The Effect of Feedback at Different Times by Using Multimedia in Learning the Performance of Some Basic Skills in Handball For Students

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Abstract

The handball game has taken to keep pace with the development and progress in the world, where many changes have occurred in the methods of learning and training in various aspects, including in particular changes in the methods of playing teams in terms of applying defensive and offensive plans in order to surprise the competitor, and the use of feedback in the process of learning and developing basic skills By varying the time it is given in order to make the learner have the ability to absorb the skill and the process of choosing the appropriate motor program to solve the motor duty in the best way and according to the requirements of the situation facing him. Conclusions: The use of times (10, 20, 30 seconds) to provide feedback of all kinds has an impact. Positively in learning basic handball skills and for the three groups, the use of multimedia (visual display device "Data show", video cameras, color papers for the movement sequence of skills, display of the live model) has a great role in developing basic skills of handball through increasing motivation In competition between players, a time of (10, 30) seconds in providing feedback is more influential in learning basic handball skills.

Keywords: *Feedback at different times, basic handball skills*

Introduction

The handball game has taken to keep pace with the development and progress in the world, where many changes have occurred in the methods of learning and training in various aspects, especially changes in the methods of playing teams in terms of applying defensive and offensive plans to surprise the competitor, and the use of feedback in the learning process and the development of basic skills By diversifying the time it is given to make the learner have the ability to absorb the skill and the process of choosing the appropriate motor program to solve the motor duty in the best way and according to the requirements of the situation he faces.(1)

The importance of the research lies in providing feedback at different times using multimedia in developing the basic skills of female students with handball, to be an expressive method used by coaches to achieve the best results. (2)

Practical Part:

Research Methodology:

The researchers used the experimental approach to suit the nature of the research problem.

Research community and sample:

The research community was identified by the students of the Department of Physical Education and Sports Sciences in the College of Education for Girls at the University of Kufa, whose number is (40) students. The sample is (75%) of the size of the community, with (10) female students for each group.

Determine search variables:

Identify some basic skills and shape them with a hand reel:

The researchers prepared a questionnaire to present the basic skills and form them to the experts and specialists in handball to determine the most important of these skills and their shapes, as in Table (1).

Table (1). Questionnaire to present the basic skills and form them to the experts and specialists in handball to determine the most important of these skills and their shapes.

Basic Skills	Forms of Skills	Agree	Not Agree	Chi-square	significance
Shooting	Shooting from a high jump	11	0	11	insignificant
	Shooting from a fall	7	4	0.818	Not insignificant
Handling	Whip handling from shoulder level	5	6	0.090	Not insignificant
	Whip handling from head level	9	2	4.45	insignificant
Receiving and Delivery	Receiving the ball with two hands	6	5	0.090	Not insignificant
	Receiving the ball from a jump	4	7	0.818	Not insignificant
The plump	straight line	2	9	4.45	insignificant
	zigzag	0	11	11	Not insignificant
Deception	Simple deception without a ball	5	6	0.095	Not insignificant
	Simple deception with the ball	1	10	7.36	Not insignificant
Defensive skills	blocking wall one way	4	7	0.818	Not insignificant
	blocking wall two way	10	1	7.36	insignificant
	Defensive moves For both sides	2	9	4.45	Not insignificant
	Miscellaneous	11	0	11	insignificant
	Interview	4	7	0.818	Not insignificant
	Coverage	6	5	0.095	Not insignificant
	Getting rid of seizure	1	10	7.36	Not insignificant

Tests identify the most important forms of basic hand reel skills:

The researchers prepared a questionnaire form for several tests of the basic forms of handball skills to choose the best of these tests from the point of view of experts and specialists, as shown in Table (2).

Table (2). questionnaire form for several tests of the basic forms of handball skills to choose the best of these tests from the point of view of experts and specialists.

