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The effect of a suggestion educational curriculum using the micro-teaching method to teaching shooting by jumping and retention of basketball

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Abstract

The importance of the research was represented in preparing an educational curriculum using the micro-teaching method to learn and perform the skill of shooting by jumping with a basketball for members of the research sample, as well as identifying the effect of the micro-teaching method in teaching shooting by jumping to female students who are members of the research sample, and the extent to which the sample members retain the learned skill. As for the research problem, the researcher noticed that teaching the skills in the game above is done through the traditional method followed (imperative), in which the teacher makes a great effort in explaining and presenting. Also, learning the basic skills in basketball does not develop in a way that is commensurate with the rapid development of the game. While the objectives of the research were to prepare an educational curriculum using the micro-teaching method, to learn and perform the skill of jumping shooting with basketball for members of the research sample, as well as identifying the effect of the micro-teaching method in teaching jumping shooting for female students who are members of the research sample, and identifying the extent to which they retain the learned skill. The researcher used the experimental method by designing two equal groups with a pre-and post-test for its suitability and the nature of the problem. As for the most important conclusions, they were that the micro-teaching method led to the development of the skill of (shooting from jumping) in basketball among female students from the research sample, which led to reducing the effort expended in the process of correcting errors, providing feedback on the type of error, and understanding the parts of the skills learned, which It gives learners an opportunity to understand the subtleties of movement and master them. Thus, the researcher recommends the necessity of applying micro-teaching as one of the modern teaching methods in teaching basketball skills to female students, as well as using performance photography in physical education curricula and its various activities, which are dominated by the applied aspect of motor skills.

Keywords: Educational curriculum, micro-teaching method, basketball

1. Introduction

Educational methods are among the important factors in the skill learning process, which teachers and trainers rely on in their work plan, which is essentially one of the most important aspects of the educational process. In fact, each educational method has a certain impact on learning performance, especially learning skill performance, and the percentage of reliance depends on a specific method. It depends on the type of skill and educational situation to be learned, as the teaching method used is chosen on the basis of the educational situation, the skill and its specificity. Which undoubtedly works to help reduce time and effort and create diverse educational situations that take into account individual differences among learners, which is the best way to achieve the goals that workers seek. The teacher must choose the best methods that are appropriate to the learners' ages, numbers, motor and skill abilities, and their experience.

The micro-teaching method is one of the modern educational methods in the field of skill learning, which works to simplify educational situations and make them into a miniature form of the educational lesson, in terms of the time of the lesson and its educational content, with emphasis on the specific aspect to be learned (the intended skill) in skill learning and in the chosen game, which will contribute In achieving the educational opportunity to acquire them

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and acquire educational experiences in a fairly short period, it also aims at the same time to learn and develop technical skills (technique of skill performance), as well as directing and evaluating performance through discussion sessions during which the sample members watch their skill performance during learning and performance, which it makes it easier for the learner to understand and realize the details of the skill intended for learning.

Offensive skills in basketball are the only way to reach the opponent's goal, especially if we know that shooting is one of the most important effective offensive skills to achieve victory by shooting the largest number of goals in the opposing team's basket.

Hence, the researcher decided to work using the micro-teaching method in order to provide appropriate educational opportunities through the optimal investment of effort and time for the purpose of achieving good performance and conveying the correct form of skill performance to the members of the research sample using the latest educational methods on the one hand, and transferring information to the learner on the other hand, and all of that. The researcher made a serious attempt to work in order to bring the performance of the members of the research sample to a good level of performance or achievement by working with the educational method followed in the study (micro-teaching), as well as measuring the retention rate of the learned skill (the skill of shooting by jumping with a basketball) for the female students.

1.1 Research problem

Through the researcher's observation and observation of the physical education lesson for female students in the subject (basketball) and his communication with the subject's teachers, both male and female, in the field of the game itself, the researcher noticed that teaching the skills in the game above is done through the traditional method followed (prioristic), in which the teacher makes a great effort in explanation and presentation. Through skill presentation by the teacher himself or the assistance of one of the students who is good at performing skills (she may be a player), supervision and feedback to fix mistakes. The researcher also noted that learning basic basketball skills does not develop in a way that is commensurate with the rapid development of the game itself. This may be due to the lack of use of modern methods in skill learning or the number of members in one classroom, which increases the burden on the subject teacher in terms of opportunities for participation, follow-up and correction for every student.

