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The Effect of Using Stylistic (Command and Training) on the Education Swimming Backstroke Skills (Applied Study on Age Schools)

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Abstract

The study aimed at finding out the effect of the use of teaching and training strategies in acquiring the skill of the back swimming among the students of the age schools and the knowledge of the most effective strategy in the teaching process. The researchers used the experimental approach in designing the two experimental groups. The study sample consisted of 40 students from the age- 2018/2019, were divided into two equal groups of 20 students for the group in which the Command strategy was used in education and 20 students for the group in which the strategy was used. And the results showed that both strategies have a positive effect on the skill of swimming back, and that there are significant differences between the two experimental groups in the acquisition of the back swimming skill and in favor of the training strategy. The researchers recommend the use of the training strategy in teaching students to swim skills in general and skill Particularly backgammon.

Keywords:

Teaching, Training Strategy, Command Strategy, Back Swimming.

Introduction

Mathematical education strategies are an important component of the curriculum and are important for the mutual impact of each other's curriculum components, as each topic has ways to address its goals. Teaching is defined as a systematic and purposeful process that effectively achieves goals through a series of guided activities on which the teacher is based and the student's learning process is generated, and through which instruction becomes

effective in achieving kinesthetic duty, which is the goal of teaching mathematical motor skills (Phillips, 2008).

The teacher can also choose the best way to reach the goal he has set, because the importance of the method is to use the content of the material to be taught so that students can reach the goal, and that a good strategy takes into account the individual student's abilities and preferences, fits with their behaviors, and interacts positively with them. It paves the way for the goal to use their motivation for serious action (Rubaie, 2009).

The teaching process is critical in the learning process in various fields, both theoretical and practical, referring to "what happens to students by conveying, understanding, clarifying, teaching, and earning information, experience, and skills from the teacher to the student in any strategy or method". Multiple teaching methods are particularly important in the learning and learning process, especially in the early stages of the learning process and in line with the requirements of the learning process and the abilities of different learners (Rubaie and Ameen, 2011).

In response to the current call by educators for the need to introduce the subject in different pedagogical ways that emphasize interaction between learners on the one hand and the teacher and student on the other, and the student has a positive role in this process, so practicing sports activities in different pedagogical ways helps students gain some of the same Physical qualities and improved functionality of their organic devices, giving their practitioners the joy, energy and pleasure to build a better future for the athlete. (Alkhaiat, 2009).

And(Mosston & Ashworth,2002)According to the Eldiri Study (2013), teaching is a series of decision-making and there is a disparity between the educational stages of learning individual and group skill, whether pre-lesson, during lesson, or post-lesson More than one teaching strategy can be used in a lesson, as success depends on several factors, including material to be learned, teacher and student personalities, and different learning situations.

emphasizes that teaching strategies are the conclusions of the learning process in terms of input identification, output control, and enhancement of immediate feedback by timely error correction, increase student-teacher role-sharing, and enhance student-teacher confidence and that the role of a training and reciprocal teaching strategy is oneUsing new and effective means for students, the role of the modules has also been instrumental in improving the skill performance of students by simplifying the educational program, giving the learner full freedom and increasing the interrelationship between the student and the teacher(Mary, 2010).

defines the strategy as the teacher's communication with students, and it is the successful teacher who uses more than one strategy in the educational process, taking into account individual differences between students, moving away from an evantive strategy and giving instructions(Abd alKarim, 2005).

Rubaie and Ameen (2011) know her strategy for effectively using teaching to differentiate her from other teachers and that the teaching strategy is primarily teacher-based and personal features and is part of the teaching method.

Homs (2001) knows her the form she implements through the module through which the teacher invitates and invitates for the best learningThere are many strategies that can be used to teach and teach motor skills for different sports. The strategies are both printable and training, and are one of the most important strategies that help the learner understand and understand motor skill, recognize and overcome difficulty (Abd alHakim, 2008)

Training teaching strategy

Direct strategies that allow a student to share a teacher in decision-making in the learning process are such that there are pre-lesson, lesson, and post-lesson decisions related to the teacher's planning and assessment process, and decisions related to the implementation of the lesson are left by the teacher to select (Application locations, timing of performance, clothing, teacher questions(Mosston & Ashworth,2002).

