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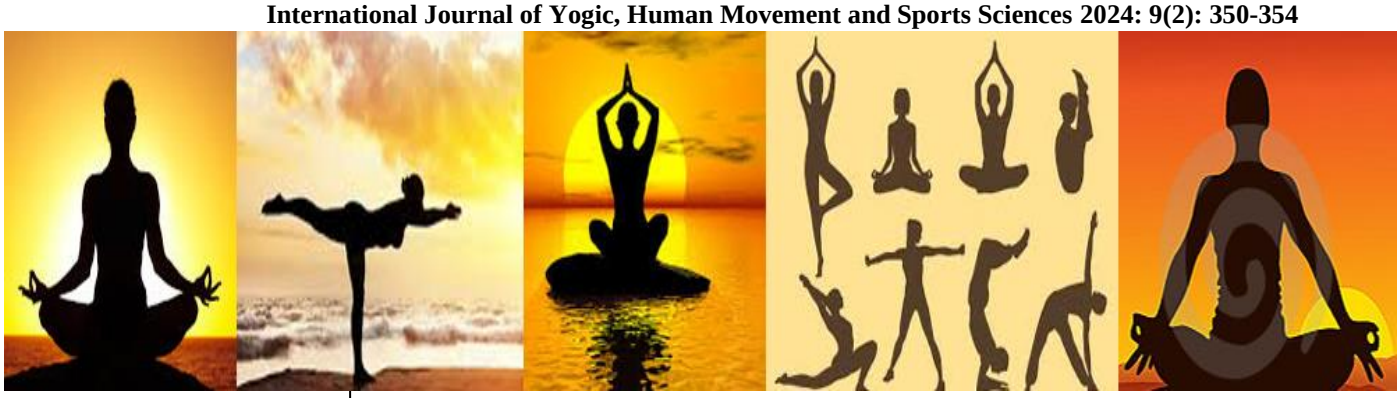

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# The effect of the systematic entrance strategy on learning some scouting skills for the guides

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**Abstract**
The purpose of this paper is to identify the effect of the strategy of systematic entrance in learning some scouting skills for the guides, and preparing developmental educational units in accordance with the strategy of systematic entrance in learning some scouting skills for the guides. The researcher used the experimental curriculum by designing the two groups equal to being the most appropriate and closest to solving the research problem and achieving its goals. The segment of the seminars is the guides of the second stage in the Al -Taleea High School for Girls/ Najaf Governorate, which numbered (78) students, distributed among (3) people, and the basic sample was covered on (48) scouting guides who were chosen in the random way (lottery), and (24) was chosen, and (24) was chosen. A guide from the Division (B) of the Group of the Group, and (24) counseling from the (C) Division of the Experimental Community, in which the system of systems is applied, and (4) students were used to conduct the practical experience of the seat from the research of the research. One of the most important results reached by the researcher is that: The use of the systematic approach strategy has a positive effect in treating the weakness and difficulty of skill learning among guides, the experimental group that used the systematic approach strategy outperformed the control group that used the method followed in developing scouting skills among the research sample , and the members of the experimental group that used the systematic approach strategy in learning scouting skills for guides outperformed the control group in the dimensional measurements. One of the most important recommendations recommended by the researchers is that: The necessity of using the systematic approach strategy during education to meet the ideals of guides and achieve excitement and suspense, in addition to its proven positive in the educational process, the necessity of using modern learning strategies and systems in order to achieve the best results and getting rid of strategies that focus on the leader only and do not provide excitement, suspense and motivation for the guides to express their opinions.

**Keywords:** Systematic entrance strategy, scouting skills, guides

## Introduction
Living in the arms of nature was and still is one of the desires of man and his aspirations. Nature gives a person the broad horizon, comfort and reassurance, and we all know that the scouting movement achieves all of this and the scouting movement has become a global movement, because it is an educational, educational and non -political institution that cares about the boy or the girl from an early age and even the stage Advanced age, and the activities of this movement are the camps and scouting gatherings in which large numbers of individuals meet with the love of scouting, self -denial without discrimination in religion, color, or sex, and through these camps the spirit of love and tolerance is instilled and learned of lofty principles and good morals, through Implementing the promise and law, and therefore most people are keen on the scout movement in their countries, as they are concerned with the capabilities of mental, spiritual, social, health and physical boys

Scouting programs and brutal camps for the development of the employees of this movement in all its stages, including the guides and that identifying the level of guides in a number of scouting skills in the scouting field is one of the most important goals of these programs.