Skills	Tests	Agree	Not Agree	Chi-square	significance
Shooting	Shooting from jumping high on overlapping rectangles	7	4	0.818	Not insignificant
	Shooting from jumping high on the squares with the accuracy of the correction	11	0	11	insignificant
Handling	Handling whip from the level of the head in the form of an oval for 30 seconds and a distance of 3 m	10	1	7.36	insignificant
	Whip handling from head level towards a target 20 m	5	6	0.095	Not insignificant
Blocking Wall	Two-way blocking wall test	11	0	11	insignificant
	One-way blocking wall test	8	3	2.27	Not insignificant
Defensive moves	Test defensive moves for both sides	5	6	0.095	Not insignificant
	Various defensive moves test	9	2	4.45	insignificant

The tabular value of Ka2 is below the level of (0.05) and the degree of freedom (1) equals (3.84).

Determine feedback times:

To determine the times of the feedback, the two researchers prepared a questionnaire form that includes several suggested times and is presented to a group of experts and specialists in the fields of motor learning, teaching methods and handball to choose three appropriate times for the feedback. [3]

Table (3). Shows the percentage of opinions of experts and specialists about feedback times

Suggested times	chosen time	number of experts and specialists	percentage of expert opinions
6 seconds		0	0%
10 seconds	*	7	100%
20 seconds	*	7	100%
30 seconds	*	7	100%
40 seconds		0	0%
50 seconds		0	0%
60 seconds		0	0%

Exploratory experience:

The exploratory experiment is one of the most important necessary procedures that the researcher undertakes before performing his final experiment to test research methods and tools and indicate the requirements of accurate and correct work free of difficulties. Conducting exploratory experiments on a sample of (10) female students for basic handball skills tests, the aim of which was:

1. Ensure the efficiency of devices and tools

2. Knowing the time spent for each test as well as the time for the total exams

3. Efficiency of auxiliary work team

4. The level of difficulty of the tests for the research sample

5. Knowing the difficulties facing the researcher to avoid them in the future

6. Finding scientific transactions for tests (stability and objectivity). [4]

Scientific foundations of basic skills tests:

Test validation:

Honesty is one of the important qualities that a good test should possess. A test that does not have a good percentage of honesty cannot perform its function. To extract the validity of the candidate tests for basic skills, the researcher will present the contents of the tests to a group of experts and specialists. Often it is "by logical judgment about the existence of the characteristic, characteristic, or capacity in question, to investigate whether the proposed method of measurement measures it or not."

Stability test:

To extract the stability factor for basic skills tests, the principle of the static test must be applied, which gives similar results or the same results if applied more than once in similar conditions. The test reliability is also the value expressed on the extent of the test's accuracy in extracting fixed results if the test is repeated More than once on the same sample to give close results.

Objectivity:

Objectivity is defined as "the extent to which the judge or examiner is free from subjective factors. That is, the test is not subject to self-assessments. To extract objective values, the objectivity of the test must be

used, which indicates that the assessors do not differ in judging something or on a particular topic.

Pre-tests:

The researcher conducted the pre-tests for the research sample (the first experimental, the second experimental and the third experimental) before starting the main experiment with controlling all the variables.

Equivalence of the sample:

To equalize the research groups among themselves, the researcher will work by relying on the results of the pre-test for basic skills and by applying a (t-test) for the results of the pre-tests. Table (4)

Table (4). The equivalence of the three research groups in the tests under investigation.

Statistical parameters	sources of variance	deviations	degree of freedom	variance	F value	significance
A test of shooting skill from jumping high	between groups	2.94	2	1.47	2.13	Not insignificant
	Within groups	59.97	27	0.69		
Head level handling skill test	between groups	0.42	2	0.21	0.22	Not insignificant
	Within groups	91.54	27	1.05		
A test of defensive moves	between groups	2.84	2	1.47	2.19	Not insignificant
	Within groups	59.93	27	0.69		
A test of barrier skill	between groups	0.44	2	0.21	0.25	Not insignificant
	Within groups	91.66	27	1.05		

Tabular value of F = 3.15 at the level of significance (0.05)

Competition style tutorial:

The researchers reviewed the educational curriculum followed, after which they provided feedback at various times using multimedia on the vocabulary of this program after reviewing the relevant sources and references. The researchers also conducted personal interviews with many experts in the field of motor learning and training to develop appropriate exercises and special duties And how to give feedback and how to apply multimedia during the main experience in line with the capabilities of the handball players.

