



مجلة جامعة ذي قار لعلوم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



A proposed educational unit according to blended learning to develop legal knowledge for students of the fourth stage, Faculty of Physical Education and Sports Sciences

Esraa Abbas Mohamed

Faculty of Physical Education and Sports Sciences, Diyala University

Israa.abbas@uodiyala.edu.iq

Article history:

Accepted: 20/ 5/ 2025

Published online: 20/6/ 2025

ABSTRACT

The aim of the research is to prepare an educational unit according to blended education in legal knowledge of volleyball, and to identify the impact of the educational unit according to blended education to develop legal knowledge of volleyball among students of the fourth stage, College of Physical Education and Sports Sciences, University of Diyala, and the researcher used the experimental approach as it is the most appropriate approach to address the research problem, and the research community was chosen in a deliberate way, and they are students of the fourth stage, Faculty of Physical Education and Sports Sciences / Diyala University for the academic year 2022/2023, numbering (174) students by (5) people, and my division (C, E) were chosen randomly by lot to represent the two research groups, as Division (C) was chosen to represent the control group, while Division (E) represented the experimental group and each group consisted of (25) students, after excluding students who failed and postponed and players of the college volleyball team, and thus the final number of the research sample (50) students represented (28.73%).

Through the results that appeared, the researcher concluded that the proposed educational units according to blended learning and effectively in developing legal knowledge of volleyball for students of the fourth stage, Faculty of Physical Education and Sports Sciences, University of Diyala, that blended education contributed significantly to reducing the effort exerted by a teacher and providing feedback, as well as it contributes to increasing and developing the effectiveness of legal knowledge of volleyball, and the researcher recommends the need to emphasize the use of blended education in increasing legal knowledge of arbitration, the necessity of Using the educational unit according to blended learning in developing the cognitive capabilities of the law in volleyball, conducting research and other similar studies according to practical blended learning to develop legal knowledge and the mechanism (mechanics) of arbitration, for the rest of the applied lessons of sports in the faculties and departments of physical education and sports sciences.

Keywords:

Proposed module,
Blended learning,
Legal knowledge,
Fourth stage,
Volleyball..

1. Definition of research

1- Introduction and importance of research:

Research and scientific studies in the field of sports are a major basis for raising the level of athletes, as it represents a scientific circle that contributes to the discovery of new facts that can constitute various additions that contribute to improving performance. Volleyball is one of the games that is witnessing rapid and remarkable development, both in terms of its spread and the increase in the number of its practitioners and fans.

Since the development of the game is one of the main objectives of the FIVB, the interest in the technical aspect is manifested by the organization of many tournaments for all age groups. The interest in the legal aspect of the game is also evident in the work on developing and preparing referees from an early age, similar to preparing players.

The development of referees requires great efforts, as it includes cognitive, physical, psychological, personal, and cultural aspects. This calls for the development of special curricula and careful follow-up by technical supervisors. Legal knowledge is one of the most important foundations that researchers seek to strengthen in order to achieve the best achievements. This knowledge is reflected in the referees' mastery of refereeing skills related to the game, which helps them to better understand its laws, distinguish errors and technical and administrative penalties and make the right decisions accurately, to ensure a consistent and uniform application of the laws and achieve a distinguished level of refereeing.

The use of modern learning technologies represented by blended learning is one of the modern means of learning that works to stimulate the senses of the learner, which is reflected in the skill performance well, as well as through which scientific content can be presented in a clear and accessible manner, which may contribute to increasing the capabilities and skills of the learner

and thus increasing his knowledge achievement.

1.2 Research problem

Through the researcher's follow-up to the nature of legal knowledge of volleyball among students of the fourth stage, Faculty of Physical Education and Sports Sciences, University of Diyala, being a teacher of volleyball in the college, I noticed that there are students who referee and manage matches in formulas that indicate the extent of their refereeing ability and do not show the extent of their comprehension of knowledge of the law of the game, and for this you find it a problem that must know the amount of legal knowledge that the student possesses related to his arbitration skill in volleyball, and a case like this expresses a problem that must stand. Then, therefore, I found it appropriate to prepare an

educational unit according to blended learning to serve the game and its workers, especially students of the fourth stage, faculties of physical education and sports sciences.

