



مجلة جامعة ذي قار لعلوم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



Teaching according to active learning and its effect on learning some offensive skills in the game of volleyball

Shereen Laaibi Manati

Ministry of Education / General Directorate of Education Baghdad Rusafa III

alsldfl1468@gmail.com

ABSTRACT

Published online:
20/ 12/2025

Keywords:
Active Learning ,
Offensive Skills,
Volleyball Game

07704504828'

Volleyball is considered one of the team sports that requires coordination between players and skills, including offensive skills, which start with sending , meaning that the serve kick is one of the most important offensive strikes used by female players during playing, as its performance is independent and not related to a female player, that is, the player takes enough time to prepare herself to hit the ball, as well as the skill of crushing hitting is of great importance in the success of the team and the enjoyment of those present, as the crushing strike has an effect on arousing the enthusiasm of the viewers for It is full of excitement and crucial in gaining guaranteed points if its performance is correct and that improving offensive performance in volleyball requires continuous training and that the teaching process is a continuous series in the relationships that arise between the teacher and the learner and that these relationships that develop as an individual or participant in an activity or event as well as the skill of the barrier wall require physical and skill qualities and is considered one of the offensive skills in the game of volleyball, and active learning is an attempt to cut with indoctrination and memorization. Traditional methods are general, where the teacher provides knowledge and the learners are content with listening, and in it, the role of the learner is from negative to positive, after he is a passive listener, he turns into an active participant with his thought, mind, and abilities with his colleagues and his abilities with his colleagues in reaching and processing information, and the role of the teacher in active learning is the guide, guide, and stimulator of the learning process, he creates a good educational atmosphere in leading the lesson. Concepts. Here, the importance of the research lies in improving the offensive performance of female volleyball players through the use of the active learning method that contributes to motivating learners to actively participate in the learning process, and the research problem lies in the fact that many traditional teaching methods in physical education focus on theoretical or iterative methods of teaching motor skills without sufficient interest for the interaction by the players in active learning and participation in the educational process, so female teachers face difficulty in developing skills. The study aims to identify some offensive skills in the game of volleyball for the experimental and control groups for the pre- and post-tests, in addition to identifying the effect of active learning on improving some offensive skills of female volleyball players, as well as the research community was selected in a deliberate way, where the sample included all the research population, represented by average female players. Al-Jasmine Girls Volleyball Club, which number (40) if we exclude the players who participated in the exploratory experiment

1- Introduction to the research :-

1- 1 Introduction and importance of the research and its problem:

Volleyball is considered one of the team sports that requires coordination between players and skills, including offensive skills, which start with sending, i.e. the serve strike is one of the most important offensive strikes used by female players during play, as its performance is independent and not related to the player, i.e. the player takes enough time to prepare herself to hit the ball (and the skill of the blocking wall requires physical, skillful, and planning qualities). The skill of the smashing striker is also of great importance in the success of the team and the enjoyment of those present, as the crushing strike has the effect of arousing the enthusiasm of the spectators because it is full of excitement and decisive in gaining guaranteed points if its performance is correct, and the improvement of offensive performance in volleyball requires continuous training, and the teaching process is a continuous series in the relationships that arise. between the teacher and the learner, and that these relationships that develop as an individual or participant in an activity or event, and that active learning is an attempt to break with indoctrination, memorization, and traditional methods in general, where the teacher provides knowledge and the learners are content with listening, and in it, the role of the learner is from negative to positive, after he is a passive listener, he turns into an active participant with his thought, mind, abilities with his colleagues, and his abilities with his colleagues in reaching and processing information. Educational situations that require them to move and participate actively in all activities under the guidance and supervision of the teacher (Abdel Rahman, 2010, 27).

The role of the teacher in active learning is the guide, guide and stimulator of the learning process, as he creates a good educational atmosphere in leading the lesson, that the intellectual and mental participation of the students in the activities they carry out is done within work teams to build concepts.

Here, the importance of the research lies in improving the offensive performance of female volleyball players through the use of the active learning method that contributes to motivating learners to actively participate in the learning process, and that the problem of the research lies in that many traditional teaching methods in physical education focus on theoretical or iterative methods of teaching motor skills without sufficient attention for the interaction by the players in active learning and participation in the educational process, so female teachers face difficulty in developing skills In light of the researcher's experience in the field of volleyball, she noticed the weakness of educational programs that aim to teach some offensive skills in volleyball with different teaching methods.

1- 2 Research Objectives:

- 1- Identifying some offensive skills in the volleyball game for the experimental and control groups for the pre- and post-tests.
- 2- Recognize the Impact of Active Learning on Improving Some Offensive Skills of Female Volleyball Players
- 1-3 Research hypotheses:
 - 1- There are statistically significant assumptions between the experimental and control groups in some offensive skills in the game of volleyball and in favor of one of them.

