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The effectiveness of exercises using the accelerated learning method to learning the skills of receiving and preparing volleyball for female students

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Abstract

The study aimed to develop exercises using the accelerated learning method in learning the skills of receiving service and preparation with volleyball, to identify the effect of educational exercises using the rapid learning method in learning the skills of receiving service and preparation with volleyball; however, the research problem arose in attempting to address the following question. "What is the effect of exercises with the automatic learning method?" A rent Female pupils are taught how to receive and prepare volleyball. On a sample of (25) female students, the researcher conducted experimental activities. Twenty female students made up the basic sample, of whom ten were chosen to represent the control group and ten to represent the experimental group. After excluding five female students from the exploratory experience, the researcher carried out fieldwork, from skill identification and testing to post-tests. Once the researcher had collected the data, it was statistically analyzed.

Keywords: Preparing volleyball, learning method, skill quickly and accurately, educational activities

Introduction

Choosing the appropriate teaching method is the one that achieves part of the objectives of the educational process and directs it in the right direction that keeps pace with development, and the teaching methods are the ones that provide the appropriate atmosphere and freedom in choosing the appropriate educational environment to be able to achieve the educational and pedagogical goals. Among these methods is the rapid learning method that makes. The learner is able to learn the skill quickly and accurately.

Accelerated learning is one of the modern methods and methods that contribute to rapid learning by helping learners acquire skills, knowledge, attitudes, principles and values. This educational method gives an important role to the learner in effective participation in educational activities.

The game of volleyball is one of the sports activities prescribed within the curricula of physical education and sports sciences, and one of its traditional teaching methods is the prevailing style and revolves around the teacher who stands to present the educational material through explanation and presentation in front of large numbers of female students, which makes him not find enough interest in his individual performance. Due to the increase in the number of female students in one classroom, they are spread out in a large area far from the teacher, which makes following the explanation or seeing the model very difficult, and thus the discrepancy in individual differences between students appears.

As a result, the research is crucial to understanding how the accelerated learning method exercises help female students in the second stage of the College of Physical Education and Sports Sciences at the University of Kufa learn the skills necessary to receive service and prepare for volleyball.

Research problem

The researcher discovered that it was essential to use a teaching strategy that suited the level and aptitude of the female students, including the rapid learning method.

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Which would help to accelerate learning and reduce time and effort in order to overcome the weakness occurring in teaching the receiving service and preparation skills to the female students. This was based on the researcher's expertise and on-the-job training as a volleyball coach. The researcher opted to further explore this experience by producing these exercises because she thinks they can aid first-year female students at the College of Physical Education and Sports Sciences/University of Kufa in learning the abilities of receiving and preparing volleyball.

Research objective

1. Prepare exercises using the rapid learning method.
2. Examine how accelerated learning activities help female students master the techniques for receiving and preparing volleyball.

Research hypotheses

Using the accelerated learning approach to teach volleyball receiving and preparation abilities to female students has a beneficial impact.

Research Field

Human field: Female students of the second stage at the College of Physical Education and Sports Sciences - University of Kufa.

Time Field: For the period from 15/2/2023 to 20/4/2023

Spatial Field: The closed hall in the College of Physical Education and Sports Sciences - University of Kufa.

Research methodology and field procedures

Research methodology

To best fit it and the nature of the study topic, the researcher employed the experimental approach. In order to best meet the nature of the issue, she also selected an experimental design that consisted of two equal groups, experimental and control and two pre-and post-tests.

Community and sample of researchers

Students who identified as female made up (38) of the research population. Twenty students made up the basic sample, and ten of them were female. Ten of these students were placed in the control group, which used the subject teacher's technique, and ten were placed in the experimental group. Whichever learning strategy is used, it is implemented quickly.

Homogeneity of the research sample

Table 1 illustrates how the researcher employed acceptable statistical techniques for the aim of statistical treatments to check homogeneity after homogenizing the study sample by collecting variables (mass, Length, and age).