And that the educated counselor in order to be able to face the difficulties during the educational process and find alternative solutions, as it is considered an essential element in preparing the scouting curricula and also helps to create physically, mentally and psychologically because the educated counselor must have knowledge in the beginning and

then the practice that the practice indicates the amount of knowledge that you gained The educated counselor, which in turn, enables her to be able to analyze, explain, conclude and link in order to take the appropriate decision to solve the situation in a scouting manner, and that the use of the system of systematic entrance in the process of learning the scouting skills of the guides, as it is one of the modern strategies that link the previous learning with the current learning to reach the best performance that can reach To him the educated counselor to avoid the lack of mistakes, leading to correct scouting paths for skill in order to be part of their educational curricula for the purpose of reaching the best learning in theory and practical.

Likewise, the system of systematic entrance is a group of elements or components, which are related to each other and cohesion through relations and reciprocal ties, which give it strength, meaning and significance. Meaning and significance, and therefore the system consists of components and logical relationships that give these components a system that has meaning and significance.

Therefore, the systematic entrance is a teaching strategy that is one of the most important strategies emanating from the structural theory, and the regulations, and the tight planning in which it follows the logical and interconnected logical steps in which concepts or topics are dealt with through an integrated system in which all the relations between any concept or subject, and other ones are clear Other concepts or topics, which makes the educated counselor able to link the previous experiences or topics, with the new expertise or topics that will achieve an increase in understanding and concentration.

And the focus on memorization and indoctrination in the educational position without linking what the educated counselor learns with and with the knowledge and without linking the aspects of knowledge itself and without linking also between what is given to him from the knowledge and the society in which he lives, which leads to forgetting information shortly after, as It leads to the lack of awareness of the nature of the nature of science at the present time, and the lack of awareness of the relationship between science and technology and not also realizing the nature of the integrated relationship between science and society and its inability to scientific and social adaptation.

Accordingly, the importance of research lies in finding new methods and strategies that take into account the individual differences between the members of the scout teams in these scouting skills in a codified scientific way, and this strategy is objective that gives those interested in the movement the true level of these scouts as well as adjusting the curricula if it requires.

This strategy represents the individual's ability to think of using what he learned and gained from previous experiences, acquaintances and skills, in order to use it in a new document that he did not go through in advance, and this response is direct The lack of real and effective interdependence between it, or the presence of a malfunction or a defect with its components.

**Research problem**

The system of systematic entrance is one of the important strategies that work on two main aspects that the guides deal with, namely theoretical and practical aspect of improving the learning process and gave better results by linking the previous information to the new information learned so during the experience of the researcher in the scout movement and in teaching and participants in the camps I noticed here The researcher is that traditional teaching methods are no longer able to play its role in communicating the scientific material in a way that leads to its achievement and its advancement, and based on the foregoing it makes the need existing to discuss this problem and the emergence of strategies, methods and methods of education that deserves experimentation in this field, so the researcher decided to employ the system It may contribute to addressing this problem from raising the following question:- What is the effect of the use of the systematic entrance in learning the scouting skills of the guides.

**Research objective**

- Identify the effect of the strategy of systematic entrance in learning some scouting skills for the guides.
- Preparing developmental educational units in accordance with the strategy of systematic entrance in learning some scouting skills for the guides.

**Research hypotheses**

- There is a clear impact of using the systematic entrance strategy on learning some scouting skills for the guides

**Research fields**

- Human field: Guides at Al -Taleea School for Girls
- Time field: (10/9/2024) to (3/11/2024)
- Spatial field: Al -Taleea Secondary Square for Girls

**Determination of terms**

**Systematic entrance**: "It knows because it is the organization of concepts an integrated system in which all relations between these and other concepts are clear, which makes the learner able to link between remedy the relations between previous and new concepts."(Pope, Salem. 2008) [1].

**Scouting skills:** "It is an authentic art of scouting arts, which gives it a distinctive and special character through the camps and what the scouts do on their various realities from the various realities that emerge from their talents, hobbies and the extent of their mastery of the different scouting life and is represented by leadership, tracking the effect, reading the compass, knowing directions, deciphering symbols and signs And the use of mousse and estimated distances "(storeimages/4761)

**Girl Guides:** "This stage is considered a stage of the scout movement and comes after the phase of flowers and includes girls between the ages of (12-15) years. (Nancy Scott translation Rashid Shukair. 2004) [2]

**Research methodology and field procedures:**

**Research Methodology**

The researcher used the experimental curriculum by designing the two groups equal to being the most appropriate and closest to solving the research problem and achieving its goals

**Community and sample research**

The segment of the seminars is the guides of the second stage in the Al -Taleea High School for Girls/ Najaf Governorate, which numbered (78) students, distributed among (3) people, and the basic sample was covered on (48) scouting guides who were chosen in the random way (lottery), and (24) was chosen, and (24) was chosen. A guide from the Division (B) of the Group of the Group, and (24) counseling from the (C)

Division of the Experimental Community, in which the system of systems is applied, and (4) students were used to conduct the practical experience of the seat from the research of the research.

