Evaluation of Psychological Skills and Effect of an Educational Curriculum with a Model to Accelerate Thinking in the Arbitrary Performance of Students with Handball

ALaa Ihsan Ali alrikabi[1] , Wissam Salah Abdel-Hassan[1], Abbas Abdulalhamza Kadhim[3]

[1]Lecturer. University of Misan - College of physical Education and Sports Science, [2] Prof. Dr. College of Physical Education and Sports Science / University of Karbala – Iraq, [3]Dr.College of Physical Education and Sports Science / University of Karbala - Iraq

Abstract

The aim of the research is to identify the effect of the educational curriculum prepared with the model to accelerate thinking in the arbitration performance of students with handball and the extent of their response. Experimental approach used to design (two equal groups) with pre and post tests to suit the nature of the research and its problem, and the researcher identified the research community with the fourth stage students in the College of Physical Education and Sports Science / Dhi Qar University, who are (90) students for the academic year (2019/2020) distributed On two divisions (A & B), where the division (A) was identified as a sample for research, (30) students were selected, including a sample for research and (10) students for a survey sample Also in the simple random method, then the researcher designed a form for evaluating the arbitration performance of students with handball and was presented to the experts and specialists, who number (15) expert and specialist in handball game in order to determine the validity of the form paragraphs, and appropriate statistical treatments were used to reach the results, then they were Presentation, analysis and discussion of results.

Keywords: *educational curriculum, thinking, arbitrary performance, handball*

Introduction

Scientific progress plays a major role in providing the teacher with modern educational tools, devices, means and models [1], whether cognitive or applied, that help to facilitate the delivery of information to learners, and the model of accelerating thinking is considered a modern method [2]. As it is based on five stages, relying on the constructivist theory of Piaget and the social Vygotsky, and the basis of this model is based on developing a problem or question for students who cannot answer it, as this will put them in a mental struggle to generate new ideas and find a correct answer and solutions to the problem or question and thus move them to a stage of development My mind is advanced [3]. Education in the colleges of physical education and sports science aims to prepare the student for his simple abilities to prepare him and make him a successful academic, and in order to achieve this, the vocabulary of the educational curricula must be developed according to scientific foundations commensurate with the capabilities of students [4]. Among the sports that are taught in the College of Physical Education is handball, which is one of the difference sports that requires its students to be at a high level of learning the skill performance as well as the legal aspect in order to create academic students who work well with good and appropriate capabilities consistent With the requirements for the performance of basic skills and the legal aspects of handball, the legal aspect of handball is an important and major aspect that cannot be neglected, which is a link movement and a watershed between students, which works to link skill and technical performance.

Methodology

The researcher used the experimental approach to suit the nature of the research and its objectives and to be the appropriate means to prove hypothesis. The experimental approach is defined as "an attempt to control all the basic factors affecting the variable or dependent

variables in the experiment except for one factor that the researcher controls and changes in a specific way, with the intention of identifying and measuring the effect of the variable or dependent variables.

Research community and sample:

The researcher will adopt the design of the control and experimental groups. As for the research community, it may be students of the fourth stage in the College of Physical Education and Sports Science / Dhi Qar University, who are (90) students divided into two divisions (A) and (B), where the division (A) was chosen by the method Randomization as a sample for research. (30) students were chosen as a precise sample identification and (10) students for the exploratory experience, and this was done in a simple random manner.

Field Research Procedures:

Designing a handball arbitration performance evaluation form:

By informing the researcher of previous studies in the field of handball, he was unable to find a form to evaluate the arbitration performance in handball, so he resorted to designing a special form for that by taking the opinion of specialists, as well as looking at the scientific sources and references, and a poll (15) From the game specialists to indicate the validity of the evaluation paragraphs and the scale scale, and Table (1) shows the validity of the form.

Table (1). The handball assessment form is shown to students

S	Paragraphs	K2	indication
1	stand diagonally with fellow	15	Valid
2	move at a suitable speed with a players movement	15	Valid
3	Use the whistle with the required power, with playing conditions	15	Valid
4	Use of the appropriate arbitration notice according to the type of legal case	14	Valid
5	Adherence to the duties assigned to it as a good court judgment or a goal referee	14	Valid
6	Correct movement by referencing as a goalkeeper or progress as a referee	15	Valid
7	Cooperation with the technical supervisor and table rulers	14	Valid
8	Move and take the right position when carrying the throws	15	Valid

The scientific foundations of the arbitration performance evaluation form:

Validate the form:

The sincerity of the form was found through apparent honesty as it was determined based on the opinions of (15) experts and specialists in the field of handball who, through the validity of the paragraphs and their affiliation with the arbitration performance, which were inferred by the test (Ka 2) to accept them all, as well as was extracted Verify the content by analyzing the paragraphs of the form to determine the jobs, aspects and levels to be evaluated by students (rulers)

Fixed form:

The stability of the form was found by piloting it to three of the constituents experts and specialists in handball, through the evaluation of referees for the Premier League matches of handball for the sports season (2018-2019), based on the video registration of three of

the matches for a period of (10) actual minutes of a period The match, as the evaluation took place on 12/25/2019, and the same matches were re-evaluated on 14/14/2020, as the simple correlation coefficient (Pearson) was found between the results of the evaluation of the evaluators, which showed the stability of the form with a very high degree, and table (2)) It shows the consistency of the form according to the evaluation of the evaluators.