Rubaie and Ameen (2011) noted that they are among the best appropriate instructional strategies for mathematical literacy lessons because they illustrate each student's movement, provide enough time for the exercise of the mathematical activity, and provide sufficient time for the teacher to give feedback so that pre-lesson and post-lesson decisions are left to the teacher so that the teacher explains the lesson Give a model so that it leaves the application process to student.

Shaltot and Khafajah (2002) both defined the training strategy that gives the teacher independence, responsibility, and decision making. The teacher should not give orders for each movement or activity to leave implementation to the teacher, and thus develop new relationships between the teacher and the student and the student and the student's own activity

Command Strategy

TheCommandStrategy is the first strategic instruction in the strategy set and the strategy is characterized by teacher making all decisions in the pre-lesson (preparation), lesson implementation (performance), and post-lesson (feedback and assessment) All decisions regarding where skills, situations, performance time, and the duration of stops between applying a skill and time range are taken by the teacher himself or herself. This strategy is still used to teach sports education in our schools so far and is believed to be one of the most effective methods when there is a short or limited time to accomplish a particular task (Boyce, 2007).

All decisions that are made by the teacher, the direct relationship of the work is between the teacher's order and the execution of the command, and good performance comes after the command—the teacher is continuing to give—teacher decisions are not discussed. The core of the strategy is the direct and real-time relationship between the exciter by the teacher and the response from the student (Abd alKarim, 2005).

The importance of applied uses of swimming techniques and teaching methods is most important in motor skills acquisition and mastery, and the reason is that most of the kinetic skills of swimming involve difficult and overlapping movements in an unusual environment is the water environment So skills often need to be constantly trained to achieve

the performance needed to help eliminate the fear of water because most female students have a fear of water.

The school is a sports subject, popular with its resources because it contributes to the integration of the individual's character in many aspects, helping to make students feel the life skills needed to develop the physical and professional aspects of swimming Swimming is also a complete sport because it moves most of the body muscles, reflecting on physical efficiency, and improves physiological aspects as a result of pressure on the practitioner's body (Orabi, 2017).

Back swimming is one of the easiest swimming types ever, because of the horizontal position on the back of the body where resistance to the body is reduced in water, because the face is outside the water surface and therefore is easy to breathe, and because of the low water pressure on the lungs in the chest area (Guzman, 2007).

The importance of the study

The importance of the study is as follows

- to reveal the impact of using teaching strategies (both amorphic and training) on the education of back-swimming skill in private schools in Amman
- helping teachers in swimming courses choose the right teaching strategy to improve students' lap backyard performance
- encourage teachers to vary in the use of teaching strategies to achieve the level of performance required in teaching students' swimming skills

Study problem

The process of selecting an appropriate teaching strategy is one of the difficult tasks that the teacher has to do, which involves taking into account many aspects: Age, nature of the material to be taught, type of skill, mental and physical abilities, individual and psychological differences among female students Many aspects that vary depending on the type of sport taught and the nature of its skills that contribute to the learning process, and swimming is considered a sports that needs to use suitable tools and methods when taught (Abu Tama'a, 2007)

The school is a part of the curriculum of sports education, and the students have studied at the Bachelor's degree at the Yarmouk University School of Mathematical Education and have successfully taken swimming courses, and also as teachers in sports education in private schools in Amman. She is an assistant to the teaching of the teaching of the teaching of the course of the teaching of the course of the course of the teaching of the course of the teaching of the course, and is studying at the Masters level at the College of Mathematical Education Working in various pools in Irbid, two rescuers and swimming coaches, and through the knowledge of theoretical literature and past studies, they noticed and after repeated watching students perform well in the swimming pool, and a significant weakness in learning and applying the skilled performance of the backyard that negatively affects their swimming learning and academic achievement Researchers have seen this study work in back-swimming education so that all students can master it, and therefore ease of swimming learning for them

objectives of the study

The study aims to identify:

1- The impact of using the training strategy on teaching back swimming skill.
2- The effect of using the jus cogens strategy on teaching back swimming skill.
3- The best influence either strategy on teaching students back-swimming skill