1.3 Research Objectives:

- Preparing an educational unit according to blended education in legal knowledge of volleyball.
- Identify the impact of the educational unit according to blended learning to develop legal knowledge of volleyball among students of the fourth stage, College of Physical Education and Sports Sciences, Diyala University.

1.4 Imposition of research

- There are significant differences between the pre- and post-tests and in favor of the post-tests among the sample members.

1.5 Research areas

1.5.1 Human field: Fourth stage students, College of Physical Education and Sports Sciences, Diyala University, for the academic year 2022/2023

1-5-2 Time Range: For the period from 1/11/2022 to 20/1/2023

1.5.3 Spatial area: Closed hall at the Faculty of Physical Education and Sports Sciences, University of Diyala

2- Research Methodology and Field Procedures:

2.1 Research Methodology:

The researcher used the experimental method as the most appropriate approach to address the research problem.

2.2 Research community and sample:

The research community was chosen in a deliberate way, and they are the students of the fourth stage, the Faculty of Physical Education and Sports Sciences / Diyala University for the academic year 2022/2023, numbering (174) students, by (5) people, and the divisions (C, E) were randomly chosen by lottery to represent the two research groups, as Division (C) was chosen to represent the control group, while Division (E) represented the experimental group and each group consisted of (25) students, after excluding the failed and postponed students and the players of the college volleyball team, and thus the final number of the research sample is (50) Students represented (28.73%).

2.3 Means of collecting information, devices and tools used in research:

2.3.1 Means of collecting information:

- International Internet Information Network.
- Arab and foreign sources and references.
- Testing and measurement.
- Results registration form.

2.3.2 Devices and tools used in research:

- Volleyball court is legal.
- Legal volleyballs (15) Chinese origin.
- Stopwatch.
- Whistle.
- Tape measure.
- Adhesive tape.
- Medical scale.
- Laptop Calculator (Dell inspiron 15)
- Sunny type video camera.
- Photography Type Camera (Nikone D3500)

2.4 Field research procedures:

2.4.1 Tests used in the research:

Cognitive Test Question Scale (Mohammed: 2019: 214)

The researcher used the cognitive test scale prepared by (Bassem Ibrahim Mohamed, 2019), which consisted of (90) statements, and each statement consisted of (3) choices.

2.4.2 Exploratory experiment:

The exploratory experiment was conducted on 8/11/2022 in the Martyr Dr. Wolhan Hamid Hall at the College of Physical Education and Sports Sciences, Diyala University, at 9:00 am on (5) students from outside the research sample, and the purpose of the exploratory experiment was:

- Know the efficiency of the assistant team.
- Timer taken to perform the test.
- Suitability of devices and tools used in research.

2.4.3 Pre-test:

The pre-test was conducted at 9:30 am in the volleyball hall at the Faculty of Physical Education and Sports Sciences, Diyala University, and for the experimental and control groups, on 14/11/2022.

2.4.4 Main experience:

In light of the preparation of the proposed educational unit according to blended learning in the development of legal knowledge, the researcher implemented the curriculum for the period from 11/22/2022 to 10/1/2023 for the experimental group, and the control group maintained the teaching method used by the subject teacher, and below are the details of the proposed educational unit for a method according to blended learning Developing legal knowledge among fourth-stage students, Faculty of Physical Education and Sports Sciences, University of Diyala In the experimental group, the time of the educational unit for the method of practical presentations in the main section It ranged between (50 D - 60 D), by (20-25) educational aspect, (30-35) applied side, and the educational side included the presentation (live model, video, pictures) of

legal knowledge and the arbitration mechanism subject of the study, and the applied side included exercises and cases (educational arbitration positions) for legal knowledge and the arbitration mechanism under study, as for blended learning in an e-learning unit was conducted between each two educational units that included models of arbitration decisions from meetings (international and local) that are presented to students.

