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The Effect of an Educational Curriculum in the Style of Planning Approaches in Learning Some Basic Handball Skills"

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ABSTRACT

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The game of handball has started to keep pace with development and progress, as it has witnessed many changes in learning and training methods in various aspects, especially the changes in the teams' playing styles" in terms of applying defensive and offensive plans in order to surprise the opponent, and the problem was the weak link between "defensive skill performance and tactical performance", and there is a big difference in the performance of skills separately and their performance during play. This indicates a major problem, which is the isolation between learning skills and performing them during play situations." "The research aimed to prepare an educational curriculum in the style of planning approaches in learning some basic handball skills for the Specialized Talent Center in Muthanna". "Also, identifying the impact of the educational curriculum in the style of planning approaches in learning some basic handball skills for the Specialized Talent Center in Muthanna".

The researcher then used the experimental method to suit the nature of the research, "as this method is the best that can be used to reach accurate results". "The research population was identified from the players of the Specialized Talent Center in Al-Muthanna in handball, which are (20) players. "The research sample of (16) players from the population of origin was selected by random sampling", "The sample of the exploratory experiment was excluded"."After that, pre- and post-tests were performed and the data were processed statistically using SPSS."

1 Introduction to the research

1-1 Introduction and Importance of the Research:

"Good planning based on scientific foundations in teaching methods can only achieve success by choosing the appropriate method determined by the good teacher according to the levels of the players" and the age stage, as planning "with the method creates goals, and for the accuracy and integrity of those goals, It is based on an educational philosophy "in order to achieve these goals, but the educational process needs" the procedures of analysis and diagnosis from time to time in its methods and methods, and its educational means for the purpose of evaluating them, addressing their negatives, and enhancing their positives, and finding educational alternatives, as education has become an imperative imposed by the requirements of comprehensive development. The issue of education and its impact on the future behavior of human beings is no longer a mysterious scientific issue," it is one of the clearest issues in the logic of science.

"The subject of teaching methods in physical education has received great attention from researchers", who approached it by researching it from multiple angles , "due to the importance of the role that teaching methods play in the educational process of various sports activities", and that teaching methods in physical education are a complex process that requires many skills to perform their tasks, which is the relationship between the teacher's leadership. The performance of individuals, the teacher's material, and the teaching methods, and the method of teaching is the guide and guidance that learning provides."

"One of the methods that recent studies have proven to be useful in increasing the speed of education and in developing skills more quickly than other methods is the method of planning approaches" because this method depends on the participation of players collectively, which increases the desire to learn and practice", "Competition is an important and necessary motive in the lesson, as the preparation and participation of the student" On its own, it does not involve any meaning, but it acquires its meaning from its connection to the level of the student, in order to obtain the best that can be achieved in the competition", "In light of this, competition is the best aid in developing the skills and abilities of the individual".

"The researcher concluded that the schematic approach method used", "positively affected the development of the defensive skills of the experimental and control groups", "and the preference of the differences was in favor of the experimental group compared to the control group in the post-tests".

1-2 Research Problem :

"By reviewing the research and scientific sources", "and after taking into account the opinions of experts and specialists", and being one of the practices and follow-ups of the developments in this game, "it was found that there is a weakness in some defensive skills in most of the players", despite their importance and impact on the results of the matches, which negatively affects the result of the match, "as it was noted that there is not enough attention to the training exercises of the planning approaches during the educational training modules in general and because of their great importance in the success of the team "Because it is one of the important and essential factors in the technical and skill performance of this type of technique", "so the researcher decided to study this problem and develop exercises using the method of planning approaches" in order to develop the performance of basic handball skills among players in the specialized talent center.

1-3 Research Objectives:

1. "Preparing an educational curriculum in the style of planning approaches in learning some basic handball skills for the players of the Specialized Talent Center".
2. "Identifying the Impact of an Educational Curriculum in the Style of Planning Approaches in Learning Some Basic Handball Skills for Specialized Talent Center Players".

1.4 Forcing the search

- 1- "There are significant statistical differences between the two groups (control and experimental groups in the test of teaching defensive skills in the method of planning approaches) and in favor of the experimental group".

1- 5 Research Areas :

1.5.1 Human Field : Players of the Specialized Talent Center.

1-5-2 Time Zone: From 27/2/2025 to 25/5/2025

1.5.3 Spatial Field: The Specialized Talent Center Hall.

3- Research Methodology and Field Procedure:

3-1 Research Methodology:

"The researcher used the experimental method in the method of two equal groups" in order to suit the nature of the research.

