



## The impact of the use of some mental and mental teaching strategies in learning some of the skills of volleyball for students

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### Abstract

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Physical education is an important field of education as it prepares the individual physically, skillfully and emotionally according to his tendencies and emotions. Therefore, many countries in the world have tended to develop their educational systems and reconsider from time to time their curricula and ways of applying them through teaching methods and methods in light of the educational systems used to achieve effective teaching and the available educational aids according to the perspective of education technology, which led workers in the field of physical education and teaching them to work hard to develop treatments according to the educational path as new alternatives that are appropriate to learning these games and these skills and events according to the level, capabilities and potentials of learners. Therefore, many different educational strategies have shown the opportunity to choose the appropriate strategy for the nature, conditions and environment of learners to be able to achieve its educational goals and work to develop the capabilities of learners. Therefore, there is no educational strategy that is optimal as each strategy has its goal, application and contents. Therefore, it is necessary to work according to multiple methods to know the effectiveness of either in achieving a distinct result more than jealousy.

Volleyball is one of the organized team games, which is characterized by accuracy, speed, suspense and organized performance, so the process of advancing in learning some skills. This game is not done in the desired way except through the use of multiple good methods in delivering the material to the learner.

-Definition of the research:

1-1 Introduction to the research and its importance :

Physical education is an important field of education as it prepares the individual physically, skillfully and emotionally according to his tendencies and emotions. Therefore, many countries in the world have tended to develop their educational systems and reconsider from time to time their curricula and ways of applying them through teaching methods and methods in light of the educational systems used to achieve effective teaching and the available educational aids according to the perspective of education technology, which led workers in the field of physical education and teaching them to work hard to develop treatments according to the educational path as new alternatives that are appropriate to learning these games and these skills and events according to the level, capabilities and potentials of learners. Therefore, many different educational strategies have shown the opportunity to choose the appropriate strategy for the nature, conditions and environment of learners to be able to achieve its educational goals and work to develop the capabilities of learners. Therefore, there is no educational strategy that is optimal as each strategy has its goal, application and contents. Therefore, it is necessary to work according to multiple methods to know the effectiveness of either in achieving a distinct result more than jealousy.

Volleyball is one of the organized team games, which is characterized by accuracy, speed, suspense and organized performance, so the process of advancing in learning some skills. This game is not done in the desired way except through the use of multiple good methods in delivering the material to the learner.

The importance of the research lies in knowing the effectiveness of using multiple types of teaching strategies in physical education for the purpose of developing the learning process for some skills in volleyball.

Research problem :

Despite the multiplicity of methods of teaching physical education and its methods, whether direct or indirect, to teach games, events and motor skills, but the search for the best and optimal educational strategy that suits this effectiveness and skill and the amount of compatibility with the capabilities and abilities of learners with the help of available learning means is one of the essential things that contribute to the learning process, an economy of effort and investments in time to accelerate the educational process. The researcher, through his field experience, noted that he is a teacher of volleyball in the Faculty of Physical Education and Sports Sciences, the lack of teachers' use of mental teaching methods to teach volleyball in its learning units. After study and analysis, the researcher found it necessary to improve teaching methods to reach students to a better level of learning, and for the purpose of knowing the impact of these mental teaching strategies in order to reach better learning.

1.4 Research Objective :

Recognize the effectiveness of using teaching strategies (acting – storming – problem solving) in teaching some volleyball skills.

4-1 Research Assumption :

- The storming strategy has the advantage in learning some skills in volleyball.

## Research fields

1-4-1 Human field: Students of the second stage – Faculty of Physical Education and Sports Sciences – University of Qadisiyah.

2 – 4-1 Time Scope: The second half of the academic year 2023– 2024.

3 – 4-1 Spatial field: Closed hall – Faculty of Physical Education and Sports Sciences – University of Qadisiyah.

## 2 Theoretical studies:

### 1-2 Modern strategies in teaching physical education:

The good teaching ball has occupied a wide area in the field of education and the workers in this vital axis have taken a serious interest in trying to develop therapeutic paths to establish acceptable rules for the skills of progress and development of the teaching process. Researchers and students have dealt with these problems by studying, analyzing and drafting, as they stressed that the teaching work can not develop laws and rules and correct them in an absolute manner, but we can address each case individually and choose solutions to them in order to be closer to resolving the issue in a timely manner and can not be a precedent except in some cases.

