

The effect of Instant Feedback on Performance at the Digital Level on Discus Effectiveness

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Abstract

The problem of the research was that those in charge of the educational process try to achieve a high success rate and results by delivering the material to be taught, whether practical or theoretical, to students. In order to achieve this, they try to use various means of assistance, including the desired nutrition of all kinds. In arena and field games, the discus-throwing activity is one of the activities that are taught for the first stage in the Faculties of Physical Education and Sports Science and its results are determined by the technical performance of the throwing stages and measuring the distance of performance, and in order to achieve good learning and results in a faster time and to support and stabilize the learned response, the researcher decided to study the effect of one type of nutrition The feedback is immediate knowledge of performance results at the digital level in discus throwing activities, and the aim of the research was to identify the effect of immediate knowledge of performance results at the digital level on discus throwing activities. The researcher used the experimental method on (55) students from the first stage of the College of Education for Girls / Department of Physical Education And sports sciences at the University of Kufa for the 2019-2020 academic season, Conclusions Immediate knowledge of performance results provides the learner with a type of feedback that helps improve his performance.

Key words: immediate insight, discus throwing effectiveness

Introduction

Feedback is information available to the thrower that makes it possible to compare his actual performance with standard performance, and this information is either internal or subjective through his previous awareness of the correct performance or external by the teacher or any other audio or visual method, so the concept of feedback is related to a major problem in Learning is a problem of the learner's assessment of his behaviour and performance⁽¹⁾, and feedback depends mainly on the Supernitec System, as well as the speed in providing the desired nutrition information helps to direct strengthening, while delaying the presentation of it may delay the learning speed⁽²⁾. Since the effectiveness of discus throwing is one of the activities whose results are determined by the distance of performance, so the importance of conducting this research appears in studying the effect of immediate knowledge of performance results on the distance of discus when teaching female students of the first stage of the College of Education for Girls /

Department of Physical Education and Sports Science, and the research problem was that those in the process They try to achieve a high success rate and results by delivering the material to be taught, whether practical or theoretical, to students. To achieve this, they try to use all kinds of aids, including the various types of nutrition. In the arena and field games, the discus-throwing activity is one of the activities that are taught for the first stage in the Faculties of Physical Education and Sports Sciences and its results are determined by the technical performance of the throwing stages and measuring the distance of performance, and to achieve good learning and results in a faster time and to support and stabilize the learned response⁽³⁾, the researcher decided to study the effect of one type of nutrition The feedback is the immediate knowledge of performance results at the digital level in discus throwing activities. The research aimed to identify the effect of immediate knowledge of performance results at the digital level on disc throwing activities⁽⁴⁾.

Practical actions

The researcher used the experimental approach to suit the nature of the research problem on (55) female students from the first stage of the College of Education for Girls / Department of Physical Education and Sports Science at the University of Kufa for the academic season 2019-2020, after which (15) female students

representing the control group and (15) representing the experimental group In a random manner, for the sake of homogeneity and parity of the research sample, age, height and weight tests were used using the T-test, whose results indicated the consistency of the research sample, as shown in Table (1).

Table (1): It shows the arithmetic mean, standard deviations, and the calculated and tabular (t) value for the homogeneity tests

Variables	experimental group	control group		Calculated value (t)	Indication level	
	mean	Std.	mean			Std.
Age (years)	18.4	1.19	18.03	1.15	1.226	not significant
Height (cm)	158.5	4.59	156.69	5.02	1.437	not significant
Weight (kg)	60.14	4.89	56.82	6.41	1.482	not significant
Run (30) m (s)	6.51	1.26	6.03	1.54	1.297	not significant
Long jump of stability (cm)	152.3	20.77	146.46	16.4	1.192	not significant
The payment of a medicine ball (2 kg) (meter)	3.17	0.35	3.33	0.46	1.455	not significant

Below the significance level (0.05) and with a degree of freedom (58)

Research tools

- § Arab and foreign sources.
- § Tape measure.
- § Medical scale.
- § Medicine ball (2 kg).
- § tablets weight 1 kg, number 15
- § Stopwatch.

search procedures

The procedures of the educational experiment started for the period 4/12 - 30/12/2019 with two lessons per week as scheduled in the schedule and for two hours per lesson, as the number of educational units reached (8) and the same planned education stages were together for both experimental and controlling groups for discus throwing. The difference was that the experimental group was given immediate feedback by observing and knowing the student as a result of her performance

through the indicative measurements within the throwing sector that show the location of the disk falling to the ground and knowing the throwing distance which is announced directly to the student after the end of her throw, while the control group was withheld Immediate feedback, there are no indications on the ground and do not announce to them the results of their performance. Since all members of the sample are going through the process of teaching the discus throw for the first time, so the post-education measurement is considered the outcome of the performance, which is also the test in which the comparison between the experimental and control groups was made. In the first and second lessons,

the research sample was given the technical stages of throwing the disc together for all the two groups, and in the third lesson and beyond, immediate feedback was given to the experimental group by announcing the performance result upon completion of the throwing and the student knew the throwing distance, as well as by watching the measurements indicated on the ground. In the eighth lesson, the final measurement was made for both groups⁽⁵⁾.

Statistical means: The Statistical Package (spss) was used.

Results

Table (2): Shows the arithmetic mean, the standard deviations, the calculated and tabulated value (T) of the discus throw distance for the experimental and control groups.

Statistical means The totals	the sample number	mean	Std.	value (v) calculated	sig	level of significance
Experimental group	15	11.38	1.53	2.674	0.016	moral
Control group	15	9.03	1.62			

Table (2) shows the results of the discus throw test for the experimental and control groups. The experimental group achieved an arithmetic mean of (11.38) meters with a standard deviation (1.53), while the mean for the control group reached (9.03) meters with a standard deviation (1.62). To find out the significant differences in the arithmetic meanings of the two groups, a test was used (T) whose results showed that there was a significant difference in favour of the experimental group, as the calculated value of (T) of (2.674) is a value less than (0.05) which indicates the presence of significant differences, this confirms the effect of the experimental variable, which is knowing the performance results of a distance Discus throwing as the immediate knowledge of the results helps the learner to correct his path if he erred and to continue in the correct response state⁽⁶⁾, thus supporting the correct response a better distance. Thus⁽⁷⁾, this study is consistent with

the study of Muhammad Ibrahim, Camellia Hassan and Awatef Abdel-Hadi, which each study demonstrated the positive effect of feedback on the level of performance in gymnastics and exercises, and the researcher believes that the resulting progress in the performance distance of the experimental group is due to the continuous attempts of each student to achieve excellence by trying Improving the disc throw distance every time the student is performing, the stimulus is specific and knowing the results of the response reaches it immediately after the performance directly, and this is what Mahasin Ahmed confirmed that knowing the result enhances the response immediately and works on its appearance in the future⁽⁸⁾, and thus fixation occurs and this is consistent with what Muhammad Mustafa said In that knowledge of the results and the feedback they provide is mainly related to a major problem in learning which is the problem of assessing the learner for his behavior and

performance⁽⁹⁾, and since the conditions for learning the skill are related to the internal factors of the learner and others are external factors that provide the learner in the educational situation, the immediate knowledge of the results during the different stages of learning It works to promote correct responses as it provides the learner with a kind of feedback, which Skinner considers to be the first principle The basis for the learning process⁽¹⁰⁾.

Conclusions

The immediate knowledge of the performance results provides the learner with a type of feedback that helps to improve his performance

Ethical Clearance: The Research Ethical Committee at scientific research by ethical approval of both MOH and MOHSER in Iraq

Conflict of Interest: None

Funding: Self-funding

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