Study hypotheses

1.There are statistically significant differences between the pre test and elder measures using the back swimming skill training strategy, in favor of Post test measurement.
2.There are statistically significant differences between the pre test and elder measures using the command strategy to teach back swimming skill, in favor of Post test measurement.
3.There are no statistically significant differences in the Post test measurement between the strategies (both amorphic and training) for teaching back-swimming skill

study areas

Human Field: First-grade students are secondary.
Time Field: Second term of university year 2018/2019.
Space: Private schools in Amman Governorate

Study terms

Teaching: A purposeful, structured mindset process that effectively reaches goals by a series of guided activities by the teacher and that produce learning in students (Phillips, 2008)

TrainingStrategy: Practice and practice during the implementation of the maths teaching lesson where the teacher is planning the lesson; the student is doing the lesson; there are pre-lesson decisions; decisions during the lesson; post-lesson decisions; and then the student uses the activity sheet (Diri, 2013).

Command Strategy: A strategy that relies on teacher making all decisions in the pre-lesson phase (preparation, lesson implementation phase (performance), and post-lesson phase (feedback) (AbdalKarim, 2008).

Back swimming: A type of swimming, exercised through the horizontal position on the back of the body where resistance to the object is reduced in water, because the face is outside the water surface and therefore is easy to breathe (Guzman, 2007).

previous studies

I (2014) conducted a study aimed at identifying differences in the impact of partial teaching with the pure strategies of learning to swim on the back and reduce the level of water fear among students at the University of Jordan's College of Mathematical Education, which used the experimental curriculum. The sample of the study was composed of 30 students who were selected in the orthopic manner and were divided into two equal groups of abstraction

The results showed that there were statistically significant differences between the first and second experimental groups in the Post test measurement of the performance of the backcrawl swim (body, head, and total body-to-body compatibility) and in favor of the second experimental group that learned of the graduated strategy While no statistically significant differences have been shown between the first and second experimental groups in the skills of the arms and men's movements, in the level of water fear and final grade, the study recommended that the proposed learning program be used in a piecemeal fashion with the graduated strategy of backcrawling education for beginners with water fear The study was conducted by Al-Numan (2013) to identify the impact of using the training method in developing the performance of back crawl skills in students at the College of Mathematical Education/Yarmouk University, and the study was used as a pilot method, and the study sample was made up of 48 students who were divided into two experimental and observational groups The results showed a statistically significant impact of the use of the training method on the pilot set of study variables and for the pilot group, and the results showed that the training method had achieved better results than the traditional method.

In another study carried out by the two tailings,Diabat, Shaka and Al-Weisi (2012), a study aimed at comparing the effect of using the reciprocal and training teaching strategies on developing selected elements of physical fitness and some physiological variables of athletics players in the Faculty of Mathematical Education of Yarmouk University. The study sample was made up of (30) players from athletics at the Yarmouk University College of Mathematical Education for the first semester 2011/2012 The study sample was divided into two equal groups, one taught in a reciprocal strategy, the other taught in a training strategy, researchers used the experimental method, and the results showed the effectiveness of teaching using the two interpersonal and training strategies in developing the physical fitness and physiological parameters of athletics at the Yarmouk University College of Mathematical Education The study recommends that the use of the reciprocal teaching strategy in developing the physical fitness and physiological elements of athletics at the Yarmouk University College of Mathematical Education should be used in the development of the physiological and physical parameters of athletics

In addition, a jarar and orabi (2010) study aimed at identifying the impact of ICT use on both skill levels and the Kenyan variables in swimming backcrawling, researchers used the experimental method on a sample of 26 students from the University of Jordan's College of Mathematical Education students divided into two groups; Control, number (13), and number (13) ICT was used through a proposed technology tool that included computer hardware and the Internet by providing the control group with computerized back-crawling programs and providing visual feedback to the experimental group on their online performance by depnoiting them underwater with two camera.

Over water on one camera the length of the performance distance, researchers concluded that using ICT had a major impact on learning to crawl back; it found statistically significant differences between the control and experimental group in the quintoktic variables for backslash and for the experimental group.