3-2 Research Population:

"The research community, namely the players of the Specialized Talent Center in Muthanna Governorate, for the sports season (20-24-2025 AD), determined (16) players," who were randomly divided, "and by the method of lottery, into two groups (control and experimental)", (8) players for the control group, and (8) players for the experimental group. "For the purpose of ensuring the homogeneity and parity of the members of the research sample, the torsion coefficient between the members of the sample was used as shown in Table (3, 1, 2)", "This means that the members of the research sample have a normal distribution, "if the torsion coefficient is limited between (+1)"".

Table (1) shows the homogeneity of the control group members.

Significance	Torsion coefficient	Broker	Deviation	The middle	Unit of Measurement	Physical Measurements	t
homogeneous	0.277	1.670	0.104	1.664	Poison	Length	1
homogeneous	0.426	45.000	12.915	47.857	kg	Weight	2

homogeneous	0.644	14.000	0.518	14.375	Sunnah	Age	3
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Table (2) shows the homogeneity of the experimental group members.

Significance	Torsion coefficient	Broker	Deviation	The middle	Unit of Measurement	Physical Measurements	t
homogeneous	-0.876	1.765	0.074	1.735	Poison	Length	1
homogeneous	-0.441	54.000	2.268	53.500	kg	Weight	2
homogeneous	0.824	14.500	0.744	14.625	Sunnah	Age	3

Table (3) shows the parity of the members of the control and experimental groups.

Significance	Calculated t-value	Experimental Group		Control Group		Physical Measurements	t
		on	Going to	on	Going to		
0.137	1.548	0.074	1.735	0.104	1.664	Height cm	1
0.244	1.201	2.268	53.500	12.915	47.857	Weight kg	2
0.448	0.774	0.744	14.625	0.518	14.375	Age	3
0.312	0.142	0.941	4.200	0.488	2.333	Defensive move in front of Khalaf	4
0.780	0.380	1.122	18.799	0.933	16.873	Defensive move while jumping high against the barrier	5

3.3 Tools, Devices and Means Used in Research:

- 4 handballs.
- Legal handball court.
- Exam registration form.
- Tape measure.
- Stopwatch.
- Indicators (8).
- Sling
- Whistle.

3-4 Research Procedures:

1- Testing the defensive movements of the two sides :(4: 1980: 179)

Purpose of the test: "Measure the speed of defensive movements of both sides (speed of performance)".

Tools : Handball court, duct tape, stopwatch

Performance specifications : "Two marks shall be fixed with adhesive tape on a line of 6 meters (A, B)", "The distance between them is 300 cm. "The player (the tester) stands on top of the A mark, and when given the (visual) start signal, the tester makes a side-by-side defensive move to reach the B mark, and then back again by sideways moves to reach point A", and thus repeats the performance for as many as possible for 15 seconds.

Performance Conditions :

- "The movement of the laboratory is exactly the same as that of the defense in terms of the movements of the legs (their non-crossing) and the shape of the arms, hands and torso."
- "The points drawn (A, B) must be reached and touched by the feet", and the movement should be done as shown in Figure (1).
- "The laboratory shall repeat the performance until it is given the signal that the time specified for the test has expired."
- "Any performance that violates the preceding conditions shall not count the attempt as the number performed by the laboratory during the time specified for the test."

Scoring Scores: "The number of correct attempts made by the laboratory during the period of 15 seconds shall be recorded."

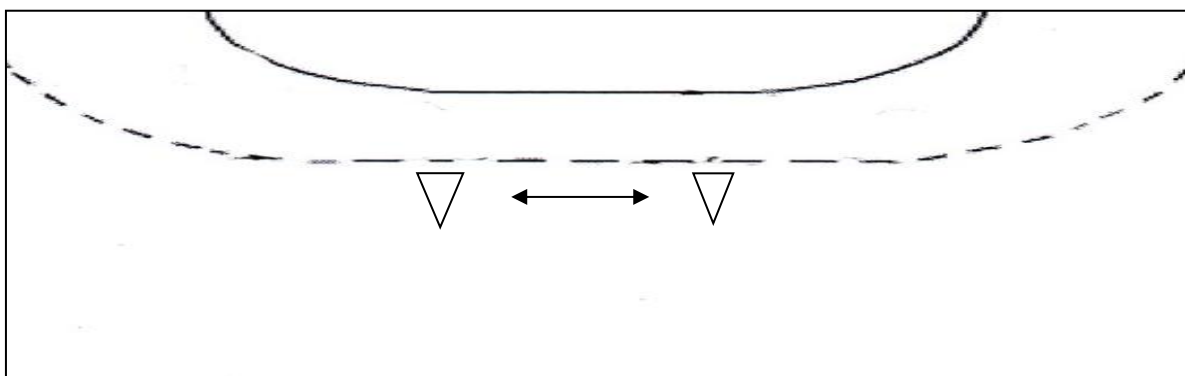


Figure (1) shows the method of performing the test of defensive moves of the two sides