The researcher also believes that the micro-teaching method is little used in the field of basketball. All of this prompted the researcher to apply this educational method and find out its effect in teaching basketball jumping shooting to female students who are members of the research sample.

1.2 Research objectives

- Preparing an educational curriculum using the micro-teaching method, to learn and perform the skill of shooting by jumping in basketball for members of the research sample.
- Identify the effect of the micro-teaching method in teaching jumping shooting to female students who are members of the research sample.

- Identify the extent to which members of the research sample retain the learned skill.

1.3 Research hypotheses

1. There are statistically significant differences between the results of the pre- and post-tests for the two research groups (control and experimental) in learning and performing the shot of jumping with a basketball for female students, in favor of the post-tests.
2. There are statistically significant differences between the results of the post-tests of the two research groups (control and experimental) in learning and performing the shot of jumping with a basketball for female students, in favor of the experimental group.
3. There is a difference in the retention rate of members of the control and experimental groups in the level of performance of the learned skill.

1.4 Research fields

1.4.1 Human field: First-year female students in the College of Physical Education and Sports Sciences / Al-Qadisiyah University for the academic year 2022-2023.

1.4.2 Time field: From 15-11-2022 to 1-2-2023.

1.4.3 Spatial field: The indoor sports hall in the College of Physical Education and Sports Sciences/Al-Qadisiyah University and the basketball courts in the college.

2. Research methodology and field procedures

2.1 Research Methodology

The researcher used the experimental method by designing two equal groups with a pre- and post-test for its suitability and the nature of the problem.

2.2 Community and sample research

The researcher has identified the population of his research, which are the female students of the first stage in the College of Physical Education and Sports Sciences / Al-Qadisiyah University for the academic year (2022-2023), and their number is (40) female students distributed in two divisions (A, B) when the research sample was chosen in the (intentional) manner, and they are They are the same, meaning that Division (A) represents the control group and Division (B) represents the experimental group. The experimental design is: Division (A) as a (control) group implements the traditional method followed by the subject teacher, and Division (B) as an (experimental) group applies the micro-teaching method using interactive video.

2.3 Homogeneity and equality of individuals in the research sample

2.3.1 Homogeneity

In order to reach a single and equal level of initiation for the members of the research sample and to avoid variables that may affect the results of the study in terms of individual differences that exist among the members of the research sample, homogeneity was conducted to isolate the members of one group in the variables (height, weight, age), and after that statistical treatments were carried out for these variables, This was done using the skewness coefficient, where the value of the skewness coefficient appeared to be limited to (± 1). This indicates the homogeneity of the sample members, as shown in Table (1).

Table 1: Shows the homogeneity of the individuals in the research sample

N	Variables	Measuring unit	Mean	Std. Deviation	Median	Skew ness
1.	Age	Month	186.909	3.13	187	0.958_
2.	Length	Cm	1.81	0.047	180	0.638
3.	Mass	Kg	61.272	5.741	61	0.61_

All values of the skewness coefficient were between (± 1), which indicates the homogeneity of the research sample members in the above variables.

2.3.2 Equivalence

Before starting the experimental procedures and field work, the two study groups must be equivalent so that the researcher can later attribute the differences to the independent (experimental) variable. Thus, the two groups must be

completely equivalent in all conditions and variables except for the experimental variable that affects the two groups (and thus this procedure was carried out using the statistical equivalence method, where the value of (t) calculated between the results of the two groups in the jumping shooting test (under study) appeared to be less than its tabular value, and this indicates the randomness of the differences, and thus the two study groups are equivalent, and Table (2) shows this:

Table 2: Shows the equality of individuals in the research sample

Variables	Measuring unit	Control group		Experimental group		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Shooting from the jump	Degree	3.98	0.63	4.47	0.86	1.95	Non sig

Tabular t value (2.032) at degree of freedom (34) and significance level (0.05)

2.4 Tools, methods and devices used in the research

2.4.1 Research tools and methods

- Arab and foreign sources.
- Tests.
- Performance evaluation form.
- Observation.
- Questionnaire.
- Interviews.
- Data dump form.
- A legal basketball court.

2.4.2 Equipment used in the research

- Sony video camera.
- Lenovo type computer.
- Sidi tablets.
- 12 basketballs.
- Medical scale.

2.5 Determine the skill (under study) used in the research and the appropriate test for it

In order to determine the skill (under study), the researcher prepared a special questionnaire that contains a number of offensive skills that are taught for the first stage in the College of Physical Education and Sports Sciences, and presented it to a group of experts and specialists to seek their opinions on identifying the most difficult skill in skill learning. After transcribing the data, the researcher accepted the nomination of the skill of shooting from jumping, which was nominated by most experts as it is one of the difficult skills to learn and which achieved a percentage of more than (80%) of the experts' opinions.

