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The Effect of the Comparatively advanced Organizer Strategy on Learning the Skill of the Front Jump Handspring on the Artistic Gymnastics Table for Students

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Abstract

The teaching process is an organized and sequential process that contains several elements linked to each other. The teaching process cannot take place without success without these elements or the absence of one of them. These elements are (the teacher, the student, the curriculum), so the rapid developments in the modern era imposed We have a vital requirement in the process of learning and teaching, which is the teaching strategy, its importance, the need for it, and its positive role in the learning outcomes, through the selection of the teacher and the use of appropriate educational means to reach the goal. The researcher noticed that there are many students who face difficulty in learning the skill of jumping the front handspring on the jump table in artistic gymnastics for students, and he also noticed that these lessons are presented to all students in the same way and at the same time in a style that is often limited and repetitive and in all learning situations, without taking into account Individual differences between students and their inclinations, attitudes, and desires, and then create an atmosphere of boredom and weak desire that drives them to learn, and therefore there is a greater effort that is matched by wasting more time in learning and wasting effort together. On the jumping table with artistic gymnastics for students, the researcher used the experimental method, and the research sample reached (40) students from the third stage students at the Faculty of Physical Education and Sports Sciences at the University of Babylon for the academic year (2021-2022), and the sample was divided into two groups, with (20) students for each group The first group is taught with the strategy of the advanced comparative organizer and the second group with the strategy followed by the teacher. After applying the curriculum, the post-test was conducted and the appropriate statistical methods were used in order to reach the results, analyze and discuss them to find out which of these two strategies had the best impact on learning artistic performance, analyzing and discussing them according to the objectives of the research. The researcher reached a set of conclusions, including that the use of the comparative advanced organizer strategy had a direct and significant impact on the performance of the students, which led to learning the skill well. It has a positive effect on learning basic skills.

Keywords: Strategy, learning , handspring and gymnastics.

Introduction

The modern era in the modern era is educational, educational, educational, educational in the process of learning and positive education, which is about teaching, its importance, the need for it, and its positive role in educational outcomes, using educational to reach the goal that pours into it.

Teachers and teachings The teaching process develops and develops, develops, develops, and the start of gradation, and making the vision unclear in the teaching processes and standing on it, the policy of those who look at it and refute its foundations: because it is a basic and useful pillar for the teacher and the learner, it serves the teacher in teaching and serves the student in his effective education.[1]

And the message of information to the mind of the student in the shortest and simplest way and with the least time and effort, knowing that this choice is based on knowledge so that you can achieve the goals. From the student individual capabilities and abilities to achieve goals, review teaching strategies that fit and imprint their basic and complex skills, including the skill of the front hands jump on the jumping table for students in artistic gymnastics. As shown in the graph, learn the graph, you know, you know, as in didactic skills and sports science. Hence studying the ability to gain knowledge of this skill.[2]

Research problem

Through the researcher's observation of the artistic gymnastics lesson for students of the third stage in the College of Physical Education and Sports Sciences, he found that there are many students who have difficulty learning the skill of the front handspring jump on the jump table, and he also noticed that these lessons are presented to all students in the same way and at the same time in a style often It is specific and repetitive and in all educational situations without taking into account the individual differences between students and their inclinations, attitudes and desires, and then create an atmosphere of boredom and weak desire that drives them to learn, and therefore there is a greater effort that is matched by wasting more time in learning and wasting effort together, which leaves a problem that cannot be overlooked, but It can be treated by the scientific method studied, so the researcher went to do an experimental study using the comparative advanced organizer strategy to see the extent of its impact on students learning the skill of the front handspring jump on the artistic gymnastics jump table for students and its reflection on their skill aspects.

Research objectives

1. To identify the performance level of the skill of the front handspring jump on the jump table in the artistic gymnastics for students.
2. To identify the effect of the comparative advanced organizer's strategy on learning the skill of the front handspring jump on the jump table in artistic gymnastics for students.
3. Identify which of the two strategies has the advantage in learning the skill of the front hand jump on the jump table in artistic gymnastics for students.

Research hypotheses

1. The use of the comparative advanced organizer strategy and the strategy used by the teacher had a positive impact on learning the skill of the front handspring jump on the students' artistic gymnastics jump table.
2. There is a discrepancy in the impact between the two strategies in learning the skill of the front handspring jump on the jump table in artistic gymnastics for students.

Research field

1. The human field: Students of the third stage at the College of Physical Education and Sports Sciences in Babylon for the academic year (2021-2022).
2. Time range: From 10/12/2021 to 1/6/2022
3. The spatial field: - Gymnastics Hall in the College of Physical Education and Sports Sciences - University of Babylon.