**Search sample homogence**

In order to control the research variables that affect the accuracy of the results, identify the validity of the sample, and distribute the values of their variables, the researcher used some statistical means (arithmetic medium, standard deviation, twisting factories) to verify the homogeneity of the research sample in the mentioned variables, namely (length, mass and age) and as It is shown in the table

| Variables | Measuring unit | Mean | Std. Deviations | Median | Skewness |
|---|---|---|---|---|---|
| Length | Cm | 155.78 | 155 | 1.873 | 0.391 |
| Mass | Kg | 56.813 | 58.5 | 1.453 | 0.301 |
| Age | Year | 14.4 | 14 | 0.312 | 0.243 |

**Data collection methods**

To achieve research goals and obtain accurate and correct results, the researcher used the following means:

1. Arab and foreign references and sources.
2. Note.
3. Tests and measurement.

**Used devices and tools**

1. Video camera
2. Data Show.
3. CD tablets
4. The Life Quality Scale form for students
5. Time hour (2).
6. Devices to measure length and weight
7. Chairs and seats.
8. Cord
9. Wooden pegs
10. Records and pens.

**Field procedures for research**

**Description of tests**

**First / Test of the square node**

- **Square knot:** "Used in connecting two dry ropes in one or different thickness of the thickness of a slight difference" (Ghassan Muhammad Sadiq and Afaf Abd Allah, Alkatab. 1988) [3]
- **Test objectives:** Measure the performance level of the knot.
- **Tools:** An electronic watch, a rope length meter.
- How to perform: We stop the laboratories (guides) at the starting lines, which is (3) meters away from the rope, and when the whistle is instructed, the tester (the guide) starts making the knot.
- **Class registration:** The degree is calculated according to the level measuring law for the laboratories.
- **Measurement unit:** Minute/ s
- Time measuring time is calculated when starting the instrument and until finishing and returning to the starting point.
- **Skill performance evaluation:** The axes are given performance evaluation and then collecting themes.
- **Final evaluation product:** The result is divided from the total final evaluation of performance on the time taken.

**Second / Test the diamond -scouting node.**

- The diamond: used to connect two columns together, the two columns are not perpendicular to each other. " (www.uomustansiriyah.edu.iq)
- **Test display:** The work of the exanimated-scouting node is optimized
- **Tools used:** Ropes with (24), wooden pegs number (24).
- **Performance description:** The first experimental group stands on a straight line and in the hands of each guide for the cords of the work is the specific node required of it, and upon hearing the start signal by the leader works the scouting node, where the work of the guide is performed for the skill required of it and resides by the leader, and after the end of the first experimental, it begins The second experimental group by testing is the same as the first experimental group performance.
- **Registration:** Calculate the degree of (1-10) degrees on the time and accuracy of the work of the specific scouting node individually for each group.

**Third / Test of the scout ladder node**

- **The ladder tie:** "It is used to make a ladder of ropes and sticks for climbing, and it is made quickly and easy to solve." (www.uomustansiriyah.edu.iq)
- **Test display:** The work of the scout ladder is optimized
- **Tools used:** Fantasy (24), wooden pegs number (24).
- **Performance description:** The first experimental group stands on the leadership line that works straight and in the hands of each student of the cords of the work is the tie required of him, and upon hearing the starting sign by the leader by making the scout ladder tie, where the work of the skillful skill leads to the skill required of it and resides by the leader, and after the group ends The first experimental work is the second experimental group begins to test in the same way as performing the first experimental group.
- **Registration:** Calculate the degree of (1-10) degrees on the time and accuracy of the work of the ladder separately for each group.

**Exploration experience**

The goal of conducting the exploratory experience is to inform the researcher of the ability and validity of what helps her in the experience of the tools, teams, tests and educational units, which is an important process recommended by specialists in scientific research, as it is an initial experimental study carried out by the researcher on a small sample before he research's him with the aim of choosing research methods and tools. As this experiment was made at ninth in the morning of Wednesday, 11/9/2024, on a sample of second - grade students, an intermediate in Al -Taleea High School for Girls, who numbered (4) students from the research community.