- 2- There are statistically significant hypotheses between the pre- and post-tests of the experimental and control groups and in favor of one of them.
- 3- There are statistically significant hypotheses between the post-tests of the experimental and control groups and in favor of one of them.

1-4 Research Areas:

1.4.1 The Human Field:

A sample of (34) female intermediate jasmine players for girls.

1-4-2 Temporal Domain: From 8/3/2025 to 1/5/2025.

1-4-3 Spatial Field: Al-Yasmeen Intermediate Hall for Girls.

2. Research methodology and field procedures:

21 Research Methodology: The experimental method was used to suit the nature of the problem

22 Research Population and its Sample: The researcher was selected by the deliberate method of the female intermediate jasmine players for girls in the game of volleyball, which are (40) female players, if we exclude the (6) female players who participated in the exploratory experiment, the main experiment sample became (34) female players who were divided by simple random method into the experimental and control groups with (17) players for each group.

2.3 Means, devices and tools used in the research:

231 Means of Collecting Information:

- Arabic Sources and References
- International Information Network (Internet)
- Field visits to gather information
- Skill tests

23.2 Devices and tools used in the research:

- Legal Volleyball Court
- Aircraft Network
- Volleyball (10)
- Adhesive tape width (5) cm
- Whistle of Referees (5)
- Tape Measure
- blackboard
- Flashcards
- DEII Computer (1)

2.4 Field Research Procedures:

24 1 Test of Measuring the Accuracy of Transmission Skill:

- **Purpose of the test:** - Measure the accuracy of the transmitter skill
- **Tools used:** Volleyball court divider bar for goal identification measuring tape (10) volleyballs.
- **Performance Specifications:** The laboratory performs the transmission directing the ball towards the areas (A, B, C, D).
- **Registration Conditions:** The laboratory has three attempts:
- 4 points for each attempt inside Zone A.
- 3 points for each attempt within Zone B.

- 2 points for each attempt inside Zone C.
- 1 point for each attempt within Zone D.
- Zero when the ball falls outside these areas.
- When the ball falls on a line between two points, the score of the highest area is calculated.
- The attempt shall be canceled in the event that the laboratory commits a legal error. (Abdul Majeed 2001: 295)

24 2 Test of the skill of straight crushing:

- **Purpose of the test:** - Measure the accuracy of the straight crushing in the inner triangle of the opponent's court.
- **Tools :-**
Five volleyballs, so that the court is divided into two triangles (the opposite half of the court) and then the inner triangle (the side of the net) is divided into three areas of width of each area of 3 m.

- **Performance Specifications:**

After the preparation, the tester strikes the straight crush towards the inner triangle of the grid.

- **Conditions:**

- 1- Each lab has five attempts.
- 2- The preparation needs to be good on every attempt.
- 3- The scores are calculated according to where the ball falls as follows:
 - (a) In the first zone(3) grades.
 - (b) In the second region (1) degree.
 - (c) In the third zone (5) degrees.
 - (d) Outside of these areas, the laboratory obtains a zero.

-Sign up:-

The scores obtained in the five attempts are recorded for the laboratory, i.e. the final score of this test is (25) marks. (Sobhi, Abdel Moneim 1988. 242)

24 3 Testing the accuracy of the offensive barrier skill:

The objective of the test: to measure the accuracy of the offensive barrier skill.

Tools used : Legal volleyball court, legal balls 5 colored measuring tapes to divide the field.

Performance Specifications: The player stands in position 2 ready to perform the blocking wall skill while the trainer climbs on top of a table to perform the crushing strike in the normal position.

Performance conditions : Each player has (3) attempts from each position (234), the correct ones are counted i.e. offensive only and he is given a rest of 15 seconds between attempts, and the maximum score for the test is (27) scores, which are scored for the player in the area where the ball falls (Abdel Majeed 2001: 314).

25. Exploratory Experiment:

Exploratory experiments are a scientific training for the researcher to identify for himself the negatives and positives that he encounters during the conduct of the test to avoid them (Hassan

and others, 1990. 187), where the researcher conducted the exploratory experiment on two days (Saturday, Sunday) corresponding to 12/3/2025 on a sample of female players who were randomly selected from outside the research sample and were excluded from the main experiment.

Knowing the time to explain and clarify the tests and apply them.

Knowing the abilities of the players to perform the tests and the time of each test.

Identify the validity of the devices and tools used in the research.

Knowing the competence of the assistant team.

2 5 1 Preliminary Tests:

The pre-tests were conducted on the control and experimental research groups at (11) am on two days (Tuesday, Wednesday) corresponding to 4 5/3/2025 in the Yasmeen Intermediate Hall for Girls, and the tests were conducted on the female players by the assistant work team and the researcher supervised the tests.