2.6 Determine the most appropriate test for the skill

After the studied skill was identified, the researcher prepared a special questionnaire to determine the most appropriate test to measure the performance of members of the research sample in that skill (under study). This form, which contains (3) tests for the skill, was presented to a group of experts and specialists (*) in. In the field of motor learning and the game of basketball, the number of whom was (5) experts. After emptying the questionnaires and processing them statistically

by extracting the percentages, the jumping shooting test was nominated (shooting by jumping from in front of the basket to the left of the free throw line). The researcher believes that the members of the research sample are beginners. In the game of basketball, therefore, the process of evaluating skill performance and the method of photographing the performance of the test that was determined for the learned skill itself during performance is extremely important to ensure the evaluation of their skill performance after the learning process:

2.6.1 Test specifications

Test shooting skill by jumping

- **Objective of the test:** To evaluate the level of technical performance (technique) of the skill of shooting from the jump.
- **Description of the performance:** The player aims the ball from the specified place and directly outside the free throw area, at the point of intersection of the free throw line with the circle, which is a specific point to the left and right of the basket, where these two points are marked with a mark drawn on the ground.
- **Registration:** The tester is given three attempts at each point, and his best attempt is counted.

2.7 Field research procedures

2.7.1 Exploratory experience

The researcher conducted an exploratory experiment that had two main goals. The first was for the purpose of training in conducting the skill test (shooting from jumping), while the second goal was to train in the process of conducting filming of the skill test (under study). This experiment was conducted on (10) female students from the community. The research took place in the closed sports hall in the college, at exactly ten o'clock in the morning on (Tuesday) corresponding to 17/11/2022, and the performance of the skill test used in the study was applied, as well as the location of the video cameras for the studied skill for the purpose of evaluating the skill performance later.

2.7.2 Scientific foundations of tests

In order to ensure correct measurement, the researcher must verify the scientific parameters of the test before conducting the main experiment, as the validity, stability and objectivity

of the test used in the study was found after conducting the exploratory experiment and before starting the pre-tests:

2.7.2.1 Validity: Validity is “that the test measures what we wanted it to measure and not something else besides it (Farida Kamel Abu Zeina, 1998, 64) ^[88] as the researcher relied on (the truthfulness of the content) by presenting the test specified in the research was administered to a group of experts and specialists to express their opinion about the validity and reliability of the test itself for the purpose for which it was developed. After collecting the questionnaire forms, the researcher found that there was a high percentage of agreement on the test specified for measuring jumping shooting. Thus, the aforementioned test achieved validity, or rather, it was being validity about what he set out for.

2.7.2.2 Reliability

The reliability of the test means “if a test is conducted on a sample and then this test is repeated on the same sample and under the same conditions, the results that appeared the first time are the same results the second time” (Mustafa Hussein Bahi, 1999, 55). For the purpose of ensuring the reliability of the test, the researcher By conducting the test nominated to measure jumping shooting in the research (under study) on the sample of the exploratory experiment consisting of (10) female students, by applying the test and re-applying it seven days after the first application, and then finding the correlation coefficient between them. The results showed that the results of the correlation between the first and second tests are characterized by high correlation coefficients, meaning that the test is characterized by a high degree of reliability.

2.7.2.3 Objectivity

Objectivity means “avoiding all personal, internal, or external factors that affect the results of the test. A test that is characterized by objectivity gives one result no matter how different the number of arbitrators is because it is composed of specific units or questions, and its answers are not disputed by anyone” (Marwan Abdel Majeed, 2002, 119) ^[10] Thus, the researcher verified the objectivity of the test by calculating the simple correlation coefficient (Pearson) between the results of two arbitrators, as the results of the correlation coefficient showed that there is a high correlation between the results of the arbitrators in the test itself, which confirms its objectivity, and Table (3) shows the coefficient of reliability and objectivity for the tests used.