**Pre-measurements**

The measurements were conducted for the (experimental) research samples on (Thursday) on 12/9/2024 in the school yard, where the research tests were carried out, which was represented by (the tested knot test, the scouting dirham, and the scout ladder tie).

**Main experience**

The goal of the study is to know the impact of the system of systematic entrance on learning some scouting skills for the guides, as the educational units included (6) units, where the duration of each unit was (35) minutes. The time was distributed to the educational units in a scientific way, and the

units were prepared according to the model for the searches for. The educational units have been implemented on the research sample as of 15/9/2024 until 30/10/2024, at a unit rate per week, where the educated system of the educated system helps to build their concepts in a formal format according to six consecutive basic stages:

**First stage: the stage of identifying the previous information**
After identifying what the learner possesses previous acquaintances in his cognitive structure on the subject of skills, the starting point in systematic thought, as it gives an idea of the learner's vision of the world around him and how to explain his events and behavior

**Second stage: the participation stage (Merger)**
At this stage, the leader examines the guides to search for new information and concepts, using similar ideas in memory, by noticing the manifestations of the situation and using scouting skills, exciting guides, tightening their attention and stirring their motivation for their participation in thinking about the topic raised in scouting skills, and the leader directs the guides to determine where they determine Educational tasks, and setting links between previous and current educational experiences. As well as defining the basic activities related to the topic.

**Third stage: exploration stage**
The students at this stage interact with one of the new experiences or information by carrying out activities to answer their questions, and in the meantime they may discover things, ideas or relationships that were not known before, and these activities help students find a state of deep treatment For information and concepts, understanding, understanding and digesting new knowledge, by extracting more than one relationship that links their previous concepts and new educated concepts.

**Fourth stage: the stage of explanation and clarification (provision of concept)**
The learners at this stage reach the concept or principle associated with the new experiences that have been reached in the previous stage and offer the solutions they reached, as well as the methods that they used to reach these solutions, and at this stage learners write many communication skills, as each learner explains the knowledge that It was reached, the questions that were of interest and the assumptions he looked at.

**Fifth stage: the stage of expansion and mastery**
At this stage, the leader goes to the guides to a set of appropriate activities, which help them to expand other meanings. In other words, this stage helps the guides to identify their ability to use new knowledge in different situations of life, that is, testing the ability of learners to apply the knowledge that has been studied in different situations, i.e. testing the learner's ability to remember information, recover, understand, apply, and analyze, And realizing the relationships that link them, then conclude, composition and evaluate them, as well as help them to think flexible, more authentic thinking and systemic thinking.

**Sixth stage: the evaluation stage**
The evaluation is done during the whole educational process, which enables the leader to know the extent of the experiences of the educated (the guide), and to determine the shortcomings to avoid them, and the evaluation may be a starting point to enrich the learning of guides, and the leader also helps in preparing activities and skills and may be an indication of inevitability development "Looking at the evaluation as an ongoing process makes the organizational model a circular system, and the learning process is openly open as it leads to answers and answers to new questions and so on" and (Muhammad Hassan Muhammad Hamadat. 2009) [4].

**Post-measurements**
The researcher, with the assistance of the assistant team, conducted the dimensional measurements of the seashell after the completion of the application of various exercises according to the mental perception, and that was on Thursday (31/10/2024) and with the same series of grape measurements.

**Statistical methods**: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

## Results and discussion

### Results

**Presentation, and discuss the results of the study in the variables of the control group**

**Table 2:** Shows the results of the control group

| Variables | Pre-test | | Post-test | | T value calculated | Level Sig | Type Sig |
|---|---|---|---|---|---|---|---|
| | Arithmetic mean | Standard deviation | Arithmetic mean | Standard deviation | | | |
| Square node | 8.86 | 1.324 | 10.25 | 1.202 | 5.721 | 0.001 | Sig |
| Diamond node | 3.92 | 0.886 | 5.21 | 0.932 | 3.322 | 0.007 | Sig |
| Ladder node | 3.82 | 1.223 | 5.13 | 0.945 | 3.022 | 0.006 | Sig |

**Presentation and discussion of the study results in the variables studied for the experimental group**

**Table 3:** Shows the test results for the experimental group

| Variables | Pre-test | | Post-test | | T value calculated | Level Sig | Type Sig |
|---|---|---|---|---|---|---|---|
| | Arithmetic mean | Standard deviation | Arithmetic mean | Standard deviation | | | |
| Square node | 8.12 | 1.122 | 13.24 | 0.922 | 4.045 | 0.000 | Sig |
| Diamond node | 3.12 | 0.991 | 7.25 | 0.974 | 6.114 | 0.000 | Sig |
| Ladder node | 3.25 | 1.029 | 7.11 | 0.993 | 6.811 | 0.000 | Sig |