Table 1: The homogeneity of the scientific community is depicted

Variables	Unit of measurement	Mean	Median	Std. Deviation	Skew ness	Result
Length	Cm	169.2	167	1.879	0.392	Homogeneous
Mass	Kg	67.5	65	1.663	0.355	Homogeneous
Age	Year	18.8	19	0.722	0.223	Homogeneous

Means, tools and devices used in the research

Means of data collection

- Arab and foreign references and sources.
- Personal interviews.
- Questionnaire.
- Observation
- Testing and measurement.

Tools and devices used

- The volleyball court is legal.
- Legal volleyballs (8).
- Colored adhesive tape.
- Measuring tape.
- Electronic stopwatch.
- Camera.
- Discs (CD).

Field research techniques

Tests used in the research

Testing the skill of receiving service: Nahida Abdel Zaid, 2015, 95

- **The purpose of the test:** Is to evaluate the technical performance of the skill receiving the serve in volleyball.
- **Tools used:** A playground, three (3) legal volleyballs, and a previously prepared performance evaluation form.
- **Method of performance:** The student performs the skill of receiving the serve, from a standing position, for three consecutive attempts.
- **Registration:** Each laboratory student has three efforts, which are evaluated by three evaluators. They note that each attempt receives a final evaluation score of (10)

points, which is divided into the three skill portions as follows: (3) points for the preparation segment, (4) points for the main section, and (3) points for the main section. Grades for the last segment, following which the component with the best overall score is picked.

Volleyball preparation skill test

The purpose of the test is to measure the accuracy of numbers from above

- **Tools:** A basketball tower, a Swedish bench placed in front of the basketball tower and four meters away, a volleyball.
- **Performance specifications:** The experimenter stands in front of the Swedish bench and performs 30 passes on the basketball hoop, provided that the ball passes inside the hoop without touching it.
- **Registration:** 4 points for every correct pass in which the ball enters the ring without touching it.

3 points for every correct pass in which the ball enters after touching the ring.

One point for each correct pass in which the ball touches the board and enters the hoop

The exploratory experiment

A sample of five female students from the second-year female student community who did not take part in the main experiment took part in the exploratory experiment for the tests used on (Sunday), which corresponds to February 12, 2023, in the hall of the college of physical education and sports sciences.

The aim of the reconnaissance experiment is as follows:

1. Ensure the suitability and suitability of the stadium, used equipment, and research supplies.
2. Knowing the readiness of the research sample to perform the tests.
3. Knowing the time the test takes.
4. Identifying the intensity of the exercises used and the possibility of applying them to the research sample.

Field research procedures

Pre-test

The pre-tests for the research sample (experimental) were held on (Wednesday), which corresponds to February 15, 2023, in the college's closed stadium. There, the researcher set the conditions for the tests, which included receiving service skill tests and preparation skill tests. In order to assure their availability in the post-test, related to the tests in terms of time, location, tools utilized, and implementation methodology.

Preparing and implementing exercises using the accelerated learning method

Members of the research sample were given exercises designed for rapid learning. When it came to the participants in the control group, the subject teacher continued to use the standard exercises, and the researcher used the time between 16 February 2023 and 15 April 2023 to review a variety of scientific sources, gain insight from experts and specialists in the fields of motor learning and volleyball, as well as draw from his or her own experience.

When developing the exercises, the following principles

were taken into account

- Setting special goals
- That the educational units achieve an educational goal, exercises, and stages of rapid learning.
- Each of the educational unit's exercises should achieve the goal of the exercise according to the tools used.
- Diversity in exercises in terms of ease, difficulty, and conditions (individual - pair - group) and different spaces.
- Consider applying the skills learned in the previous unit in the next educational unit to consolidate them and link them to other or new skills.

Post-test

After completing the exercises utilizing the accelerated learning approach on Sunday, April 20, 2023, and following the same order as the pre-test, the researcher administered the post-tests for the study sample with the help of the assistant work team.

Statistical methods used

The researcher used the statistical package (SPSS) to analyze the research results, including:

- Mean.
- Median.
- Std. Deviation.
- Skew ness.