* The researchers also adopted multimedia during the educational units, which are as follows.

* Displaying a live model via the laptop for the basic skill being applied.

* Illustrations of the skills in question.

The two researchers prepared coloured papers showing the kinematic sequence of the studied skills to take advantage of them in the player's knowledge of her mistakes during the motor performance of the skills under study. This helps the player to overcome these errors at the same time.

* Live model display, the researchers performed studied skills in front of the players to identify the correct typical performance.

* Provide the feedback in the form of written text. (4)

Post test :

The researchers conducted the post-tests after completing the educational program, taking into account the same conditions in the pre-tests.

Statistical means:

The researcher used the statistical bag (SPSS) to process the data.

Results

View and analyze the results of the first experimental group tests.

Table (5). the arithmetic mean, standard deviations, and (t) value calculated between the pre and post-tests of the first experimental group tests.

Variables	Pre-test		Post test		(t) calculate	Significant
	Mean	STD.EV	Mean	STD.EV		
Test of high jump-shooting skill	2	1.5	4	0.5	4.39	significant
Handling test from head level	9	1.75	13	1.5	3.71	significant
defensive moves test	15	3.5	19	1.75	4.28	significant
Blocking wall test	6	2.5	8	0.5	3.64	significant

The tabular value (t) = (2.04) at the level of significance (0.05) and below the degree of freedom (29)

Presentation and analysis of the results of the tests of the second experimental group.

Table (5). The arithmetic mean, standard deviations, and (t) value calculated between the pre and post-tests of the second experimental group tests.

Variables	Pre-test		Post test		(t) calculate	Significant
	Mean	STD.EV	Mean	STD.EV		
Test of high jump-shooting skill	2	1.5	5	0.75	3.2	significant
Handling test from head level	9	3.5	12	1.5	2.82	significant
defensive moves test	14.5	1.75	17.5	0.25	3.29	significant
Blocking wall test	6	0.75	9	0.5	3	significant

The tabular value (t) = (2.04) at the level of significance (0.05) and below the degree of freedom (29)

View and analyze the results of the third experimental group tests.

Table (6). the arithmetic mean, standard deviations, and (t) value calculated between the pre and post-tests for the third experimental group tests.

Variables	Pre-test		Post test		(t) calculate	Significant
	Mean	STD.EV	Mean	STD.EV		
Test of high jump-shooting skill	3	0.75	5	1.5	3	significant
Handling test from head level	9	3.5	13	1.5	2.90	significant
defensive moves test	14	1.77	18.5	0.25	3.26	significant
Blocking wall test	7	0.74	10	0.5	3	significant

The tabular value (t) = (2.04) at the level of significance (0.05) and below the degree of freedom (29)

Discussion

It was evident from the previous tables that the three experimental research groups had developed in a different and different way in the basic skills tests under study, [6] but it is noticed that the group that has the most influence in learning these skills is the first and third group, as the results showed significant differences in favor of these two groups. [7] The researchers attribute the reason for these differences

to the use of the appropriate time for the feedback that these two groups worked with, which is a time (10, 30) seconds, [8] as the first group that used the time (10) seconds has an immediate feedback. This helped the learner to know his mistakes quickly and try to correct his path through Looking at the colored papers hanging on the stadium wall and the coach's directions. The second group that used time (30) had the opportunity to look at the clips that the coach had previously filmed and watched to find out the correct performance and try to repeat as seen in the video and through it the learner has knowledge of his wrong performance He corrects the error if it occurs, as this is the learner's self-evaluation by being an "appropriate" time that allows the learner to recognize weaknesses in performance and correct his mistakes, if any, thus generating a complete perception of his performance in an attempt to improve and develop it, which made this group outperform groups The remaining search. [9]

Conclusions

1- The use of times (10, 20, 30 seconds) to provide feedback of all kinds has a positive effect on learning basic handball skills and for the three groups.

2- The use of multimedia (visual display "data show", video cameras, colour sheets for the movement sequence of skills, display of the live model) has a great role in developing basic handball skills by increasing motivation in competition between players.

3- The time (10, 30) seconds in providing feedback is more influential in learning basic hand reel skills

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Conflict of Interest: None to declare.

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