2 5 2 Main Experience:

The main experiment on the research sample was started on Saturday, 8/3/2025, with (3) educational units per week on days (Saturday, Monday, Thursday) and for (8) weeks.

Module Time (45) Minutes

Each educational unit consists of three sections:

1 Preparatory Section Time (5) minutes

2 Main Section Time (35) Minutes

Educational Part Time (10) Minutes

Applied Part Time (25) minutes

3. Concluding section: Time (5) minutes.

2 5 3 Post-Tests:

The researcher conducted the post-tests on the control and experimental groups on Monday and Tuesday, 76/5/2025, where the tests were conducted (the accuracy of the sending skill, the skill of the straight crush, the skill of the offensive blockwall) and under the same conditions in which the pre-tests were conducted.

2.7 Statistical Methods:

The researcher used the statistical package (SPSS) to complete the research process.

3. Results and Discussion:

This chapter included the presentation and discussion of the results obtained by the researcher through conducting pre- and post-tests for the experimental and control groups, in addition to the final results through statistical processes.

31. Presentation of the results of the pre- and post-tests of the research variables for the control group: Table (1)

Type of indication	Error Level	Calculated value t	Standard deviation	Arithmetic mean	Measurement	Variables
Moral	000.	46896.	1.69085	5.2308	Tribal	Precision Transmission Skill
		43059.	1.55250	7.9231	Dimensional	
Moral	002.	36080.	1.30089	6.7692	Tribal	Straight Strike Skill
		35529.	1.28103	15.1538	Dimensional	
Moral	000.	68730.	2.47811	16.8462	Tribal	Offensive Barrier Skill
		52077.	1.87767	17.2308	Dimensional	

D below the significance level of (0.05) and the degree of freedom (16)

3 1 1 Discussion of the results of the research variables for the control group:

The results that appeared in Table (1) showed that the test of the accuracy of the transmission skill There are significant differences between the pre- and post-tests of the control group and in favor of the post-tests, and the skill of sending is to obtain a direct point through a direct transmission that cannot be returned, or a transmission that is executed in a way that does not allow the opposing team to conduct any type of effective attack, or a transmission that robs the opponent of one of his offensive choices, while giving his team of defenders and the blocking wall a chance. It is better to tackle the ball coming from an opponent's attack (Khalil; et al. 2012. 5758).

The researcher believes that these differences in the preparation of the curriculum by the school in the preparation of educational units within the curriculum followed by the control group have an impact on the ability of the female players to continue to perform the tests.

The results related to the crushing test also showed that there were significant differences between the pre- and post-tests of the control group, where the results were in favor of the post-tests, and that the skill of smashing puts the team in a good psychological situation and requires a certain type of female players characterized by speed, good behavior and self-confidence.

The results of the offensive barrier test also showed that there were significant differences between the pre- and post-tests, where the results were in favor of the post-tests, where the goal of the offensive barrier skill was to obtain a direct blister by making a successful deflection wall against the attack of the opposing team (Hassan, Sabhan, 2011, 62).

3 2 Presentation of the results of the pre- and post-tests of the research variables for the experimental group:

Table (2)

Type of indication	Error Level	Calculated value t	Standard deviation	Arithmetic mean	Measurement	Variables
Moral	000.	41543.	1.49786	8.9231	Tribal	Precision Transmission Skill
		30923.	1.11516	9.9231	Dimensional	
Moral	002.	69444.	2.50384	9.5385	Tribal	Straight Strike Skill
		81951.	2.95479	18.3077	Dimensional	
Moral	000.	82071.	2.95912	20.6154	Tribal	Offensive Barrier Skill
		43627.	1.57301	23.1538	Dimensional	

D below the significance level (0.05) and the degree of freedom (16)

321 Discussion of the results of the research variables for the experimental group:

The results in Table (2) showed that the test is the skill of the accuracy of the serve, there are significant differences between the pre- and post-tests of the experimental group, where the results were in favor of the post-tests, and the skill of serving is one of the most important direct attack strikes used by the players during the game, which may put the opposing team in a very weak defensive position, and that the skill of serving is to hit the ball with one hand or any part of the arm after throwing it or leaving it from the hand and before touching any part of its body. or the surface of the field (Al-Katib; Jabbar 2001. 26) The researcher believes that the use of teaching with active learning and its inclusion in the educational curriculum effectively contributes to a change in the motivation of female players towards learning skills, as the results related to the crushing test showed that there are significant differences between the pre- and post-tests of the experimental group, where the results were in favor of the post-tests, and we note that there is a development in the experimental group through the introduction of teaching with active learning in the curriculum. It was raised in learning offensive skills, and this confirms the effectiveness of teaching with active learning, as the attention to the learners.