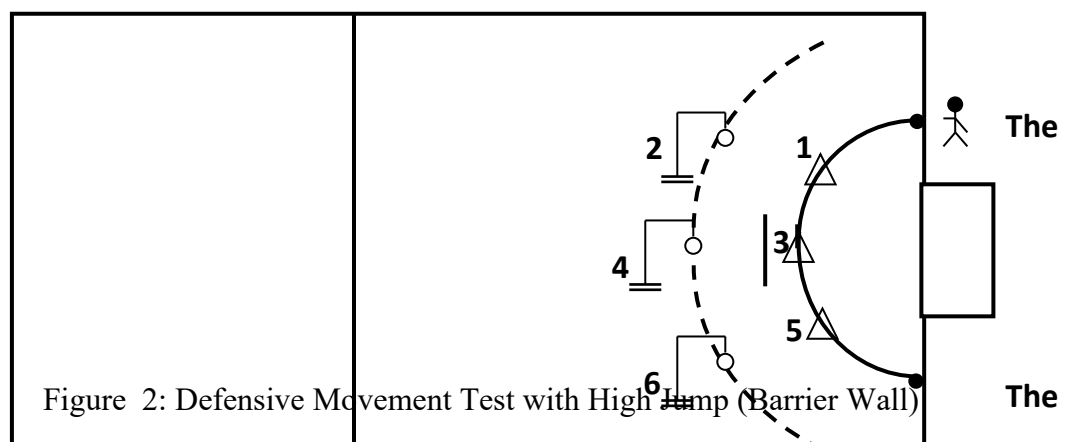
2- Test Name: Defensive Movement Test with High Jump (Barrier Wall)

* **Tools:** "(3) indicators in which handballs are attached, a stopwatch, we divide the goal into three areas, which are from inside the right column, from the middle of the goal line, and from inside the left column", then we divide the goal into three points, the first point in the middle of the goal and the second two points halfway from the two columns to the first point in the middle, and the distance is (0.75). From these three points, we extend mock lines to the (9) meter line and install the points that intersect the (6) m and (9) m lines. (5 : 1987 : 238)

* **Performance Specifications:** "The tester stands at the point where the 6 meter line meets the goal line and when the start signal is given, it moves sideways until it reaches the indicator (1) located on the (6) m line to move forward and make a barrier wall to touch the suspended ball (2) then move back to reach indicator (1) located on the (6) m line and move sideways to reach indicator (3) located on the (6) m line to move forward" It makes a barrier to touch the ball (4) and so on until it reaches the end point, which is the point where the line meets the goal line (6) and as shown in Figure (2).

*Sign up:

- "The time required to cover the distance from start to finish is calculated."
- "Add a second from the lab that doesn't do the barrier work well (doesn't touch the hanging ball)"



3-5 Exploratory Experiments:

"In order to obtain accurate and reliable results ", "and to avoid the difficulties and obstacles that the researcher may face during the conduct of the main experiment", "scientific research experts emphasize the conduct of the exploratory experiment, which is defined as "practical training for the researcher to identify for himself the negatives that he encounters during the test to avoid them" (2: 1985: 348).".

The First Exploratory Experiment for Tests

- 1- "Time taken to apply the tests"
- 2- "The extent to which the research sample understands the tests used".

- 3- "Training and practicing the assistant team to carry out tests and record results".
- 4- "Ensuring the validity of the tools and the suitability of the place for implementation".

Second : Exploratory Experience in the Training Curriculum:

"The researcher conducted the second exploratory experiment related to the training curriculum" on 4/2/2025 at four o' clock in the afternoon in the closed sports hall of the "Talent Center in Muthanna Governorate", "in which she applied the exercises of the planned approaches to determine the duration of their suitability for the research sample", "And the extent of each player's ability. As well as the time taken for each exercise as well as the total time of the main section of the training module."