Table 3: Shows reliability and objectivity coefficients

Test name	Reliability	Objectivity
Shooting by jumping in front of the basket to the left of the free throw line	85.0	94.0

Significant at significance level $< (0.05)$

2.7.3 Pre-test

For the purpose of completing the pre-test for the members of the research sample, an introductory unit was carried out in which the aforementioned skill was presented to the members of the sample. At the end of the introductory unit, the pre-test was conducted by photographing the sample's performance of the studied skill. Thus, the members of the research sample and the two groups (experimental and control) were photographed beforehand. On Monday, 23/11/2022, in the closed sports hall at the college, in the presence of the researcher and the model who presented the test format to the

members of the research sample and the assistant work team, the researcher fixed the conditions and method of conducting the test in order to achieve the same conditions when conducting the post-test, and then the aforementioned imaging was downloaded onto a CD and sent to the expert, which evaluates the skill performance of the learned skill

2.7.4 The main experiment

2.7.4.1 Educational program

The duration of implementation of the educational program took (3) weeks, with (2) educational units per week, divided into (6) units to learn the skill of shooting from jumping, where the researcher applied the micro-teaching method using interactive video as an educational aid to support the educational curriculum prepared by the subject teacher on Wednesday. Corresponding to (25/11/2022), which included a group of educational units for the experimental group, Appendix (2), and the time of one educational unit was (60) minutes.

2.7.4.2 How to implement the micro-teaching method using interactive video

The method was implemented through presentation and viewing, as the sample watches a video clip (interactive video) in the introductory part of the educational unit for (5) minutes before starting the warm-up process. It explains the method of technical performance of the skill to be learned by one of the players (the model) in order to be presented as a model. Move a photographer in front of the students, then move to the playground to warm up for (7) minutes, after which the students of the experimental group perform the skill intended for learning for (25) minutes (teaching), then move to the exhibition hall (where it was near the playground) for each student to watch her performance for (10) minutes.) Minutes and here the discussion begins between the members of the research sample through delayed feedback on the performance that was applied and identifying the strengths and weaknesses and then returning to the lesson on the field to repeat the performance, with a focus on correcting the technical errors in the skill performance and those diagnosed during the observation that appeared in the skill performance and after it. Replay of the educational lesson inside the arena.

2.7.4.3 Post-test

After completing the application of the educational curriculum on 14/12/2022, and after the end of applying the educational curriculum prepared by the researcher, the post-test for the skill under research was conducted (for members of the research sample) on (Wednesday), corresponding to 14/12/2022, in the same photographic method for the test. The researcher was keen to perform the post-test in the same place in which the pre-test was conducted and under the same conditions, in order to later compare the pre- and post-tests and find out the differences between the results of the two tests in order to achieve the research objectives and reach the desired results of the study.

2.8 Statistical methods

The data was processed using the SPSS statistical package.

3. Presentation, analysis and discussion of the results:

3.1 Displaying the results of the skill test (under study) and the results of the T-test for the two tests (pre-post) for the control group

Table 4: Shows the means, standard deviations, and t-value calculated for the skill (under study) between the tests (pre- and post-tests) for the control group

Variables	Measuring unit	Pre		Post-test		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Shooting from the jump	Degree	3.98	0.63	6.97	0.56	18.93	Sig

The tabular t value has a degree of freedom (17) and a significance level of 0.05 = 2.101)

3.2 Displaying the results of the skill test (under study) and the results of the T-test for the two tests (pre-post) for the experimental group

Table 5: Shows the arithmetic means, standard deviations, and t-value calculated for the skill (under study) in the tests (pre- and post-tests) for the experimental group

Variables	Measuring unit	Pre		Post-test		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Shooting from the jump	Degree	4.47	0.86	7.44	0.44	14.0	Sig

The tabular t value at a degree of freedom (17) and a significance level of 0.05 = (2.101)

3.3 Discussing the results of the two groups in the pre- and post-tests

Based on what was presented in Tables (4) and (5) above, where Table (4) shows. In the study variable (shooting from jumping), using the t-test for correlated samples between the results of the pre- and post-tests of the control group for the same skill, its calculated value reached (18.93) at a significance level of (0.05) and a degree of freedom (17), which is greater than the tabulated value of (2,101) and with a strange significance and in favor of the post-test.

Table (5) also shows. In the study variable (shooting from jumping), using a t-test for correlated samples between the results of the pre- and post-tests of the experimental group for the same skill, its calculated value reached (14.0) at a significance level of (0.05) and a degree of freedom (17), which is greater than the value The tabular value is (2.101) with significant significance and in favor of the post-test.