In its Maabbarah 2010 study, which aimed to learn the impact of a proposed education program on the technical performance of back and abdomen crawls and the technical errors of students in back and abdomen crawls, the study used the experimental

method. The study sample was made up of 18 students enrolled in the Swimming course at the College of Mathematical Education/Yarmouk University The results showed statistically significant differences between the pre-and-post test and the differences for the post-test test were such that the program would help to advance the learners and reduce common errors in back and abdomen crawl.

The study (abdalrazaq, 2012)aims at the impact of the interchange and training teaching strategy on the development of some physical qualities and physiological variables in the students of the sports education course at Zaytoonah University Students were divided into two groups, one taught in the other intercourse, trained in the training method, and the sample (26) male students enrolled in the first term of the Maths Education Course (2011-2012) was used by the researcher and the curriculum was applied to both groups for eight weeks, with a three-week duration Week Modules The findings of the study found that the interchange and training strategy had a significant impact on improving some physical characteristics and developing some physiological variables, and the group that studied the interchange strategy had achieved a better quality than the one studied in the training strategy

The Diabat and others (2012) conducted a study aimed at comparing the impact of using reciprocal and training teaching strategies on the development of selected physical fitness elements and some physiological variables of athletics players at the Yarmouk University College of Mathematical Education. The study sample was made up of (30) players from athletics at the Yarmouk University College of Mathematical Education for the first semester 2011/2012 The sample study was divided into two equal groups, one taught in the reciprocal strategy, the other taught in the training strategy, the researchers used the experimental method, and the program was applied to the two groups for eight weeks with three modules per week The results of the study showed the effectiveness of teaching using the two strategies of interchange and training in the development of the elements of physical fitness and physiological variables of athletics players at the Yarmouk University College of Mathematical Education, and that there is a statistically significant impact on improving some elements of physical and physiological fitness and in favor of the reciprocal Strategy Group. Researchers recommend using the reciprocal teaching strategy to develop the elements of physical fitness and physiological variables of athletics players at the Yarmouk University College of Mathematical Education

Both diabat and Al-Akour (2011) conducted a study aimed at influencing the impact of the reciprocal and training teaching strategy on the development of certain physical qualities and physiological variables Students at the Yarmouk University College of Mathematical Education used the experimental curriculum. On a sample of 26 students the application of the course continued for 8 weeks with two modules per week and the results indicated statistically significant differences in improving some physical characteristics and developing some physiological variables and the group that studied the interchange strategy achieved better results than those studied in the training strategy.

The study was conducted by Salvata, L.et 2006, which aimed to identify the impact of using teaching strategies on students' goals and trends in mathematical education and used the experimental method of the sample study from (75) students and students from the four schools in the Greek city of Alekdro, where a group used several teaching strategies, namely Interchangeability, training, self, inclusion.

Another group received a program in gymnastics and basketball with the guided discovery strategy and another group received a program in gymnastics with the problem-solving strategy, the most prominent of which was its findings Students who learned about the Emarian strategy showed a trend toward the concept of ego, too, showed a desire to be better than others and were concerned about making mistakes in return for students' positive response to other instructional strategies

Method and procedures

This chapter describes the curriculum, the community, the process, tools the researcher used to collect data, the strategy the researcher is developing, the testing of the validity and stability of the study, and the statistical treatments used in the study

Method

used the experimental approach by designing two experimental groups for the training teaching strategy (first test) and for the princely teaching strategy (second test) to fit the nature and objectives of the study

Study Pupulation

The study community is made up of 180 students of the secondary school age in Amman, according to the list issued by the school administration.