3.6 Pre-Tests:

"The researcher conducted the pre-tests on the players of the Specialized Talent Center in Al-Muthanna Governorate in handball on 10/3/2025, at four o'clock in the afternoon in the closed sports hall in Al-Muthanna Governorate", "After the end of the warm-up, he gave a brief explanation of how to perform the test of defensive movements of the two sides and Testing defensive movement with high jumping (the barrier)."



3-7 Educational Curriculum :

"Developing the educational program with professors specialized in the subjects of teaching methods and handball", which consists of an educational program for the skills of the research topic according to the method of (planning approaches)" The program was presented to a group of specialists in the fields of teaching methods and handball for the purpose of expressing their opinions and observations about the program and approving its suitability for application.

The preparatory program included:

-  Introduction.
-  General warm-up.

The main part, which includes:

-  Educational Section – Explanation of the Performance Method
 -  The applied section includes exercises in the form of the method of planning approaches.
- The last part includes the final activity and departure.

The researcher implemented (12) educational units to develop the performance level of two handball skills, namely (defensive movements, and the barrier wall). "Two educational modules for each skill in the style of planning approaches". In the period from 15/3/2025 to 2/5/2025.

The educational units were given two units per week to the experimental group, and the educational unit was similar in the introduction, warm-up and concluding part*, while the difference was in the applied section, where the research sample practiced exercises and a program for defensive skills.

- The duration of the training program is (6) weeks.
- Number of Units per Week (2) Two Educational Units
- The total number of units of exercise is (12) units.
- The time of the main section of the coach's training plan has reached (60) minutes.

3.8 Post-tests:

"The post-tests were conducted on the players of the research sample on 10/5/2025 at four o'clock in the afternoon", "after the completion of the period of field application of the modules of the curriculum for my training, and the researcher was keen to commit to creating the same conditions as the pre-tests were conducted in terms of the assistant staff", place and time, tools, and "all the devices used in the implementation of the vocabulary of the tests".

3.9 Statistical Methods:

The researcher used the SPSS statistical package.

4- Presenting, analyzing and discussing the results:

4.1 Presentation and analysis of results

4-1-1 Presentation and analysis of the pre- and post-tests of the control group in the skill of defensive movement of the two sides and defensive movement with high jumping against the barrier:

Table (4) shows the differences between the pre- and post-tests of the control group in the skill of defensive movement of the two sides and defensive movement with high jumping against the barrier.

Significance Level	Calculated t-value	Post-testing		Pre-test		Variables	t
		on	Going to	on	Going to		
Moral	3.27	0.926	7.000	0.641	5.875	Defensive action by both sides	1
Moral	2.77	0.937	5.863	0.533	3.933	Defensive move while jumping high against the barrier	2

The tabular value = (1,895) at the significance level of 0.05 and the degree of freedom of 7.

"Through the results obtained by the researcher for the research sample, we can see from the table above that the sample has improved its results between the pre-test and the post-test of the control group in the defensive movement skill of the two sides and the defensive movement with high jumping against the barrier wall, as it was less valuable in the pre-test for the performance of the defensive movement skill" for both sides. It was (5.875 scores), while the lowest value achieved by the control sample in the defensive movement skill with high jumping against the barrier was (3.933 degrees) and the highest value was in the pre-test for the performance of the defensive movement skill of both sides (7 scores). Defensive Move with High Jump Wall Barrier (5.863 degrees)

4.1.2 Presentation and analysis of the results of the pre- and post-tests of the experimental group for the skill of defensive movement of the two sides and the defensive movement with high jumping against the barrier :

Table (5) shows the differences between the results of the pre- and post-tests of the experimental group for the skill of defensive movement of the two sides and defensive movement with high jumping against the barrier.

The tabular value = (1,895) at the significance level of 0.05 and the degree of freedom

Significance Level	Calculate d t-value	Post-testing		Pre-test		Variables	t
		on	Going to	on	Going to		
Moral	5.29	0.978	9.020	0.847	7.875	Defensive action by both sides	1
Moral	4.49	0.984	7.763	0.741	5.732	Defensive move while jumping high against the barrier	

of 7.