2.4.5 Post-test:

After completing the application of the proposed educational unit, the researcher began to conduct the post-test in the volleyball hall, Faculty of Physical Education and Sports Sciences, Diyala University, on 16/1/2023 at 9:30, and the researcher took into account the temporal and spatial conditions in which the post-tests were conducted.

2.5 Statistical means:

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

3- Presentation, analysis and discussion of results:

3-1 Presentation of the results of the arithmetic means, standard deviations, calculated t-value and error rate for the experimental and control groups in the pre-post-tests of the cognitive test:

Table 1

Shows the results of the arithmetic means, standard deviations, calculated t-value and error ratio for the experimental and control groups in the pre-post tests in the legal knowledge test

Significance	Error rate	t-value	Standard error	Standard deviation	Arithmetic mean	audition	The Collection
Moral	0.000	10.811	1.031	5.15	66.72	Tribal	Experimental
			0.885	4.42	80.88	Post	
Moral	0.002	3.513	1.296	6.48	66.28	Tribal	Adjuster
			1.071	5.35	71.68	Post	

Table 2

Shows the results of the arithmetic media, standard deviations, calculated t-value and error ratio for the experimental and control groups in the post-tests in the legal knowledge test

Significance	Error rate	t-value	Standard error	Standard deviation	Arithmetic mean	The Collection
Moral	0.000	5.648	0.885	4.42	80.88	Experimental

			1.071	5.35	71.68	Adjuster
--	--	--	--------------	-------------	--------------	-----------------

3.2 Discussion of the results:

The results of Table (1) (2) showed the significance of the differences between the pre- and post-tests and for the experimental and control groups the significance of the differences and in favor of the post-test, and in favor of the experimental group, the researcher attributes the development of her experimental group in legal knowledge of volleyball among students of the fourth stage, Faculty of Physical Education and Sports Sciences, University of Diyala, in terms of using most of the vocabulary of learning and teaching and the interaction of the role of the teacher and the student in the lesson through technological means, and the field application of learning and evaluation of it, and the integration of theoretical and practical material, The researcher believes that the development of legal knowledge in the experimental group came as a result of enhancing learning motivation using the blended teaching method, which moves away from traditional methods of learning. This was reflected in increasing students' acceptance of the scientific material and their desire to learn it, by providing a variety of content that includes educational videos and photos accompanied by the teacher's explanation. Blended learning has stimulated learning and fostered a spirit of collaboration among students, increasing their interest in the unit and discipline in the learning process. This method is also one of the modern and effective educational methods, as it provides learners with an interactive environment that enables them to see themselves on the display screen or computer while performing the required skills, which greatly enhances the learning process, especially with regard to legal knowledge. As well as the suitability of the blended learning style and the diversity of its educational techniques for the hearts of students and their interaction with the educational environment, has increased the fun and excitement of learners, which in turn leads to the elimination of boredom during the lesson has helped to speed up learning.

The educational units seek to achieve specific goals through learning and practice and thus improve the level of performance, and it is recognized that the basis of the learning process for the skill aspects is the learner's acquisition of skill performance that enables him to reach a good level of performance of the skill to be learned, as it indicates (Al-Hila and Al-Azzawi: 1999: 64) that, when the units are implemented effectively, the overall performance of the student improves a lot and then students can gain an additional window is the development of new learning on how to learn Skills.