Study Sample

The sample study was composed of 40 students from the first grade secondary, selected in the random manner, and divided into two equal groups, with 20 students in the first experimental group (the training strategy) and 20 students in the second experimental group (the printable strategy) shown in Table 1

Table 1: Distribution of sample population to study variables

changing	level	repetition	proportion
Instructional strategy	Training (first set)	20	%50
	Command (second test set)	20	%50

Group equivalence

In order to ensure that the two groups are equalized in the pre-measuring skill of backswimming, the Means and standard pre test measurement deviations have been extracted, and the t- test independant samples are applied, following the pre test measurements of back-swimming skills, the results are presented

Table (2): Test results (T- Test independent sample). To reveal the differences between the two groups in the pre-measuring of the backswimming skill (n=40)

tests	cluster	Mean	standard deviation	Value (T)	statistical significance
float	Initial Trial (N=20)	**1.71**	**0.51**	**156.-**	**877.**
	Trial 2 (n=20)	**1.62**	**84.**		
body position	Initial Trial (N=20)	**2.15**	**0.035**	**1.113-**	**278.**
	Trial 2 (n=20)	**2.01**	**0.024**		
Arms movements	Initial Trial (N=20)	**2.05**	**0.03**	**903.-**	**376.**
	Trial 2 (n=20)	**2.001**	**0.14**		
Footwork	Initial Trial (N=20)	**1.52**	**0.40**	**118.**	**907.**
	Trial 2 (n=20)	**1.45**	**46.**		
Swim the back fully	Initial Trial (N=20)	**8.41**	**0.54**	**517.-**	**610.**
	Trial 2 (n=20)	**8.54**	**0.62**		

From a table (2), the T-Test value for all backslash tests is not statistically function at the significance level (0.05), which indicates the equivalence of the two experimental groups

Study variables

The Autonomous Variable: Training strategies and Backswimming.

Child Variable: Student results in back-swimming tests

Tools used in the study

Display pictures of back swimming skills, distribution of skills (skill illustration), education card, sponge flotation boards, measuring tape, medical balance, beep, timing clock

Tests used in the study

Researchers have reviewed several specialized scientific references, as well as previous studies related to the current study, Al-Numan (2013), Al-Mentar (2010), and then designed an educational program to teach back swimming using the training strategy and the illiteracy in the form of educational modules. The course (12) includes a module implemented in (6) weeks, with (2) sessions per week for each session duration (50) minutes

Description of the tutorial

The proposed program included (12) learning lessons, built and distributed based on findings from previous research and studies, and the views of a number of swimming professors and trainers were drawn upon and implemented using the training strategy that emphasizes individual efforts to carry out the motor task. With replication of training and direct teacher monitoring to provide necessary guidance and information to learners

The tutorial is true

After the design of the educational program as a preliminary form, researchers presented it to a group of arbitrators, and the exercises were modified to suit the arbitrators' modifications

Steps of the tutorial application being used

First: Program objectives

the overall goal of the program is to teach the sample of the study to swim the back of a group of students who have never learned this type of swimming

Program specific objectives

teach participants the blows of the two men to swim properly in the back•

teach participants to match the beats of the two men with breathing correctly.

teach participants the movements of arms with breathing for a correct backslapping.

teach participants the overall alignment of performance with a higher view.

Second: Program time distribution

the program was implemented in (6) weeks by (2) sessions per week, each session duration (50) minutes, and schedule (3) shows the program's time distribution

Schedule (3) Software time distribution

start date	Week	one	two	three	four	five	six	Measurement date after
Sunday 14_4_2019	meetings	2+1	4+3	6+5	8+7	10+9	12+11	27_5_2019

Third: Components of the education program - consisting of (12) modules, the training included the following skills: (50) minutes per unit over a period of time (12) weeks, as follows

- Pre-part (5) minutes, including jogging and flexibility exercises.
- Main (40) minutes, including skill instruction.
- closing Part 5 minutes, including jogging, relaxation, and feedback

Exploratory experience

The researcher has installed all other conditions to perform a survey test on a sample of (10) students to check stability and objectivity for the survey and table (4) to show back swimming results. He extracts truth by self-trusting, and by holding and returning the test method

Table (4): Results of applying the test of honesty, stability, and objectivity to a survey sample

Test Name	Self-trusting	stability	substantive
float	,94	,88	,86
body position	,89	,80	,90
Arms movements	,93	,86	,87
Footwor	,92	,84	,89
Swim the back fully	,90	,81	,90

Performance Evaluation Card:

Researchers designed a scorecard to monitor student results that contains a set of tests that measure the skill that was targeted and give students in the education back swimming program, and to display it to a group of arbitrators