"Through the results obtained by the researcher for the research sample, we can see from the above table that the sample has improved its results between the pre-test and the post-test of the experimental group in the skill of defensive movement of the two sides and the defensive movement with high jumping to the barrier wall", as the lowest value in the pre-test for the performance of the defensive movement skill of the two sides was (7.875). scores) while the experimental sample's lowest value in defensive movement skill with high jumping wall was (5.732 points) "The highest value in the pre-test was for the performance of the defensive movement skill of the two sides (9.020 scores)", while the highest value was in the pre-test in defensive movement with high jumping against the barrier (7.763 degrees)"

4.1.3 Presentation and analysis of the results of the post-test of the control and experimental groups for the skill of defensive movement of the two sides and the defensive movement with high jump against the barrier:

Table (7) shows the differences between the results of the post-test of the control and experimental groups for the skill of defensive movement of the two sides and defensive movement with high jumping to the barrier:

Significance	Calculated t-value	Experimental Group		Control Group		Variables	t
		on	Going to	on	Going to		
Moral	2.02	0.978	9.020	0.847	7.000	Defensive action by both sides	1
Moral	1.90	0.984	7.763	0.741	5.863	Defensive move while jumping high against the barrier	

The tabular value = (1,761) at the significance level of 0.05 and the degree of freedom of 14.

"Through the results obtained by the researcher for the research sample, we can see from the figure above that the experimental group sample had improved its results compared to the control group in the post-test and the defensive movement skill of the two sides, as it was the lowest value in the control group for the performance of the skill was (7 marks), while the lowest value achieved by the experimental sample was (9.020 marks). Defensive movement with high jumping against the barrier was the lowest value in the pre-test (5.863 degrees), while the highest value in the post-test was (7.763 degrees)."

4-2 Discuss the results of the defensive movement skill of both sides and defensive movement with high jumping against the barrier.

"Through the results that appeared in the above tables, it became clear that there are significant differences between the pre- and post-tests of the control and experimental groups, as well as between the two post-tests of the two groups and in favor of the experimental group", "The reason for the improvement of these variables is due to the planning approaches exercises applied by the researcher in the main section of the coach's training plan to the players." which had an effective effect on the positive changes that took place in the improvement", which contributed through the planning

approaches practiced by the experimental group gave a great opportunity "and a long period of time in practicing skills, especially new exercises that the players had not previously trained in (6: 1988: 105)", as he points out that "the level of athletic achievement rises rapidly during the use of new exercises to which the athlete is not accustomed and which bears special doses" The researcher believes that this method has a greater impact on learning than following stability and stability in one place because it will make the learner able to face "most of the variables of play because he has been exposed to such situations before during the educational units", that the learner is required to apply various forms to implement the skill in different situations. "Practice the performance of the skill in situations similar to or close to real play situations during the competition as much as possible" and interspersed with giving instructions and exercises directed to the performance and mastery of the skill, including explanation, presentation and feedback (7: 2011: 455).

The researcher explains the ability of the experimental group to practice defensive skills in the game of handball effectively, and effective during performance in defensive movement and the barrier wall due to their ability to choose the right positions, "correct movement, good coverage, ball control, control, and control" and prepare for competition through the ability to choose the appropriate decision from several available alternatives so that they could Providing a good level of performance during the game reflected positively on their decisions, understanding and understanding of the competition philosophy of defensive skills in handball."

"In summary, one of the goals of teachers and coaches is to get their students or players to a similar state of play as much as possible, and through the results of the experimental group, which used skills education through planning exercises, came closer to the goals of teachers and coaches than the control group , and thus achieved the goal of learning through planning exercises."The approach to play achieves the best performance in play."(8 : 1992 : 83). "This shows that the learner's attitude to the nature of the work will enable and help the learner to control the contents of the performance during play, and it is clear that many people who have a perception and feeling of 'what they will be doing in the play areas' will make it easier for them to play and to be able to make good decisions at the right time while playing."

4. Conclusions and Recommendations:

4.1 Conclusions:

- 1- "There is a positive impact in the educational curriculum in the style of planning approaches" in learning some basic handball skills for the Specialized Talent Center in Muthanna.
- 2- "The approach method of planning has increased the players' understanding of playing situations and planning knowledge".
- 3- "The method of planning approaches gives speed of learning and saving time".

2-"There was a positive development in the performance of the basic skills of the experimental and control groups", "The differences were preferable in favor of the experimental group compared to the control group in the post-tests".

5.2 Recommendations:

1. "Spreading the spirit of competition among the players by performing exercises similar to playing to create a competitive atmosphere to learn defensive skills"
2. "The need to conduct research to find new educational methods to develop defensive skills"
- 3-"Paying attention to using the method of schematic approaches in learning basic skills as they save time and effort".
4. "The necessity of conducting further research in the style of strategic approaches to offensive skills and other games.