Research methodology and field procedures

Research Methodology

The nature of the problem at hand determines the nature of the approach used, so the researcher used the experimental approach using the method of (two equal groups), which is the most honest approach to solving many scientific problems scientifically and theoretically, which is consistent with the nature of the research problem.

The research community and its sample

The research community included third-stage students at the Faculty of Physical Education and Sports Sciences at the University of Babylon for the academic year (2021-2022), and their number was (150) students. A group of (20) students, as the experimental group studies using the strategy of the advanced comparative organizer, and the control group studies using the strategy used by the teacher, after the students who failed and postponed and the students of the exploratory experiment and repeated absences were excluded, and the sample members were at an average age of (21.35) years And length (167.61 cm) and weights (61.14 kg), and thus the sample constitutes a percentage of (26.67) from the research community, which is a good percentage to represent the community honestly and truly.

The means, devices and tools used in the research

1. Arabic and foreign references and sources.
2. Note.
3. The questionnaire.
4. Sponge mats, glove, jump table, whistle, medical scale, measuring tape, video camera, laptop calculator, CDs.

Field research procedures

Determining the skill test of the front handspring jump on the artistic gymnastics jump table for students3

To choose a skill test under discussion, the researcher relied on the technical performance test for the skill, as the researcher relied on the apparent construction of this skill (the preparatory section, the main section, and the final section).

- Test Description: Testing the skill of the front handspring jump on the artistic gymnastics jump table for students.
- Name of the test: Evaluation of the technical performance of the front hand jump skill on the jump table
- Tools used: Sponge mats, gloves, jumping table, pre-prepared performance evaluation form.
- Performance specifications: From a standing position and after hearing the start signal, the student performs the skill of the front handspring jump on the jump table, according to the technical conditions thereof.
- Method of registration: Two attempts are given to each student to perform the skill (taking the best) and it is presented to the judges who rate (1), and the evaluation is of (10) marks.

The main experiment

Pre-tests (equivalence)

In order to find two equivalent groups in the researched variables for the skill in question for the students, and after the researcher applied two definition units to introduce the

students to the skill and the test, the researcher conducted the pre-test for the skill of the front handspring jump on the jump table on Wednesday 10/26/2021 in the gymnastics hall of the Faculty of Physical Education and Sports Sciences At the University of Babylon, this test was filmed and presented to the arbitrators (1) in order to evaluate the technical performance of students in the skill under study. After that, the questionnaires and their values were collected, then the (t) test was extracted for the independent samples to show the equivalence of the sample members in this test, as shown in Table (1).

Table 1. *Shows the results of the equivalence of the sample members in the variable under study*

Variable	Unit	Experimental Group		Control Group		(t) Calculated	(t) Tabulated	Statistical significance
Front jump handspring	degree	2.66	0.96	2.35	0.84	0.47	2.02	Non-Sig.

Table (1) shows that the calculated (t) values are less than its tabular value of (2.02) at a degree of freedom (38) and below a level of significance (0.05).

Which indicates that there are no significant differences between the researched variable for the sample individuals, and then the equivalence of the two groups.

Organizing the work of the two research groups

The research sample was divided into two main groups. The first group is taught by the strategy of the advanced comparative organizer, and the second by the strategy used by the teacher, with (20) students in each group, as the educational curriculum consisting of (8) educational units was applied, at the rate of one educational unit every week, noting that the time of the educational unit (90) minutes, as the educational unit was divided, according to what was indicated by some scientific sources in the field of teaching methods, into three sections, which are (the preparatory section, the main section, and the final section).

As the preparatory section included (general and special warm-up), while the main section included (skill guides, the educational side, the applied side), while the final section included (general calm down, feedback, dismissal).[4]

The experimental group

The students in this group were taught the strategy of the advanced comparative organizer to teach the skill of the front hand jump on the artistic gymnastics jump table for students according to three steps

A - Presentation of the advanced (introductory) organizer. This step consists of three main activities5

1. Clarify the objective of the lesson g
2. Determine the distinguishing features of the skill and how to learn it.
3. Raising awareness of the information and experiences related to the topic of the lesson that are available to the student.