Table (2). It shows the consistency of the handball arbitration performance evaluation form for students

Rectifiers	correlation coefficient	Significance level	Statistical significance
The first	0.96	0.001	Moral
The second	0.94	0.002	Moral
Third	0.97	0.001	Moral

Objectivity of the form:

The objectivity of the form was represented by the instructions shown to the evaluator of what is required to evaluate the judges according to the evaluation paragraphs, as the form was indicated in Table (1), as well as the scale of appreciation for the progressive evaluation of (zero), which represents the lack

The degree to the number (10), which represents the highest degree of evaluation, and in light of the procedures that were taken to design the evaluation form, procedures for how to evaluate students in the arbitration performance were described.

The main experiment of the thinking acceleration model:

Pre-test:

The researcher conducted the pre-test on the research sample of (30) students, for arbitration in handball within two days, as follows:

- Evaluating the arbitration performance by handball on December 25-26, 2019.

In light of the results of the pre-test, the researcher conducted the homogeneity and parity of the research sample in order to initiate one point experimentally for the research, as the result of a zero coefficient of coefficient which indicates the homogeneity of the sample, and table (3) shows that, While Table (4) shows the equivalence of the sample in the research variable (dependent), as the value of (t) was not significant at the degree of freedom (28), and at the level of significance (0.05).

Table 3. It shows the homogeneity of the research sample in the variables studied

Variables	arithmetic mean	The vein	standard deviation	Coefficient of torsion
Arbitration performance	19.76	18.00	6.00	0.29

Table (4). Shows the equivalence of the two research groups

Variables	experimental group		control group		value t	significance level	Type of indication
	arithmetic mean	standard deviation	arithmetic mean	standard deviation			
Arbitration performance	19.93	2.73	19.60	2.77	0.331	0.743	not significant

Results

For the purpose of describing the results of the sample individuals, the researcher statistically processed the data using the arithmetic mean and standard deviation. For the purpose of knowing the significance of the differences between the pre and post tests, and for the two research groups, a test (t) was used for the correlated samples. As shown in tables (5) and (6).

Table (5). The description and statistical inference of pre- and post-test results are shown in the research variables of the experimental group

Research variables	pre-test		post-test		(t)	significance level	Statistical significance
	Q	P	Q	P			
Handball Arbitration Performance	19.93	2.73	43.53	7.28	11.74	0,000	moral

N = 14 under the significance level = 0.05

Table (5) shows that there is a difference and difference between the values of the arithmetic mean and the standard deviations between the pre and post tests in the search variable (arbitration performance), where the value of the mean and the standard deviation of the arbitrary performance variable in the pre-test, respectively (19.93) (2.73), while in The post test has reached (43.53) (7.28) and the calculated value of (t) (11.74) is under the significance level (0.05), which means that there are significant differences between the two tests and in favor of the post test because the arithmetic mean is greater.

Table (6). The description and statistical inference of pre- and post-test results are shown in the search variable of the control group

Research variables	pre-test		post-test		(t)	significance level	Statistical significance
	Q	P	Q	P			
Handball Arbitration Performance	19.60	2.77	33.93	3.91	11.56	0,000	moral

Table (6) shows that there is a difference and difference between the values of the arithmetic mean and the standard deviations between the pre and post tests in the search variable (arbitration performance), where the value of the mean and the standard deviation of the arbitrary performance variable in the pre-test, respectively (19.60) (2.77), either

In the post test, it reached (33.93) (3.91) and the calculated value of (t) (11.56) was below the significance level (0.05). This means that there are significant differences between the two tests and in favor of the post test because the arithmetic mean is greater.