**Presentation and discussion of the results of the post-tests on the studied variables for the control and experimental groups**

**Table 4:** Shows the results of the skill tests for the control and experimental groups in the post-tests.

| Variables | Control (Post\|) | | Experimental (Post\|) | | T value calculated | Level Sig | Type Sig |
|---|---|---|---|---|---|---|---|
| | Arithmetic mean | Standard deviation | Arithmetic mean | Standard deviation | | | |
| Square node | 10.25 | 1.202 | 13.24 | 0.922 | 3.831 | 0.003 | Sig |
| Diamond node | 5.21 | 0.932 | 7.25 | 0.974 | 3.449 | 0.002 | Sig |
| Ladder node | 5.13 | 0.945 | 7.11 | 0.993 | 4.071 | 0.000 | Sig |

## Discussion

By observing the tables (2-3), it is clear that the experimental and control groups have achieved development in terms of the level of the guides in learning the scouting skills under study because learning any skill is done in any way used, but the learning rates remain different depending on the method and its efficiency in conveying information to the guides. Therefore, we find that the control group achieved a percentage of learning as a result of the method used by the leader, which is the imperative method, as well as the experimental group. The main goal of each educational unit is to teach the activities that the guides are required to learn. The researcher attributes the significant differences in the scouting tests for the guides in the control group to the curriculum vocabulary used by the leader, as the curriculum used was planned and studied according to correct scientific foundations, which led to achieving the performance effectiveness of the learners. In this way, the researcher agrees with what was indicated by "Putting the student in educational situations or atmospheres and providing an effective environment stimulates him to achieve the best performance, and this comes through helping him to obtain information, skills and experiences in a scientific, studied and correctly planned manner." (Muhammad Hassan Amayra. 2002) [5].

The results presented in Table (3) for the test of the scouting skills of the guides showed significant differences between the pre- and post-measurements in favor of the post-measurement for the experimental group. The researcher attributes this to the use of the systematic approach strategy, which played a major role in developing the performance level of the experimental group, as the systematic approach, as a way of thinking and organizing the content, clarifies all the relationships between the parts of the skill that is the subject of learning and the interactions between its elements, which gives a comprehensive and integrated vision of the subject of learning. The use of the systematic approach strategy, with its modernity and the cognitive questions and various exercises it contains, contributed to increasing information about scouting skills, which aroused the interest of the learners and helped them understand the skill better and increase their attention and intelligence. The systematic approach in education is also more compatible with the nature of learning skills, which makes it closer to the minds of the guides and attracts their attention, and stimulates their motivation. Presenting the educational material according to the systematic approach strategy in a sequential and interconnected manner clarifies the relationships between what has been studied previously, what is currently being studied, and what will be studied later. Dividing the content also enhances the learners' ability to organize, assimilate, and integrate the educational material into their cognitive structure. In addition, the learners in the experimental group are the focus of the educational process, as they are required to pay attention, follow up, and infer relationships between skill concepts and explore them with the help of the leader, as well as think to find solutions to what is presented to them.

The learner does not need a traditional leader who can transfer information and ideas in a ready-made form, but rather needs teaching methods that allow her the opportunity to discover scientific knowledge herself. She needs to learn through work and experience, because the learner's true success is achieved through combining the practice of activity and knowledge. (Muhammad Abd al-Rahman. 1996) [6].

(Ibrahim) Believes that "the level of students' performance depends on the ability of the sports teacher to explain the skill well, and the continuous performance of the skill and its repetition and modification to the integration of the small parts that make up the skill and their interconnection as a whole contributes to improving the level of performance." (Mufti Ibrahim Hammad. 2002) [7].

## Conclusions and Recommendations

### Conclusions

- The use of the systematic approach strategy has a positive effect in treating the weakness and difficulty of skill learning among guides.
- The experimental group that used the systematic approach strategy outperformed the control group that used the method followed in developing scouting skills among the research sample.
- The members of the experimental group that used the systematic approach strategy in learning scouting skills for guides outperformed the control group in the dimensional measurements.

### Recommendations

- The necessity of using the systematic approach strategy during education to meet the ideals of guides and achieve excitement and suspense, in addition to its proven positive in the educational process.
- The necessity of using modern learning strategies and systems in order to achieve the best results And getting rid of strategies that focus on the leader only and do not provide excitement, suspense and motivation for the guides to express their opinions.
- Conducting similar studies using the systematic approach strategy on different categories and samples and other games.

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