Mosten is considered one of the most prominent teaching scholars, as he continued to develop his methods since (1960) without changing the foundations and principles on which these strategies were built, as he presented a series of methods and is considered one of the modern strategies in teaching physical education with a positive impact. It is one of the eleven teaching strategies related to each other, which gave teachers a set of options to teach the lesson of education, which can help them achieve the largest number of goals .

### 1-1-2 Types of teaching strategies:

The set of direct and indirect teaching strategies is based on the concept that there is no difference between the strategies, that is, they contribute to the development of students' independence and learning and increase their knowledge of the physical, psychological and moral aspects at different levels. Each strategy has its own decisions in managing and organizing the classroom, incentives, allocated time and controlling the variables of the lesson or giving feedback and types. The general meaning of teaching methods is that they are decisions of educational behavior or educational knowledge and thus it differs from the way that is the means to reach the goal. While strategy is the teacher's teaching behavior during the lesson.

The primary goal of teaching methods is to provide an integrated theory of teaching that can lead teachers to be more versatile, innovative, and influential in making teaching or learning decisions.

)The purpose of the teaching methods series is to highlight the status of each strategy and to know its relationship with other strategies. The best goal of the strategy series is to give teachers a complete theory of teaching that enables them to be more flexible and more influential on learning.( ) (

Therefore, the process of teaching in physical education, like any educational work, needs a teacher who is competent and understanding of the objectives of physical education, especially educational strategies, in order to achieve scientific and desired goals, as (learning is taking a series of decisions, provided that the decisions in the sports education lesson, all teaching strategies, are scientific decisions.( ) (

There are direct mental teaching methods in which the impact of the teacher's behavior is clear in decision-making and work, and there are indirect mental

teaching methods in which the impact of the student's behavior is clear in terms of decision-making .

2-1-2 Some types of mental teaching strategies used in the research:

First: Representation Strategy:

One of the important parts of the lesson is the decisions that guide the lesson, whether they are made by the teacher or the student or in cooperation between them. In this strategy, we note that the teacher is unique in making decisions in the three stages of the lesson, whether before, during or after the lesson, and the student must listen to those orders and work as required to implement them.

A role-play strategy is “an instructional method used to enhance learning through role-playing in realistic or hypothetical situations. Participants embody different roles based on specific learning scenarios, allowing them to experience situations and challenges that require them to think critically and solve problems in creative ways” .

Second : Storming Strategy:

Brainstorming is a method of generating creative ideas, in which the problem or topic that has been raised is examined until innovative views and ways to solve it are reached. The mind is put in a state of arousal so that it is ready to think about the problem or topic from all directions, and many creative opinions and ideas appear. One of the advantages of this strategy is the participation of all learners in giving feedback and contributes to the development of social relations with others. This strategy is concerned with differences (the principle of distribution in the form of pairs and since the time of the applied part has become for the student leading, and the student observed in exchange. This calls for reducing repeated attempts slightly towards development and a wide

progress in the degree of the social channel between the students themselves on the one hand and with the teachers on the other hand. ( ) (

This strategy has a special concept and is different from other strategies in the design of the assignment as well as the presence of advanced levels of performance of the same assignment, this means that the main transition for the performance of the assignment will be in the hands of students of any level that will start.

In this strategy, there are many solutions to perform the duty and achieve success because the teaching unit will include all students practicing this strategy in performing the given effectiveness (Problem-solving strategy can be defined as several organized steps you take to solve any problem based on a set of previous knowledge and experiences of the person; this knowledge may be part of it subject to personal experiences that the person has been exposed to, or experiences that those around him have undergone and learned from it a new way of dealing. ( ) (.

Note that the objectives of this strategy are to contain all students and give the opportunity to perform the event or activity as well as return to the previous level in order to succeed.

-Research Methodology and Procedures:

### 1-3Research Methodology

The researcher used the experimental approach to suit the nature of the problem.

One of the things that must be taken into account in preparing the research is the research sample. The sample was selected in a deliberate way from the original research community, as (35) students were selected from the second stage – Faculty of Physical Education and Sports Sciences – University of

Qadisiyah, knowing that the second grades include (6) people with a number of (210) students and a percentage of (16.66%) from the original research community. The sample was divided into three groups in a random way, each group (10) students after excluding many absentees.