Through the presentation and analysis of the results of the pre and post tests of the arbitration performance and of the two research groups (experimental and control) as shown in table No. 5 and No. 6, it was found that there are differences in both groups, as for the differences in the results of the experimental group between the pre and post tests, he attributes The researcher caused these differences in the researched variable to the students 'response to all learning requirements during the educational units of the proposed educational curriculum, as it is one of the most effective means to highlight energies and achieve goals, as the researcher used the philosophy of the model to accelerate thinking in terms of its use of most of the vocabulary of learning and education and the interaction of the teacher and the student in the lesson, and presenting And the presentation of the educational material is a live demonstration by the teacher and the student, symbolically through technological means, the field application of learning and evaluation for it, and the merging between the theoretical and practical subject, as well as the researcher attributes these differences to the principle of using questions

The answers, explanation, and presentation for each part of the legal articles by hand and the pairing between theoretical and practical aspects in the educational curriculum, which was able to raise the level of arbitrary performance for students through the ability to develop and think, and that "the degree of change in knowledge depends on the nature of the situation in which the individual gets information and on Source, style and degree of mastery.

The researcher believes in the development of the control group for the results of its dimensional tests compared to its tribal results in the research variable (arbitration performance), that the control [6] group exercised the educational size of the educational content of the subject teacher and his method of teaching to achieve the educational goals also for the fourth stage by hand, as the continuity in Learning leads to a development in knowledge in general through changes in the behavior of learners day after day, with the presence of educational material, the teacher, and accumulated experience

For the learner and may be at levels according to the nature of the teacher, his method and the learner's response from the researcher's point of view, as (Dhafer Hashem Ismail) confirms that the natural phenomena of the learning process must be there

Development in learning as long as the teacher follows the steps of the proper foundations for learning and education, and last but not least that the development at the level of the control group was not at the level of ambition for what the experimental group achieved compared to the results of the post-test for both groups where the high moral differences for the effectiveness of the independent variable by the researcher And its effect in the field on arbitration performance of handball for students.

As this model is distinguished by the presentation and application of the content of the educational material in a sequential, intensive [8, 9], and overlapping manner by grouping the content in one frame (applied educational video, posters) accompanied by the teacher's explanation and application exercises for the presentation, and the researcher believes that the development of arbitration performance by hand for the experimental group of During the excitement of learning motivation using the model to accelerate thinking away from the prevailing methods of learning and its reflection on the increase in acceptance of the scientific material and the desire to learn to it through the video presentation and posters interesting to their thinking and interesting to their enthusiasm, and targeting the model. The experimental group with the educational method of the model to accelerate thinking and the teacher reflected on its development in performance. Arbitration by hand, through the clear role of students in solving problems facing them with regard to a specific knowledge, as

well as their role in unifying their ideas in one direction through presentation and discussion of arbitration cases and movements within the stadium and giving freedom to express opinions to students and ask questions and find common solutions to them, where the researcher sees That the model of accelerating thinking through presentation and discussion of arbitration cases and movements on the field and giving freedom to express opinions to students and ask questions and find common solutions to them.

Conclusions

In light of the results obtained by the researcher through the field experiment and his use of the appropriate statistical methods in the description and inference about them, he concluded the following conclusions:

1- It was found that the form prepared by the researcher has the ability to evaluate the arbitration performance by hand for students.

2- The application of the vocabulary of the educational curriculum followed by the researcher using the model of accelerating thinking contributed to the development of arbitrary handball performance for students.

3- The progress made in the refereeing performance of handball for students through the clear difference of the results of the dimensional tests of the experimental group confirms the effectiveness of the independent variable and experimental control.

4- There is an evolution of the control group in the arbitration performance by handball, but not at the level of ambition compared to the experimental group.

Financial Disclosure: There is no financial disclosure.

Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the College of Physical Education and Sports Science and all experiments were carried out in accordance with approved guidelines.

References

1. Talaat HA. Contemporary Social Psychology, 2nd floor, Cairo, Dar Al-Thaqafa for Printing and Publishing, 1981.
2. Dhafer HI. the intertwined teaching method and its effect on learning and development through appropriate organizational experiences for the tennis learning environment, PhD thesis, College of Physical Education, University of Baghdad, 2002.
3. Mahmoud DA. Physical Education and Sports Curricula, Najaf Al-Ashraf, Dar Al-Diaa for Printing and Publishing, 2011.
4. Nouri A, Rafeh A. Researcher's Guide to Writing Research in Physical Education, Baghdad, 2004.
5. Onofre M, Marques A, Moreira AR. Physical education and sport in Europe: From individual reality to collective desirability (part 2). International Journal of Physical Education. 2012; 49(3): 17–31.
6. Petry K, Froberg K. Overview of the project. In Petry, K., Froberg, K., & Madella, A. (Eds.), Thematic Network Project AEHESIS - Report of the Third Year. Köln: Deutsche Sporthochschule. 2006.
7. Pühse U, Gerber M. International comparison of physical education. Concept – Problems – Prospects. Aachen: Meyer & Meyer. 2005.
8. Hardman K, Marshall J. World-wide survey of the state and status of school physical education. Final report. Manchester: University of Manchester. 2000.
9. Hardman K, Marshall J. Update on current situation of physical education in schools. ICSSPE Bulletin. 2006; 47.