The researcher attributes this to the effectiveness of the units prepared by them according to blended education to take into account the student's abilities in the legal aspect, which positively affected their performance,

as he confirms (Wajih Mahjoub) that "the sense of skill mentally and physically contributes to its development, especially if it is within a program based on scientific standards that the educational process is set." (Withheld:2001:139)

The development of the level of students in the legal knowledge of volleyball arbitration in the two research groups attributes the researcher to the success of the educational unit used according to blended learning and its effects on improving the level of performance in the post-test, as the education process used, whether in the educational or applied part, was enough to give a clear picture of the vocabulary to be learned, as well as the fragmentation of skills according to its sections helped to facilitate the learning process as well as increase the experience of students when actually practicing from During the repetition of performance, Nizar Al-Talib points out that "teaching methods and methods are of great importance in the educational process and that these methods and methods affect the speed of learning." (Student:1976:41)

The researcher also attributes the development of his experimental group in legal knowledge to the fact that the method worked to increase the cognitive abilities of students such as remembering, understanding, application, analysis, synthesis and evaluation through the sequence of the educational curriculum and gradation from easy to difficult and the diversity of work with situations of presentation and specialized application of these cognitive abilities, represented by a set of objectives (educational, behavioral) during the curriculum prepared by the researcher, as well as retaining information for the educational curriculum by remembering the educational situations that were presented (video, visual) from Before the researcher, as he confirms (Mahmoud Dawood Al-Rubaie, Saeed Saleh Hamad), that one of the criteria of a good teaching method "is that it is appropriate to the content of the curriculum, and is linked to the objectives of education, and that it moves from easy to difficult and balances between the theoretical side and practical application" (Al-Rubaie: 2011: 55), and adds (Walid Abdul Karim Sawafta), that the method of practical presentations "has an effective role in increasing students' recollection and understanding of information and knowledge immediately after the presentation, and helps in increasing students' retention and retention of information. in general" (Sawafta: 2014: 132).

4- Conclusion:

Through the results that appeared, the researcher concluded that the proposed educational units according to blended learning and effectively in developing legal knowledge of volleyball for students of the fourth stage, Faculty of Physical Education and Sports Sciences, University of Diyala, that blended education contributed significantly to reducing the

effort exerted by a teacher and providing feedback, as well as it contributes to increasing and developing the effectiveness of legal knowledge of volleyball, and the researcher recommends the need to emphasize the use of blended education in increasing legal knowledge of arbitration, the necessity of Using the educational unit according to blended learning in developing the cognitive capabilities of the law in volleyball, conducting research and other similar studies according to practical blended learning to develop legal knowledge and the mechanism (mechanics) of arbitration, for the rest of the applied lessons of sports in the faculties and departments of physical education and sports sciences.

References:

- Bassem Ibrahim Muhammad: Quantitative Assessment of Selective Attention and Spatial Intelligence and their Relationship to the Significance of Cognitive Achievement and Accuracy of Technical Skills in Volleyball for Third Stage Students: (PhD thesis, College of Physical Education and Sports Sciences, Diyala University, 2019).
- Muhammad Mahmoud Al-Haila and Muhammad Thebian Al-Azzawi, (Instructional Design) Theory and Practice, (Amman, Dar Al-Masirah Publishing, 1999)
- Mahmoud Daoud Al-Rubaie, Saeed Saleh Hamad Amin, Methods and Methods of Teaching Physical Education, Beirut, Dar Al-Kutub Al-Ilmiyya, 2011
- Nizar Al-Talib, Principles of Sports Psychology, (Baghdad, Al-Shaab Press, 1976)
- Wajih Mahjoub, Learning and Scheduling Sports Training, 1st Edition, (Amman, Dar Wael for Printing and Publishing, 2001).
- Waleed Abdul Karim Sawafta, Contemporary Teaching Methods and Methods, Amman, Dar Al-Masirah for Publishing and Distribution, 2014

Supplements Cognitive Test Questions

Debug key	Questions	t
A	The trainer's restraining line is dashed lines extending from the attack line to a distance	1
	A. (1.75) with a length of (15 cm) painted at a distance of (20 cm). B. (1.80) with a length of (17 cm) drawn at a distance of (25 cm). C. (1.65) with a length of (10 cm) drawn at a distance of (15 cm).	
A	The transmission region is defined by two short lines of length (...) and drawn at a distance of (...) behind the finish line as an extension of the two lateral lines	2