3-3 Devices and tools used in the research :

- (8) Volleyballs.
- Stopwatch (2).
- (2) poles.
- Volleyball court.
- Data registration form for tests.

4-3 Basic skills used in research:

For the purpose of identifying the most important basic skills in volleyball, the basic skills used in the curriculum for the second grades – Faculty of Physical Education – University of Qadisiyah were presented to a group of experts and specialists (\*) Volleyball, where the skills were nominated (dispatch – reception – preparation)

4-3 Skill tests used in the research :

The researcher relied on a standardized test that included a set of skill tests

Pre-training tests

- .1 The researcher conducted the pre-tests for volleyball on Sunday (6/3/2024) of the academic year (2023–2024), the second semester.
- .2 All practical tests were conducted in the hall of the Faculty of Physical Education and Sports Sciences – University of Qadisiyah.
- .3 Before taking the tests, the researcher explained how to apply the tests.

Educational Units



The researcher prepared proposed teaching units for the period from Thursday (17/3/2024) until Wednesday (17/5/2024) for a period of eight weeks

Each of the three groups was taught a specific strategy from the strategies adopted in the research (representation, storming, problem solving). The unit divided the instruction into three sections (preparatory) and its time was (20) minutes and (the main section) and its time was (60) minutes, (the educational part and its time included (15) minutes and this part explains the skill by the teacher with the educational strategy used and then the application begins and its time is (45) minutes and in which the students start to apply the skill performance) of the game.

Then, the final section, which ranges in time from (10) minutes and includes a fun and interesting recreational game and the call to leave in conclusion to the educational unit.

#### 6-3Post-tests:

- After the instructional units were applied, the post-tests of the research sample were conducted on Sunday, 19/5/2024.
- Post-tests of the research sample were conducted under the same conditions as pre-tests in terms of time, tools and test location

#### 7-3Statistical means:

The researcher used statistical treatments through the use of the Statistical Portfolio (SPSS

-Presentation, analysis and discussion of the results:

1-4Presentation, analysis and discussion of the results of the pre and post-tests of the strategy of representation of the skill tests (dispatch – reception – accuracy of preparation(

Table (1(

The arithmetic mean, standard deviations, calculated and tabular value (T) of the representation strategy shows the tests (sending , receiving, preparing (

First Group Testing	Pre-Application	Post-Application	T	value				
Significance	You will	W	You will	E	Calculated	tabular		
Acting Strategy	Send	4.8	1.17	6.3	17.1	4.61	2.05	Legal
Reception	3.9	1.18	7	1.41	21.03			Legal
Numbers	4.2	2.5	7	3.3	6.92			Legal

\*Moral at the level of significance (0.05) and degree of freedom (9).(

Through Table No. (1), the arithmetic media, standard deviations, and calculated and tabular values of the three tests (sending, receiving, and preparing) can be observed.

The first group (representation strategy). To find out the truth of the differences between the results of the pre-test and the post-test of these tests, the researcher conducted a test (C) for the corresponding samples for each test. When comparing the values (C) calculated for each test with the tabular value (C), the calculated value is greater than the tabular value. For all tests, the level of significance is (0.05) and the degree of freedom is (9). This indicates the existence of statistically significant differences in favor of the post-test.

The researcher attributes this development in the learning level of the members of the research sample to the use of the representation strategy where the skill is learned.

Through (the immediate and direct relationship between the motivation given by the teacher and the response of the student.( ) (

The motivation or start signal issued by the teacher precedes every movement made by the student who performs the performance process by displaying the

motor model and thus the state of harmony between learning behavior and teaching behavior continues at each stage.

The researcher sees what a competent teacher who is familiar with his subject and his knowledge of the nature of the physical, skillful and emotional characteristics of his students and directing them in the right direction of learning reflects positively on their level of learning better in addition to the role of educational units in the strategy of representation.

2-4 Presentation, analysis and discussion of the results of the pre and post-tests of the storming strategy of the skill tests (dispatch – reception – accuracy). It shows the arithmetic mean, standard deviation, and the calculated and tabular value (T) of the storming strategy for the tests (sending – receiving – accuracy).

First Group	Testing	Pre-Application	Post-Application	T	value
Significance					
	You will	W	You will	W	Calculated tabular
Brainstorming strategy	Send	4.8	1.17	6.3	0.83 5.05 2.05 Legal
Reception	3.9	1.18	7.7	1.10	15.60 Legal
Numbers	4.2	2.5	8	2.16	7.71 Legal

\*Moral at the level of significance (0.05) and degree of freedom (9).