B- Presenting learning tasks and materials through logical order and sequence so that the student understands them, maintains his attention, and makes the organization of the material clear to him

C - Strengthening the cognitive organization through the use of the principles of integrative reconciliation and the support of active learning

In the preparatory section of the lesson, the teacher introduces the advanced comparative organizer by defining the objectives of the skill and the foundations of practicing

it, and activating the knowledge stock of the students, as they had already studied some details in the previous stage. After that, the students enter the hall to perform the general and special warm-up. As for the main section, it includes the educational activity in which the teacher explains and demonstrates the application of the exercises for learning the skill subject of the lesson in the form of advanced organizations, then he moves to the applied activity as he divides the students into four groups, each group includes five Students in order to start implementing the skill, then the teacher moves on to strengthening the cognitive organization and evaluation by asking questions to some students about the skill in order to consolidate the information they acquired in the lesson and correct the wrong answers.[6] As for the final section, it ends with giving feedback to the groups and calming exercises, and then leaving .

The control group

This group was taught the strategy used by the teacher in learning the skill of the front hand jump on the jump table in artistic gymnastics for students, taking into account the vocabulary of the study material that was given to the experimental group and the number of educational units.

Post-tests

After completing the implementation of the educational units, the researcher conducted the post-tests for the skill in question for the two groups on Wednesday 5/1/2022. The researcher was keen to ensure that the conditions are similar to the pre-tests in terms of time and place, and the use of the same steps in the pre-test in the method of measuring the test for students.

Statistical means

The SPSS statistical package was used to extract the search results.

Results

Presentation and analysis of the test results of the technical performance of the skill of the front hand jump on the jump table

In order to be able to identify the differences in the results of the pre and posttest among the members of the two research groups in the technical performance of the skill, the necessary statistical treatments were performed to facilitate the observation of differences and comparison between them, leading to the achievement of the research objectives and hypotheses, as shown in Table (2).

Table 2. *Shows the values of the mean, the standard deviation, the calculated and tabular (t) value, and the statistical significance of testing the technical performance of the front hand jump skill on the artistic gymnastics jump table for students*

Groups	Units	Pre-Test Mean	STD	Post-Test Mean	STD	(t) Value Calculated	Tabulated	Sig.	Statistical significance
Experimental	Degree	2.66	0.96	6.64	0.91	11.82	2.09	0.00	Sig.
Control	Degree	2.35	0.84	5.44	0,82	8.21	2.09	0.00	Sig.

Below the level of significance (0.05) and at a degree of freedom (19).

Table (2) shows us the values of the mean and standard deviation and the extent of their difference before and after the implementation of the educational units, which indicates that the differences occur in the post-test, meaning that there is an effect of the experimental variable. The experimental group reached the mean of the technical performance of the pre-

test (2.66) with a standard deviation of (0.96), while the mean of the post-test was (6.64) with a standard deviation of (0.91), while the calculated (t) value amounted to (11, (82) which is greater than the tabular value of (2.09) under the level of significance (0.05) and at a degree of freedom (19), which indicates the existence of significant differences between the pre and post tests and in favor of the post test.

As for the control group, the mean value of the technical performance in the pre-test was (2.35) with a standard deviation of (0.84), while the mean in the post-test was (5.44) with a standard deviation of (0.82), while the value of (t) The calculated results amounted to (8.21), which is greater than the tabular value of (2.09) under the level of significance (0.05) and at a degree of freedom (19), which indicates the existence of significant differences between the pre and post tests and in favor of the post test.

Displaying the results of the post-tests, the technical performance of the front hand jump skill on the artistic gymnastics jump table, for the students of the two research groups and analyzing them

From the aforementioned, "both" of the two strategies had a positive effect on learning the technical performance of the skill of the front hand jump on the artistic gymnastics jump table for students, and to find out which of the two strategies is more influential and has a preference in this effect, we highlight that in Table (3)

Table 3. *Show the evaluation of the mean, standard deviation, calculated and tabular (t) value, and statistical significance in the dimensional tests show the technical performance of the skill of the front handspring jump on the artistic gymnastics vault table for students and both groups*

Variable	Unit	Experimental Group		Control Group		(t) Calculated	(t) Tabulated	Statistical significance
Front jump handspring	degree	6.64	0.91	5.44	0.82	9.67	2.09	Non Sig.

Below the level of significance (0.05) and at a degree of freedom (38).

Table (3) shows us the significance of the differences in the test (t) of the two independent samples between the two research groups in the technical performance of the front hand jump skill on the artistic gymnastics jump table, as the mean of the experimental group reached (6.64) with a standard deviation of (0.91), while the mean The mean for the control group was (5.44) and a standard deviation (0.82), while the value of (t) calculated between the two groups was (9.67), which is greater than its tabular value of (2.09) at a degree of freedom (38). And below the level of significance (0.05), which indicates the existence of significant differences between them and in favor of the experimental group.