	A. (15 cm, 20 cm). B. (10 cm, 15 cm). C. (25 cm, 30 cm).	
C	For the International Volleyball Federation competitions, the area of the warm-up area	3
	A. (4× 4 m). B. (5 × 3 m). C. (3×3m)	
B	The grid length is from (....)	4
	A. (8.5)– 9.5 m). B. (9.5) – 10 m). C. (10.5) – 11 m).	
C	The top of each stick extends over the grid with a distance of (....) m and a diameter (....) mm	5
	A. (90 cm, 80 mm). B. (80 cm, 10 mm). C. (70cm, 6mm)	
A	The height of the pillars (....) m	6
	A. (2.55 m). B. (2.60 m). C. (2.50 m)	
B	In the World Volleyball Federation competitions, the two posts installed for the net are placed at a distance (....)	7
	A. (1.50 m) B. (1 m). C. (2 m).	
B	Players who are not participating in the play have the right to warm up without balls while playing in (....)	8
	A. In the free zone behind their stadium. B. in their warm-up zone. C. Anywhere in the square.	
C	In the world competitions of the International Volleyball Federation, the players' jerseys must be numbered from (....) to (....)	9
	A. (1)– 22). B. (1)– 18). C. (1)– 20).	
A	The height of the figure must not be less than (....) on the chest and the height must not be less than (....) on the back	10
	A. 10) – 15 cm). B. (15)– 20 cm). C. (1)– 20 cm)	
C	The two free players can be	11
	A. Head of the run. B. Team leader. C. They can never	
C	Over the duration of the match, the coach's association with	12
	A. Registrar. B. First referee. C. Second referee	
B	The coach sits on the seat of the team closest to the registrar, but	13
	A. He has no right to leave it. B. He has the right to leave.	

	C. He has the right to leave it after the approval of the second referee.	
A	The assistant coach sits on the team bench but (....) in the match	14
	A. He has no right to intervene. B. He has the right to intervene. C. He has the right to intervene after the approval of the first referee.	
A	If one or more errors are made in a row, it is counted (....)	15
	A. The second mistake. B. First mistake. C. The ball is returned to the opponent.	
A	If one or more errors are committed by two competitors at the same time, it is counted (....)	16
	A. Double error and retransmission. B. An error is calculated and no retransmission. C. No error is counted to remain the discretion of the first referee.	
B	When a team refuses to play after being asked to do so, it is declared behind with a score of (....) for the match, and (....) for each half.	17
	A. (2) – Safar), (26 – Safar). B. 3) Introduction– Safar), (25 – Safar). C. (4) – Safar), (27 – Safar).	
C	Before the match, the draw is made, according to which the first serve and both sides of the pitch are determined.	18
	A. Registrar. B. Second referee. C. First referee.	
A	The winner of the lottery has the right to choose (....)	19
	A. Serve, receive, or pitch side. B. Send only. C. Reception only.	
C	Before the match, if the two teams have a stadium at their disposal in advance, a warm-up period (....) is given on the net	20
	A. (7 minutes). B. (6 minutes). C. (8 minutes).	
C	If the two teams do not have a stadium at their disposal in advance, a warm-up period (....) is given on the net	21
	A. (8 minutes). B. (12 minutes). C. (10 minutes).	
A	Before the start of the half, if a player is found on the field who is not registered in the rotation order sheet, he must (....)	22
	A. Switch the player according to the rotation order sheet. C. It is not allowed to switch the player and the rotation sheet is adhered to. B. The switch is made with a pip loss.	
B	The team makes a mistake (....) if the player is not in his right position at the moment when the ball is hit by the dispatcher	23
	A. Rotation error. B. Focused error. C. Center fault and rotation.	
C	When the receiving team gains the right to serve, its players rotate one position clockwise from the center (....) to the center (....)	24
	A. (3) – (1). B. (1) – (2).	