5. "Adopting teaching methods that adopt the positive participation of the student in the education process".

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Appendix No. (1)

Planning Exercise Style

Vocabulary of the Educational Curriculum					
					Fourth, fifth and sixth week
Unit Time: 90 minutes			1 – 2 – 3 – 4 – 5 – 6		Educational Unit:
8				Number of Players :	
Players learn the sense and timing of the ball andthe positions of play by learning the skill of defensive movement				Educational Objective:	
Handball court – 5 handballs – 8 markers					Tools:
Rest between one workout	Workout Time	Exercise Explanation and Presentation	Exercises Used	Department Time	Module Sections
	5 D		Configure the tools , register attendance, and explain the purpose of the training module	25 BD	Introduction:
	10 BD		- Regular jogging – jogging with		General warm-up
	10 BD				Special Warm-Up

			moving the arms and legs - Stretching exercises - Ball warm-up exercises		
2 D	10 BD	2 D	Main Part Includes (4) Two marks are fixed with duct tape on a 6-meter line (A, B), the distance between them is 300 cm. The player stands on top of the A sign, and when given the start signal (visually), the player makes defensive lateral moves to reach the B sign five times, then touches the teammate to start again by means of lateral movements.	60 KD Exercise One	Main Section
2 D	8D	3D		Exercise II	
3D	13 KD	3D		Exercise Three	
2 D	10 BD	2D	Three indicators are placed on the 6 m area, the group stands on the 6 m area, the group starts to move laterally, touching the indicator, then moving laterally to the other indicator in the middle, then to the third indicator to reach the finish line from the 6 area, so that his colleague starts in the same way. The same exercise with the addition of three more indicators on the 9 m area so that the player's movement	Exercise IV	

			<p>becomes on 6 points distributed over the 6 m and 9 m area so that the movement is on the lines of these two areas</p> <p>The stadium is divided into two sections in the (6 m) area, three markers are placed on the 6 m area, each group stands on the 6 m area, the two groups start at the same time to move laterally to make a barrier, then move laterally to the other indicator in the middle, then to the third indicator to reach the finish line from the 6 area, so that his teammate starts in the same way.</p>		
			- Giving directions and clarifications to players with calming exercises	5 D	Concluding Section

Vocabulary of the Educational Curriculum						
					Week One , Two, and Third	
Unit Time: 90 minutes				1 – 2 – 3 – 4 – 5 – 6	Educational Unit:	
8					Number of Players :	
Players learned the sense and timing of the ball andthe positions of play by learning the skill of the blocking wall.					Educational Objective:	
Handball court – 5 handballs – 8 markers						Tools:
Rest between one	Workout Time	Practical Aspect	Description	Exercises Used	Department Time	Module Sections

workout			The exercise presentation			
	5 D 10D 10D			Configure the tools , register attendance, and explain the purpose of the training module - Regular jogging – jogging with moving the arms and legs - Stretching exercises - Ball warm-up exercises	25 BD	Introduction: General warm-up Special Warm-Up
2 D	10 BD	Emphasizing touching the ball when making the barrier and raising both feet	2 D	In the half of the field field, the field is divided into two groups in front of each group of hanging balls, and the distance between the starting line and the suspended ball is 5 meters, the player runs to make a barrier wall with the ball, then return to the colleague and touch it	60 KD Exercise One	Main Section
2 D	10 BD		3D		Exercise II	
3D	11 JD	The rise is fluid as you tilt from the torso area towards the ball	3D		Exercise Three Exercise IV	

2 D	10 BD		2D	<p>to start again .</p> <p>The same exercise as the previous one in front of each group of two suspended balls (A and B) starts to make a barrier wall with the ball (A) to move sideways to make a second block with the ball (B) and then return to the group to touch the colleague and repeat the exercise</p> <p>The stadium is divided into two sections in the (6 m) area, three markers are placed on the 6 m area, each group stands on the 6 m area, the two groups start at the same time to move laterally to make a barrier,</p>		
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				<p>then move laterally to the other indicator in the middle, then to the third indicator to reach the finish line from the 6 area, so that his teammate starts in the same way.</p> <p>The same exercise as before, but in front of each indicator a player shoots when the player reaches the indicator and the exchange takes place between the players</p>		
				- Giving directions and clarifications to players with calming exercises	5 D	Concluding Section