significant differences attributed the cause of the pre and post- tests of the group to the training curriculum followed in a scientific manner as well as it contains physical and mobility exercises of power, speed and agility, which plays a key role in the development of explosive power. This was confirmed by Harrah's in 1975 that "education technically elements and improve the scalability requires a high concentration by the player."

In addition to the number of training units, as was (3) units per week as well as the use of Intensity related to the number of iterations that are commensurate with the severity of each exercise, which was very important in his development as well as the use of the appropriate method, which is very close to the conditions of the competition effect.

Also due this evolution performance of the group commitment and seriousness training and good relationship between the coach and his players and hurtled towards the implementation of the curriculum in place that have had the effect of in the hearts of the players, the group, which led to good protection by the players, and this was confirmed by a conciliator happiest in 2011 "that the foundations of success the training process is keen commitment to the players and their enthusiasm and cooperation with the coach in the implementation and application of the training program, and the good relationship between the coach and his players and their role in influencing and urged them to adhere to the dates of training and carry out their duties properly.

- **Test Broad jump of fortitude**

Show a significant difference between the results of the pre and post tests and reached the arithmetic mean of the difference between the results of pre and post- tests (0.055) and the total standard deviation of the difference (0.010) The value (t) calculated (12.845), while the value (t) Indexed (2.571) at the level of (0.05) and the degree of freedom (5) Since the value (t) is greater than the calculated value tabular dl on the moral difference between the two tests tribal and posttest and in favor of the post test.

Through the presentation of the previous results found that the curriculum prepared according to scientific controls has resulted in the development of the explosive power of the muscles of the legs as the use of strength training and methods of training and different in a scientific as well as the use of different Intensity and rest periods sufficient to restore the healing and the number of its replication fits with the intensity of exercise as well as the use of body weight at elevations varying has led to the development of the explosive power of the muscles of the legs and this, which led to the development aspects of physical, psychological and reflected this development on the technical performance and this was confirmed by the good debt "that the special exercises are aimed at the physical and mental qualities associated with the type of sports activity development (almoktar : 1985).

4. CONCLUSION

1. Exercises Plyometric used led to the improvement of the explosive power of the arms and legs of the gymnasts.
2. The organization of exercise and thrill that it contained modules contributed to the effective implementation of its vocabulary by the players and their continued commitment to the length of experience is reflected in the evolution of explosive power .

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