The results of the offensive barrier test also showed that there are significant differences between the pre- and post-tests, where the results were in favor of the post-tests, and the researcher believes that there is a drive and desire among the players to develop offensive skills and that the players are interactive, and this indicates that teaching with active learning actually leads to great events for change, i.e. achieving the goals required for skill tests.

3.3 Presentation of the results of the post-tests between the control and experimental groups:

Table (3)

Type of indication	Error Level	Calculated Value T	Standard deviation	Arithmetic mean	Measurement	Variables
Moral	001.	43059.	1.55250	7.9231	Officer	Precision Transmission Skill
		30929.	1.11516	9.9231	Experimental	

Moral	002.	35529.	1.28103	15.1538	Officer	Straight Strike Skill
		81951.	2.95479	18.3077	Experimental	
Moral	000.	52077.	1.87767	17.2308	Officer	Offensive Barrier Skill
		43627.	1.57301	23.1538	Experimental	

D below the significance level (0.05) and the degree of freedom (32)

3 3 1 Discussing the results of the post-tests for the control and experimental groups:

The results that appeared in Table (3) showed that the results of the variables (Transmission Accuracy Test, Straight Crush Skill Test, Offensive Barrier Test)

There are significant differences between the post-tests of the control and experimental groups and in favor of the experimental group, and the researcher believes that the reason for these differences is the introduction of teaching with active learning in the curriculum, which is more effective in learning offensive skills, and this confirms the effectiveness of teaching with active learning.

4. Conclusions and Recommendations:

4 1 Conclusions:

- 1- Teaching according to active learning has a positive effect on learning and developing some offensive skills in the game of volleyball in the research sample .
- 2- There are statistically significant differences between the experimental and control groups and in favor of the experimental group.
- 3- The results showed the effectiveness of teaching according to active learning in learning some offensive skills in the game of volleyball.

4. Recommendations:

- 1- Emphasizing the use of teaching according to active learning in learning some offensive skills in the game of volleyball.
- 2- Conducting similar studies on other skills in the game of volleyball.
3. Relying on teaching according to active learning in addition to the teaching followed to learn some offensive skills in the game of volleyball.

Sources:

- Author. Aqeel; Jabbar. Amer (2001) International Rules of Volleyball 2000-2004 Baghdad
- Okay. Tarek Razzouqi & Sobhan Hussein Sakhi (2011) Volleyball Education, Training, Team Building and Leadership, Nutrition, Types of Volleyball, Rules of Game, 1st Edition. Najaf, the good word for printing.
- Hassan Qasim. Al-Mandalawi et al. (1990) Tests and Measurement in Physical Education. Higher Education Press.
- Khalil, Riyad, et al. (2012) Volleyball. History. Plans of the Competition and Training Department, 1st Edition, Dar Al-Kitab and Documents, Al-Kalima Al-Tayyiba for Printing.

- Sobhy, Mohamed, Hassanein, Abdel Moneim Hamdy (1988) The Scientific Foundations of Volleyball, 1st Edition, Cairo, Al-Kitab Center for Publishing.
- Abdel Majeed . Marwan (2001) The Scientific Encyclopedia of Volleyball, 1st Edition, Amman, Al-Warraaq Publishing and Distribution Foundation.
- Abdulrahman, Fahd (2010) Reading on Some Active Learning Strategies, Guided Bulletins within the Active Learning Program, Saudi Arabia.
- Al-Dulaimi . Nahida (1997) The level of performance of defensive and offensive skills and their relationship with the ranking of teams in volleyball. Master's Thesis, Faculty of Physical Education.

Module

Educational Objectives: Accustoming to Order and Discipline Unit Time (45) Minutes

Educational Objectives: Teaching Offensive Skills in Volleyball Tools: Balls, Volleyball Court, Whistles, Blackboard , Flashcards

Details	Module Sections
<p>Introduction: Taking the absence and setting up the balls General warm-up set of exercises Special warm-up with balls</p>	1 Preparatory Department (5) Dr.
<p>Explaining the skill of the dispatch, the crushing hitting, the offensive blocking wall</p>	2 Main Section (35) Dr.
<p>Stand two groups and the students stand behind the offensive line sending the ball to the other side of the field with a gradient in the distance Performing the skill of transmitting over the network, then running, touching the net, then returning to perform the transmission again, and so on.</p>	Educational Aspect (10) Dr. 2 Practical Aspect (25) D.
<p>The students stand in a row in front of the wall and at a distance of (3) meters, and when the signal is signed, the student takes the readiness mode for sending and executes on the wall. Giving a recreational game Giving relaxation exercises and general calming to the body Leave order</p>	3 Final Section (5) Dr.