Used tests

- Float: Student takes the position of castration—stitching the thighs into the center of the body's weight in water with the self-esteem for (30) seconds (Week 1).
- Body mode: Horizontal float and learner face to pool roof with sleep and 1 minute of still (Week 2).
- arm movements: Glide and perform with the arms indicated in the program with inhalation and exhaling (with and without plate) for 12 meters (Week 3-1/2 . The two men's movements: Slip and perform the two men's blows with inhalation and exhale (with and without the plate) for 12 meters (half fourth and fifth week).
- full back swimming: The learner should correctly perform the backcrawl as a whole the entire distance of the pool (Week 6)

Measure performance

Researchers collected data for the Post test measurement of the skill given by monitoring and observation, and emptied and entered data into the computer using the statistical analysis package (SPSS) used by researchers in the study to obtain results and answer the study hypotheses, where the test scores were (5) degrees, except for swimming as a whole (10) degrees. To a total score of (30) degrees, the tests are buoyancy testing, body-positioning testing, arms motion testing, men's motion testing, and all-swimming testing harmonically

Statistical processors

The data was entered into the computer to use the Social Science Package (SPSS) program to analyze the data as follows:

- the arithmetic mean of the results of the pre-trial and pre-trial tests.

- Standard deviation of the results of the pre-test and the enemy tests.
- T-Test tests for the differences between the first and second experimental groups

View and discuss the results

the results of the study that aimed to influence the use of the training and instruction strategy on gaining backswimming skill in boys' age school students, and the results of the study are presented as stated in the hypotheses, as follows

First: View the results related to the first hypothesis: There are statistically significant differences at the significance level (α-≤0.05) between the pre-and post-nineties using the back-swimming skill training strategy, for the benefit of Post test measurement

To test this hypothesis, a T-Test double sample test (T- Test paired samples) was applied to detect the differences between the pre- and Post test measurements of the first experimental group received by the training strategy

Table 5: T-Test paired samples for double samples between the pre test and the Uday to detect the effect of using the training strategy (the first experimental group on students' acquisition of a back-swimming skill

test	Pre test		Post test		D.F	T	Significance level
	Mean	standard deviation	Mean	standard deviation			
float	1.71	0.51	2.4	0.84	19	3.052	0.011
body position	2.15	0.040	2.25	0.14	19	4.311-	0.512
Arms movements	2.05	0.046	2.11	0.035	19	3.317-	0.415
Footwor	1.52	0.024	1.95	0.054	19	3.540-	0.001
Swim the back fully	4.75	0.03	8.51	0.062	19	4.439-	0.000

From Table 5, the following appears

There are statistically significant differences at the significance level (α-≤0.05) between the pre test and Post test measures for the effect of using the practice strategy on the flotation test, where the value (T) between the pre test and Post test measures (3.052), and statistical significance (0.011) and the differences for the Post test were arithmetic mean

(1.71); The mean of the pre-measuring calculation (2.40) is therefore acceptable to the research hypothesis for this part.

There are statistically significant differences at the significance level(α-≤0.05) between the pre-and-post measurements the effect of using the training strategy on the test of the movements of the two men, where the value of t was between the pre test and Post test measurements (3.540) and the statistical significance (0.001). The differences for the Uday were on the average of my calculation (1.52), while the mean of the pre test measurement (1.95) was therefore acceptable.

There are statistically significant differences at the significance level (α-≤0.05) between the pre test and Post test measurements the use of the training strategy has had a full back-swimming test, with a value of (t) between the pre test and Post test measurements (4.439) and statistical significance (0.000). The differences for the Uday were arithmetic mean (8.51), whereas the mean pre test measurement was 4.75 and therefore the research hypothesis of the fraction could be accepted.

No statistically significant differences at the significance level (α ≤0.05) between the pre- and post-test tests of the rest of the tests (body position, arm movements)

Second: Presentation of the results related to the second hypothesis: There are statistically significant differences at the significance level (α-≤0.05) between the pre test and elonial measures using the command strategy to teach the back swimming skill, in favor of Post test measurement.