The researcher attributes these differences to the effectiveness of the educational curriculum and the clarity of its vocabulary and content among female students who are members of the research sample. The researcher also confirms that new learning arouses the interest of learners and that any method of using an educational method differs from the traditional lesson. All of this arouses interest and that the teaching method The miniature used with research subjects (the experimental group) worked to arouse the interest of the students and motivate them to make an effort and not feel bored through what was presented for the educational material and designing and dividing the skills through small steps and in an organized and sequential manner that helped to understand the nature of the skills, which led to learning them through the ability of this method to explain and communicate the details of the studied skill, thus, the ability of the members

of the research sample to respond correctly through performance, as it provided the students with a true picture of their level, and also provided them with the opportunity to control the performance of the learned skill through immediate and self-knowledge of errors and the ability to self-evaluate them, which reduces the percentage of errors in skill performance. This is what was confirmed by (Tariq Anwar, 1999, 33) in his study, “Microteaching using educational means contributes to improving the level of motor performance and makes the learner able to record his observations about the level of his motor performance, which helps him correct technical errors in performance and thus improves his technical performance.” The use of modern technologies in the field of education as an educational means in research as a variable for the experimental group (interactive video) when re-presenting and watching the student’s performance, which had a positive impact on the group members, it is a method that simulates the learner’s abilities by following a curriculum, style, and method of work that proceeds in organized steps through the use of the computer as a means of displaying some motor models in accordance with theories of learning and teaching for the purpose of achieving specific goals. (Samia Al-Hajrasi, 2004, p. 45) adds that the proper use of visual means Audio (video) helps improve, master, and consolidate motor skills through the use of visual-audio associations, which stimulates individual capabilities and works to ensure progress and development”.

3.4 Presenting the results of the post-tests for the two research groups (control and experimental) and discussing them

Table 6: Shows the value of (t) calculated between the (post) tests of the skill (under study) and for the control and experimental groups

Variables	Measuring unit	Control group		Experimental group		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Shooting from the jump	Degree	6.97	0.56	7.44	0.44	2.74	Sig

The tabular t value has a degree of freedom (34) and a significance level of (0.05 = 2.03)

Table (6) shows. In the study variable (shooting from jumping), using the t-test for independent samples between the results of the two post-tests for the control and experimental groups for the same skill, its calculated value reached (2.74) at a significance level of (0.05) and a degree of freedom (34), which is greater than the value The tabular value is (2.03) with a significant significance and in favor of the experimental group.

3.5 Discussing the results of the two groups in the post-tests

It is clear from what was presented in the table above of the results of the control and experimental groups in the post-tests of the skill (under study), that the test results for this skill were significant and in favor of the experimental group, and the researcher attributes the progress achieved in the performance of the skill (under study) and to the members of

the research sample (the experimental group) that it was Because of the great influence of the learning method used in the study, i.e. the (micro-teaching) method that the researcher used in his study as an independent variable for the study, this method undoubtedly contributed to developing the ability of the research sample members to understand the subtleties of skill performance by watching their skill performance and drawing a clear picture of the performance of those skills and the mistakes they made during the first performance, as it gave the research sample members the opportunity to watch the performance more than once about through a program to display these skills, which contains within it the full performance and pictures of the stages of performance.

The researcher believes that the difference between the performance of the two groups (control and experimental) during performance and learning is due to the presence of a continuous evaluation process by the subject teacher as well as by the female students within the research sample through feedback after the performance by watching the performance and correcting errors, which is one of the characteristics of this educational method. This method will inevitably have a positive role in learning the skill performance of novice female players and developing their performance, and this is what was confirmed by (Khalifa Abdel Samie, 1994, p.56) “In order for the concept of performance to be achieved in a practical manner and to achieve the desired benefits from it in the correct manner, we must follow up in a practical manner.” And objective so that it benefits the follow-up process the concept of real calendar.

The researcher also believes that the mini-teaching method provided the members of the research sample of beginning female students with the opportunity to learn to perform skills, organize and invest time when performing, follow the drawn-up steps, and use educational techniques in an