	C. (2) – (1).	
B	The ball is out when (....)	25
	A. The ball touches the net and falls into the opponent's free zone. B. Touch the air sticks, ropes, stands, or mesh outside the sidebars. C. Touch the side lines of the opponent's court.	
A	When two breathers touch the ball at the same time over the net and the ball remains in the court it is (....)	26
	A. The receiving team of the ball is entitled to three touches. B. The sending team of the ball is entitled to three touches. C. The ball is repeated.	
B	When the player is about to make the mistake of touching the net or crossing the halfway line, his teammate (....)	27
	A. He cannot catch or stop the player. B. Can hold or stop the player. C. He can cross into the opponent's stadium and then return to his stadium directly.	
B	The ball that has crossed the level of the net may be recovered to the opponent's free zone in whole or in part by means of the field (....)	28
	A. The interior of the stadium. B. The outer of the playground. C. Internal or external	
B	(....) The ball touches the net when it crosses	29
	A. It is not permissible. B. Maybe. C. It is permissible in the offensive strike only.	
A	It is permissible to recover the ball that hits the net within the limits of (....)	30
	A. The three strikes. B. It is absolutely not permissible. C. It is permissible within the limits of the third strike.	
B	The player of the basic order of rotation has the right to leave play and return during the team	31
	A. Twice. B. One time. C. Three times.	
A	When a team makes an illegal substitution and play resumes, the team is rewarded	32
	A. Point and send. B. The switch is re-replaced without penalty. C. The switch is not re-switched and is not rewarded with a point.	
C	Before the beginning of each half, the coach arranges the basic rotation of his team on the rotation order sheet, and this paper is delivered completed and signed to (....) or (....)	33
	A. First referee or second referee. B. First referee or registrar. C. Second referee or registrar.	
C	Allows regular player switching	34
	A. The moment of the referee's whistle. B. while trading. C. While playing is off.	
B	The consequences of illegal change of the free player are a mistake	35
	A. Center. B. Turn around. C. It's not a mistake.	

B	When the free player prepares the ball from the front area of the field and from the top the attacking player has the right	36
	A. Hit it to the opponent's court. B. Wrong case he has no right to hit. C. He has the right to drop the ball only	
B	The original free player, after switching to the reserve free player, can	37
	A. He returns to the field. B. He never returns to the field. C. He comes back in the next half.	
A	The player has the right to enter the opponent's court after the ball is	38
	A. Out of play. B. Inside gameplay. C. He is absolutely not entitled to.	
B	When the ball pushes the net and this results in touching the opponent, it	39
	A. There is an error and it is rewarded with a point and send B. There is no error and the play continues. C. The ball is repeated.	
B	When the receiving team wins the trade, it earns the right to transmit and rotates before performing the serve from	40
	A. Front center to left rear center. B. Right front center to left rear center. C. Centre-front to right back center.	
A	Only the ball is allowed (...) and the ball bounces or moves between the hands is allowed	41
	A. With one toss. B. Two. C. Three.	
B	The dispatcher must hit the ball during	42
	A. (10 seconds). B. (8 seconds). C. (12 seconds).	
B	The player has the right after the serve to descend	43
	A. inside his own playground. B. off his pitch. C. He has the right to go down on or off the pitch.	
B	When a group of players during the execution of the serve stands in group to cover the path of the ball it is called	44
	A. Access behind the network. B. Hide transmission. C. Traverse the bottom of the grid.	
B	When the sender makes a mistake at the moment of the serve strike and the opponent is out of position, it is	45
	A. The position error is the first. B. The transmission error is the first. C. The rotation error is the first.	
A	The player of the back row has the right to complete the offensive strike and descend in (...) provided that his feet do not touch the offensive line	46
	A. Anterior area. B. Back area only. C. Anterior or posterior region.	
A	A free-kick can complete an offensive strike if the ball is at the moment of the strike	47