Discussions

Discussing the results of the pre and posttests of the technical performance of the front hand jump skill on the artistic gymnastics jump table for the two research groups

It is clear to us from the presentation and analysis of the results that both strategies (the comparative advanced organizer and the one used by the teacher) had a positive effect on learning the technical performance of the skill of the front hand jump on the jump table, and the research attributes the reasons for these differences to the effectiveness of using these two strategies in terms of planning and implementing educational units In both of them, which facilitated the process of understanding the researched skill and assimilating it in its three sections (preparatory, main, closing), and the research isolates the reasons for these differences

that the new educational situations that the students were exposed to, which are characterized by a clear goal and what is required of students to achieve it, and it was not recognized in the units This led to a clear improvement in their performance, and this is "The clarity of goals and their identification in the light of certain behaviors or levels of performance are meaningful and effective" [7]. The new, consistent and organized design of the two strategies increased the desire and motivation of the students to learn, and this was evident through the high level of skill performance of the members of the two groups in the skill under study, and "student education should be An organized scientific activity according to logical and psychological foundations based on challenge, excitement and enjoyment, based on the needs of students, and in line with their readiness and capabilities, and designed in a way that reduces anxiety and frustration"[8]. As the teacher is the designer of the learning environment, he is the one who creates the educational systems and sets the objectives of the lesson or prepares the teaching and educational situations and evaluates the strategy that the learner follows, so that interaction takes place between him and the data of these educational situations. Accordingly, what has been communicated from here is consistent with what was stated in the second objective and what the researcher expected in the first hypothesis.

Discussing the results of the post-tests for the technical performance of the front hand jump skill on the artistic gymnastics jump table for the two research groups:

It is clear to us from the presentation and analysis of the results that the experimental group that used (the strategy of the advanced comparative organizer) was better in learning the skill (the front hand jump on the jump table) than the control group that used (the strategy used by the teacher). The research attributes the reason for this to the fact that the interaction between the members of the experimental group and their active discussions about the educational task that they undertake affected their understanding of the educational material, which led to learning their performance[9]. The research also attributes the reason for this preference to the low level of anxiety and fear of failure among the students, and the provision of a high degree of reassurance, psychological satisfaction and self-reliance, in addition to what this method provides of strengthening the members of the groups from each other. The "learning within small groups of students allows them to work together effectively and help each other to advance the level of each of them, and achieve the common goal" [10]. The responsibility borne by each member of a group and his promise as the main axis around which the learning process revolves in this method can have a great impact on the learner and stimulate his activity and motivation, which makes the learning process enjoyable for the learners and increases their interest in learning, as it provides a climate of freedom, work and cooperation.

The researcher also attributes the reason for this to the learner's tendency to prove himself among the members of the group and to stimulate thinking and attract interest, as the learner is considered an active participant and not a receiver of information, and he is an interactive learner, masters and discusses with his colleagues without feeling ashamed of them. Also, this type of learning allows the learner to review his educational material entrusted to him, practice it, and repeat it more than once without feeling bored, and this in turn increases his motivation to learn and then increases his mastery of performing the skill required to be learned.[11] To improve the quality of production and establish positive relationships between learners and self-esteem of individuals, as well as "increase the degree of proficiency and then increase the degree of achievement and the acquisition of social skills such as leadership, management and communication with others" .[12] And by discussing what was done above, we achieved the third goal of the research, which is to identify which two groups have the preference in learning this skill.

Conclusions

In light of the results of the research, its analysis and discussions, the researchers reached the following conclusions:

1. Both strategies used in the research had a direct and significant impact on students' performance, which led to students learning the skill well.
2. The strategy of the advanced comparative organizer helped open the door for dialogue, discussion, and expressing opinions freely by dividing them into small groups, which in turn helped in learning to perform the skill.
3. The results achieved by the test proved the validity of the educational unit prepared by the researcher through clear learning in performance.

Recommendations

The researcher offers the following some recommendations in the light of the research results:

1. Adopting the strategy of the advanced comparative organizer in the gymnastics lesson in the faculties of physical education and sports sciences because of its positive impact on learning basic skills.
2. Introducing the comparative advanced organizer strategy within the in-service teacher training programs, for the purpose of reviewing the schedule of this strategy, and the extent to which it can be useful in the learning process.
3. Conducting a similar study on the possibility of using this strategy in other educational stages and in different skills under its educational system.
4. Urging teachers to use modern methods and strategies, and to avoid indoctrination methods and imposing ideas on students, but rather helping them to access information themselves.

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