organized manner, especially the projector, as well as providing the opportunity to play. To identify aspects of shortcomings in performance, this is confirmed by (Al-Qala, 1999, 157) [7] “The reliance of micro-teaching on analyzing skills into partial skills and in a shorter period of time than the period it takes in full teaching can monitor the effect of feedback and reinforcement based on the player’s performance for this part or section.” From the skill also, through micro-teaching, the player can identify her deficiencies in technical aspects through the feedback and reinforcement she receives from the teacher and players during discussion and criticism, which gives her the opportunity to modify and develop her skill performance before performing the skill again. It also helps her in self-evaluation by watching the player perform herself on the display screen. The researcher also attributes the progress of the students of the experimental group over the students of the control group in the level of performance of the studied skill to the effectiveness of micro-teaching, which gave the students the opportunity to learn about the strengths and weaknesses of their artistic performance and to benefit from nutrition. Review and colleagues, and self-criticism, thus providing the student with the full opportunity to repeat the lesson and correct the technical errors she made and thus improve the level of her technical performance. This is consistent with what was indicated by (Fath al-Bab Abdel Halim, 1995, p.11), “that the information provided about the learner’s performance by the teacher may be insufficient to correct errors, but the information provided through educational means (video) related to photographing and representing the performance is “Objective and sufficient information to bring about the desired development in performance”.

Table 7: Shows the value of the arithmetic means for the post-tests and the retention percentage for the two groups

N	Group	Skill	Arithmetic mean	Relative retention
1.	Experimental	Shooting from the jump	7.44	7.39
2.	Control		6.97	5.59

From what was presented in Table (7), we see that members of the experimental group achieved a retention rate of (7.39) in the retention test for the jumping shooting skill (under study), and that members of the control group achieved a retention rate of (5.59). In the retention test for the same skill.

3.6 Discussing the results of the two groups in the retention test

The researcher attributes this difference in the retention rate for members of the control and experimental groups to the method used in the study (micro-teaching). This undoubtedly led to a difference in the retention rate in favor of the experimental group that worked with the micro-teaching method, which gave a clear picture of the members of the research sample (the experimental group). As well as feedback about the performance, all of which contributed to understanding the subtleties of the movement and its parts, and repeating the performance to the learner contributed significantly to drawing a picture of the performance in the learner’s memory, the results of which appeared clearly during the test performance and retention after a period of performing the post-tests for members of the research sample.

Conclusions and recommendations

Conclusions: The micro-teaching method using interactive

video led to the development of the skill of (shooting from jumping) in basketball among female students who are members of the research sample.

1. The use of this method has contributed significantly to reducing the effort expended in the process of correcting errors and providing feedback on the type of error.
2. Learning using micro-teaching contributes to understanding the parts of the learned skills, which gives learners an opportunity to understand the subtleties of movement and master them.

Recommendations

1. The necessity of applying micro-teaching as one of the modern teaching methods in teaching basketball skills to female students.
2. Using performance photography in physical education curricula and its various activities, which are dominated by the applied aspect of motor skills.
3. Emphasizing the use of a visual display device (data show) when displaying skills during the skill learning process in basketball, especially for beginners.
4. The necessity of holding seminars and lectures for basketball coaches and teachers on the importance of computer software and various educational methods as contemporary educational tools that can help coaches and

teachers be creative in skill education in particular.

- The need to conduct research and other studies using other educational methods in teaching other skills in basketball as well as other games.

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Appendix

A model of an educational unit according to the micro-teaching method

Learning goal: Teaching the skill of shooting from jumping.

Stage: First.

Unit time: 60 minutes.

Number of female students (18).

Educational goal: Developing the spirit of cooperation among female students.

N	Sections of the educational unit	Time	Content of the educational unit	Notes
1.	Preparatory section	10 minute		
	A. Introduction B. Preparatory exercises	5 minute 5 minute	After taking the absence, each student stands in front of his computer. The student clicks on the educational video icon and opens it, which includes within it a video clip of the stages of technical performance of the studied skill. Performing physical exercises for female students according to the teacher’s plan and the usual method.	Emphasis on attendance and organized standing. Pay attention to the existing interactive video model While sitting in front of the calculator Emphasis on performing physical exercises correctly.
2.	Main section	40 minute		
	Educational activity Applied activity	10 minute 30 minute	Explaining the skill of shooting by jumping and observing the arm movement by the player performing the skill, in addition to fellow players watching the player’s performance and then presenting observations, questions and answers by the players and the teacher, then giving feedback on the skill. The students perform the skill to be learned for (10 minutes) while photographing each student’s performance Moving to the showroom (it was near the closed hall) for each student to watch her performance for (5 minutes) Returning to performance, focusing on correcting technical errors using the feedback that appeared in the performance of the skills (re-teaching) (5 minutes)	Ensuring that the performance is portrayed correctly. For the required part. Ensure that the performing student is seen. For photography. Focus on the feet, arms, and torso position while applying the skill Emphasis on correcting errors through Repeat the performance again.
3.	Concluding section	10 minute	Calming and relaxation exercises to restore functional systems to their normal state	