To test this hypothesis, a test (T- Test individual samples) was applied to detect the differences between the pre test and Post test measurements of the experimental group (2) received by the command strategy

Table 6: Test results for samples between the pre test and the Post test to detect the effect of using the second experimental group on back-swimming education

test	**pre test**		**Post test**				
	Mean	**standard deviation**	**Mean**	**standard deviation**	**D.F**	**T**	**Significance level**
float	**1.85**	**0.51**	**2.35**	**0.84**	**19**	**3.052**	**0.01**
body position	**2.00**	**0.040**	**1.95**	**0.14**	**19**	**3.311**	**0.412**
Arms movements	**2.41**	**0.046**	**2.31**	**0.035**	**19**	**3.317**	**0.615**

Footwor	**1.35**	**0.024**	**1.75**	**0.54**	**19**	**3.540**	**0.001**
Swim the back fully	**5.01**	**0.03**	**8.60**	**0.62**	**19**	**4.439**	**0.002**

From Table 6, the following appears

There are statistically significant differences at the significance level (α-≤0.05) between the pre test and Post test measures the effect of the use of the command strategy on the flotation test, where the value (T) between the pre test and Post test measures (3.052), and statistical significance (0.010), and the differences for the Post test were arithmetic mean (1.85), whereas the mean for the pre test measurement was 2.35.

There are statistically significant differences at the significance level(α-≤0.05) between the pre test and Post test measurements of the effect of the use of the command strategy on the test of the movements of the two men, where the value of t was between the pre test and Post test measurements (3.540) and the statistical significance (0.001). The differences for the Uday were on the average of my calculation (1.35), while the mean for the pre test measurement (1.75).

There are statistically significant differences at the significance level (α-≤0.05) between the pre test and Post test measurements the effect of the use of the command strategy on the whole back-swimming test, where the value of t between the pre test and Post test measurements (4.439) and statistical significance (0.002) have been reached. The differences for the Uday were on the average of my calculation (8.60), while the mean for the pre test measurement) was 5.01

There are no statistically significant differences at the significance level (α-≤0.05) between the pre- and post-test tests for the body position test and the movements of the arms and therefore the research hypothesis of this part can be accepted.

Third: View the results of the third hypothesis: There are no statistically significant differences at the significance level (α-≤0.05) between teaching strategies (training and eminence) to teach back-swimming skill

Table 7: T-Test individual samples between teaching strategies (training and eminence) to detect the effect of back-swimming instruction

test	training		eminence		**D.F**	**T**	**Significance level**
	Mean	**standard deviation**	**Mean**	**standard deviation**			
float	**2.4**	**0.84**	**2.35**	**0.84**	**19**	**3.011**	**0.471**

body position	**2.25**	**0.14**	**1.95**	**0.14**	**19**	**3.441**	**0.001**
Arms movements	**2.11**	**0.035**	**2.31**	**0.035**	**19**	**3.317**	**0.15**
Footwor	**1.95**	**0.54**	**1.75**	**0.54**	**19**	**3.540**	**0.021**
Swim the back fully	**8.51**	**0.62**	**8.60**	**0.62**	**19**	**4.439**	**0.402**

From Table 7, the following appears

There are statistically significant differences at the significance level (α ≤0.05) in the Post test measurement of the effect of using training and apostate teaching strategies on the body position test, where the value (T) is statistical, and the statistical function (0.001) the differences for the training strategy were in the mean arithmetic (2.25), while the mean arithmetic for the perimetric strategy (1.95).

There are statistically significant differences at the significance level(α-≤0.05) in the Post test measurement of the effect of using the practice strategy and the order on the test of arms movements, where the value(t) is a statistical function, and the statistical function (0.015) the differences in favor of the imperial strategy were at the average arithmetic mean (2.31), while the mathematical average of the training strategy was 2.11

There are statistically significant differences at the significance level(α-≤0.05) in the Post test measurement of the effect of using the practice strategy and the princess on the testing of the movements of the two men, where the value(t) is statistical, and the statistical function (0.021) the differences for the training strategy were in the mean arithmetic (1.95), while the mean arithmetic for the imperial strategy was 1.75