	A. below the upper edge of the grid. B. complete above the top edge of the grid. C. He is never allowed.	
A	Collective repelling is	48
	A. Block by three or two players on the net. B. Block by two or four players on the net. C. Block by one player and five players on the net.	
B	The team has the right and after the ball touched the wall of resistance	49
	A. Two strikes to return the ball. B. Three strokes to return the ball. C. One blow to replay the ball.	
C	Each team has the right to request a maximum of (....) and (....)	50
	A. Three time-outs and seven substitutions. B. One timeout and six substitutions. C. Two timeouts and six substitutions.	
A	The coach or the head of the half can request regular stops of play when you are	51
	A. The ball is out of court and after the referee's whistle. B. The ball is out of court and before the referee's whistle. C. After the referee's whistle and during trading.	
C	It is permissible to request (....) or (....) and (....) to switch to any team respectively without the need to resume play.	52
	A. Request one or two time-outs and two requests to switch. B. One or two timeouts and three permutations. C. One or two timeouts and one request to switch.	
C	In the international competitions of the International Volleyball Federation and the official, and in the rounds (....) two time-outs of (....) are automatically applied in points (....)	53
	A. (1)– 3) (50s) (6 – 8). B. (1)– 2) (70s) (8 – 12). C. (1)– 4) (60s) (8 – 12).	
B	The expelled or disqualified player must be legally replaced and if this is not possible	54
	A. Exceptional switching is used. B. The team is declared incomplete and loses the match. C. The team loses the half and the match resumes.	
C	Switching must be made from	55
	A. Anywhere from the playground. B. From the back area of the court only. C. From within the switching area confined exclusively between midfield and attack.	
C	Delay penalties are	56
	A. Red card. B. Yellow card. C. Just catching the eye.	
A	If there is any external interference during the gameplay,	57
	A. Stop playing and re-trading. B. Play never stops. C. The match is cancelled and repeated at another time	
C	In the event of one or several stops for a total of more than (4 hours),	58
	A. The score remains the same, positions, points, basic standings, and runs. B. The score remains the same, positions, points, and basic standings, and only the run is repeated.	

	C. The match is fully replayed.	
C	In the fifth inning, when the two teams reach the point (....) the two teams change their stadiums without delay	59
	A. Point (10). B. Point (12). C. Point (8).	
C	In the international competitions of the International Volleyball Federation, the team selects more than (12) players and is compulsorily appointed (....) within the list of players	60
	A. Three free defenders. B. One free defender. C. Only two defenders.	
C	A free player in the team can be	61
	A. Head of the team. B. Head for the run. C. It is absolutely not.	
C	The free player has the right to perform the following skills	62
	A. Send, receive, attack. B. Block, defend, and serve. C. Receive, defend, and prepare.	
A	Free player substitutions must be	63
	A. Not specified. B. Limited to only six substitutions. C. Limited to only four permutations.	
C	Free player changes must be made	64
	A. When trading is continuous. B. When the ball is out and after the referee's whistle. C. When the ball is out and before the referee's whistle.	
B	The consequences of illegal change of the free player are as is	65
	A. As a concentrated error. B. As a rotation error. C. as a switch error.	
B	The coach has the right to change the free player with the reserve free player for any reason, but	66
	A. Only twice. B. One-time. C. The change is undefined.	
B	When the original free player is replaced by a reserve, it	67
	A. He can come back for the rest of the game. B. He can never return. C. He can come back in the next half.	
B	Impolite behavior in the match mediated by any member who is rewarded with	68
	A. Expulsion for one run. B. Point and send to the competitor. C. He can come back in the next half.	
C	A member of the team who is rewarded with expulsion for the rest of the half must sit down.	69
	A. On the team's reserve deck. B. In the place designated for warm-up. C. in the penalty area and without legal consequences.	
C	In the event that a player receives a one-half expulsion penalty, the referee uses	70