Presentation, analysis and discussion of the results

Presentation of the control group's pre-and post-test findings

Table 2: The arithmetic means, standard deviation, and (t) value obtained for the control group are displayed

Variables	Measurement Unit	Pre –test		Post –test		value (t) Calculated	Sig Level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Receiving service	Degree	5.417	1.932	7.114	1.417	5.022	0.006	Sig
Preparation skill test	Degree	32.128	1.412	36.255	1.311	3.661	0.012	Sig

Presentation of the findings for the experimental group's pre-and post-measurements

Table 3: Shows the arithmetic means, standard deviation, and (t) value calculated for the experimental group 0

Variables	Measurement Unit	Pre –test		Post –test		value (t) Calculated	Sig Level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Receiving service	Degree	5.811	1.334	8.422	1.018	8.116	0.000	Sig
Preparation skill test	Degree	31.8	1.662	38.72	1.044	12.053	0.000	Sig

Table 4: Shows the arithmetic means, standard deviation, and (t) value calculated for the post-tests for the experimental and control groups

Variables	Measurement Unit	Control		Experimental		Value (t) Calculated	Sig Level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Receiving service	Degree	7.114	1.417	8.422	1.018	3.022	0.016	Sig
Preparation skill test	Degree	36.255	1.311	38.72	1.044	4.112	0.011	Sig

4. Discussing the results

The outcomes of the tests for the volleyball skills tests (receiving the serve and preparation) for the control group were different from the pre- and post-tests, as shown in Table 2. The researcher believes that the reason for the presence of significant differences is repetition leads to consolidating the learner's motor program and expanding his perceptions and concepts in order to understand the skill and i. The researcher attributes the cause of this development to the exercises in a style prepared by the subject teacher in his educational units, as it caused learning skill receiving service and preparation for volleyball among female students. Ya'rab affirmed that

excessive repetition of any action reduces error and increases learning, as well as leads to faster retrieval of information. Therefore, when learning from memory, the student receives several opportunities. (Yarub Khayoun, 2002, 56) [4]. According to the measures shown in table (3) for the tests of receiving service and preparation abilities with volleyball, there were substantial changes between the pre- and post-tests and in favor of the post-tests for the experimental group. The researcher credits this to this transition into activities facilitated the acquisition and consolidation of the ability in a rapid learning method. By breaking it up, promoting learning, and accounting for individual learning preferences till the

process of mastering performance, as well as by enhancing the students' propensities, desires, and interests by encouraging their drive to seek out information. (Saad Zayer *et al.*, 2002) ^[5].

The development of the clear moral results is attributed to the fact that these results indicate that the exercises have affected the learning of skills (Receiving Service, Preparation) by directing the students and providing them with immediate feedback to organize the performance of the exercises through continuous practice of performing the skills inherent in skill knowledge at the same time. Time on the field. In addition, this type of learning emphasizes the process of cooperation between students while bearing responsibility "while performing the exercises in the unit, as learning within the exercises was more effective than through performance in the educational process" This is confirmed by (Mohamed Ibrahim Badra (2012) ^[3]. "One of the most important principles of accelerated learning is active participation by learners, as individuals learn more effectively when they truly participate in the educational process and take responsibility for their learning" (Mohamed Ibrahim, 2012, 68) ^[3].

5. Conclusions and Recommendations

5.1. Conclusions

1. The effectiveness of the researcher's rapid learning strategy has been shown by the female students in the experimental group's technical performance of the skills of receiving the serve and volleyball preparation.
2. The experimental group's improvement in skill performance was significantly enhanced by the researcher's accelerated learning assignments.
3. For the control group of female students, the technical performance of their capacities for receiving the serve and preparing for volleyball has improved.
4. Participants in the experimental group who used the accelerated learning approach to educate female students how to receive the serve and prepare ready for volleyball performed better than those in the control group in the post-tests.

5.2. Recommendations

1. Attempting to structure the study material's content in a way that would achieve the educational objectives established for other sporting events while also following the steps of the accelerated learning approach.
2. Use the accelerated learning approach to master the fundamental volleyball abilities.
3. Carrying out comparable investigations and studies to assess the effects of the accelerated learning approach on the acquisition of fundamental volleyball and other sports abilities.

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