Through tables (2), the arithmetic media, standard deviations, and calculated and tabular values (T) of the three tests (sending – receiving – preparing) of the storming strategy (the second group) can be observed. To find out the truth of the differences between the results of the pre and post-test of these tests, the researcher conducted a test (T) for the corresponding samples for each transmission test. When compared with the tabular value (T), the calculation is greater than the tabular value and for all tests at the level of significance (0.05).

and the degree of freedom (9). This indicates the existence of statistically significant differences in favor of the post-test.

The researcher attributes this development in the level of learning of the members of the research sample to the use of the blast strategy, as this strategy depends on giving many opportunities for training on duty with a colleague who performs the monitoring process in particular, in addition to giving feedback with the colleague in real time, in addition to giving confidence in such a strategy to the learners in discussing the aspects of the duty with the colleague. In addition, learning by repeating attempts and continuous training on the performance of the particular skill and correcting mistakes brings the learner to the stage of acquiring neuromuscular compatibility and reducing his mistakes, and the skill performance is better, in addition to the role of the teacher who serves as a mentor and guide and who takes into account the individual differences between the students of one group. The main goal is to reach the learner to the desired level.

3-4 Presentation, analysis and discussion of the results of the pre and post-tests of the strategy Problem-solving for the skill tests (dispatch – reception – accuracy of preparation)

#### Schedule3

It shows the arithmetic mean, standard deviation, and the calculated and tabular value (T) of the problem-solving strategy for tests (sending – receiving

	You will	W	You will	W	Calculated	tabular				
Problem Solving Strategy			Send	3.7	1.2	5.5	0.6	7.01	2.05	Legal
Reception	4.4	1.02	8	0.63	22.7					Legal
Numbers	4.8	9.1	6.8	1.2	6.3					Legal

\*Moral at the level of significance (0.05) and degree of freedom (9).

Through tables (3), the arithmetic media, standard deviations, and calculated and tabular values (C) of the three tests (sending – receiving – preparing) can be observed. Problem-solving strategy (the third group). To find out the truth of the differences between the results of the pre and post-test of these tests, the researcher conducted a test (C) for the corresponding samples for each test. When comparing the calculated value (C) with the tabular value (C), the calculation is greater than the tabular value for all tests at the level of significance (0.05) and the degree of freedom (9). This indicates the existence of statistically significant differences in favor of the post-test.

The researcher attributes this development in the level of learning of the members of the research sample to the use of mental strategy. This strategy is a different concept in the performance of the duty entrusted to the learner, where multiple levels of performance of the same duty are determined, divided among all students according to their technical ability to perform. This means at any level that begins with performance.

The goal of the learning unit is to contain all learners to perform the same task to move in the process of dimensions to containment.( )

Hence, it is clear that the tasks of the teacher as the executing officer of the educational process through the use of a specific teaching strategy that achieves the required purpose of the educational concept first by containing all students and at the same time working to develop the skill performance of students in addition to the effectiveness of educational units using the problem-solving strategy, which contributed to the development of physical and skill capabilities.

Through the above, learning some basic skills in volleyball can only be done as desired through the use of various teaching methods in the teaching process that achieve the desired purpose.

Teaching strategies are a theory between the teacher and the pupil and the duty they do and how this affects the pupil (learner), so this theory chooses the appropriate strategy to reach a certain set of desired goals. Thus, the researcher has achieved his goal and hypothesis.

Conclusions and recommendations:

Conclusions

Through the results of the research, the researcher reached the following conclusions:

- The teaching strategies used in the research (acting – storming – problem solving) have a positive impact in teaching some volleyball skills .
- The three strategies used (acting – storming – problem solving) have a positive impact in teaching the skill of sending, preparing and receiving in volleyball.
- The proposed educational units have an active role in developing the level of learning of some of the students' volleyball skills.

□ 5.2Recommendations

Through the conclusions, the researcher recommends the following:

- Taking advantage of strategies (acting – storming – problem solving) in learning some volleyball skills among junior students in the faculties of physical education and sports sciences.
- Benefiting from the use of strategies (representation – storming – problem solving) in physical education lessons for all levels of schooling.

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