	A. Yellow Card B. The red and yellow card is sporadic. C. The red and yellow cards together.	
A	In the event that a player receives a final exclusion penalty, the referee uses	71
	A. The red and yellow cards are scattered. B. Red card only. C. Yellow card only.	
A	In the event that the first referee is unable to continue to manage the match,	72
	A. The second referee is entitled to replace him. B. The second referee has no right to replace him at all. C. He is entitled after the approval of the jury in the tournament.	
B	The Registrar performs his duties sitting at the Registrar's table at	73
	A. The opposite side of the pitch faces the second referee. B. The opposite side of the pitch is facing the first referee. C. Anywhere from the free zone of the stadium.	
C	When the recorder fails to receive the rotation sheet from the trainer, he	74
	A. to inform the first referee of the delay. B. to inform the first and second arbitrators of the delay. C. to inform the second referee of the delay.	
A	In case of double error, the two judgments shall be indicated in order.	75
	A. The nature of the error and the players who are at fault if necessary. B. The team that sends according to the signal of the first referee. C. All of the above.	
C	The first referee before the match	76
	A. Draw lots with the presidents of both teams. B. Observe the warm-up of the two teams. C. All of the above.	
C	Line watchers refer to	77
	A. The balls are outside, inside, tangible from the receiving team. B. Touching the air stick when it crosses the net from the abscess of the transit field. C. All of the above.	
C	The recorder before the match and the half	78
	A. It records the data of the match and the two teams and obtains the signatures of the presidents of the two teams. B. Record the turnover of each team. C. All of the above.	
C	From the player's mistakes at the net	79
	A. Traverse the player's entire foot to the opponent's court. B. The player touched the ball in the opponent's field before or during the offensive strike, interfering under the net. C. All of the above.	
A	The coach may move during the match	80
	A. In the free zone between the stretch of the line of attack and the warm-up zone. B. between the attack zone and the dispatch area. C. Between the attack zone and the halfway line.	
B	The person authorized to speak with the second referee about decisions and objections during the match is	81
	A. Coach and assistant coach. B. Only the head of the run or the team (captain). C. Team administrator.	
A	When the referee makes a decision in a legal situation is	82

	A. The referee's decision is final. B. He may change his decision if the Panel protests. C. He may change his decision after the intervention of the referees committee.	
A	A player was injured in the list of players before the start of the match	83
	A. It may be legally replaced and recorded as an ordinary substitution. B. It cannot be replaced and the team is incomplete. C. It may be replaced exceptionally.	
B	One of the players touched the opponent's field at the serve stroke	84
	A. This situation is wrong. B. This situation is correct. C. This position depends on the vision of the referee.	
B	A player arrived in the switch area, but no data was previously sent.	85
	A. This case is true and does not warrant rejection. B. This incorrect case warrants rejection. C. It depends on the discretion of the first referee.	
C	The coach pushed three substitute players to the substitution area after he asked the second referee for two substitutions only.	86
	A. Substitution is made for all three players. B. Substitution is made for two players with a delay penalty for the coach. C. The switch is made for two players with no penalty.	
A	A coach waved his hand to the referee in his dissatisfaction with the decision so what is the referee's estimate is it	87
	A. Warning the trainer to use the red card after the end of trading. B. Warning the trainer to use the red card during trading. C. There is no penalty in it.	
C	The libero player entered the match with a normal substitution in place of an injured player, so the rule of law is	88
	A. Allows Libro to switch normally in place of an injured player. B. Allows Libro to make an exceptional switch in the place of an injured player. C. Libro is never allowed for normal or exceptional switching.	
A	The network player touched a light touch while playing from below	89
	A. Network touching is a mistake. B. It is not network contact and is not a mistake. C. Touching the net is not held accountable by law if the contact is minor and circulation continues.	
C	The refereeing body for the match consists of the following two drawings	90
	A. First referee, second referee, four line controllers. B. First referee, second referee, registered. C. First referee, second referee, registrar, four line controllers, registered assistant.	