No statistically significant differences at the significance level (α-≤0.05) between the pre- and post-nocular tests of back-swimming instruction for flotation and back-swimming tests can be fully accepted and therefore the research hypothesis for this segment can be accepted

discuss the results

Results related to the first hypothesis: There are statistically significant differences at the significance level (α-0.005) between the pre-and-post measurements using the back-swimming skill training strategy, in favor of Post test measurementStatistically significant differences at significance level(α-≤0.05) between the pre- and post-nexus measurements for the effect of using the flotation test training strategy, statistically significant differences at significance level(α-≤0.05) between the pre- and post-nexus measurements the effect of using the training strategy on testing the movements of the two men. Statistically significant differences at significance level(α-≤0.05) between the pre- and post-nexus measurements the effect of using the training strategy on the full back-swimming test The absence of statistically significant differences at the significance level (α ≤0.05) between the pre- and

post-test tests (body position, arm movements), which may be due to the fact that the training method gives teachers greater opportunities to recognize good performance, errors in performance, and benefit from colleagues' feedback through continuous frequency of performance. This method is applied with a greater opportunity for the learner to express themselves and observe their errors, and the result of this study is consistent with the almaabrah studies (2010) and the alnaaman (2013)**.**

Results related to the second hypothesis: There are statistically significant differences at the significance level (α-≤0.05) between the pre test and Post test measures using the command strategy to teach back swimming skill, in favor of Post test measurement**,** Results related to this hypothesis have shown statistically significant differences at the significance level (α-≤0.05) between the pre-and-post measures the effect of the command strategy on the flotation test, and statistically significant differences at the significance level (α-≤0.05) between the pre-and post measures the effect of using the command strategy on testing the movements of the two men. Statistically significant differences at the significance level (α-≤0.05) between the pre- and post-nexus measurements for the effect of using the command strategy on a full-back swimming test The absence of statistically significant differences at the level of significance (α-≤0.05) between the pre- and post-test tests for the test of the position of the body and the movements of the arms and thus the research hypothesis of this part can be accepted. This may be because the reason for this result is that the essence of an evretive strategy is the direct and immediate relationship between the exciter by the teacher and the response from the student, the direct response – the accuracy of the response – the control of performance – the control of the students and all these factors have led to the superiority of the Post test measurement in this strategy**.**

Results related to hypothesis 3: No statistically significant differences at the significance level (α-≤0.05) between teaching strategies (training and instruction) to teach back-swimming skill. Results showed statistically significant differences at the significance level (α-≤0.05) in the Post test measurement of the effect of using training and anal teaching strategies on the body position test The differences in favor of the training strategy, and the existence of statistically significant differences at the significance level (α-≤0.05) in the Post test measurement of the impact of using the training strategy and the order on testing the movements of arms, and the differences were in favor of the imperial strategy. Statistically significant differences at the significance level (α-≤0.05) in the Post test measurement of the impact of using the training strategy and the order on testing the movements of the two men and the differences were in favor of the training strategy There are no statistically significant differences at the level of significance (α-≤0.05) between the pre- and post-nocilus tests for back-swimming instruction for flotation and back-swimming tests. Researchers attribute the reason as one of the advantages of the training strategy that helps show individual skills and creativity, gives students enough time to practice the skill effectively and gives students a wide scope for creativity in executing the skill**.**

This helped students perform better back-swimming tests, and the researcher also attributes that the more the student is socially compatible with his or her classmates the higher his/her skill level and noted this in the developmental channels of the social training strategy, the higher the level of his/her skill.

As for the strategy, it lacks the spirit of cooperation and collective competition between the students, and thus does not allow them to compare their performance to others, to know where they are from the goal they seek to reach, and to make no decisions in the teaching process All this is entirely due to the teacher, and the creative aspect of this strategy is decided by the teacher and, as a result, is the second grade in teaching back swimming skill, and the combined results show that the training strategy is more effective and more optimistic than the yarmist strategy and learn to swim the back**.**

This outcome was agreed with (Nouman, 2013) in terms of the preference of the training strategy in teaching the skills of athletic players, and this outcome differed with the study (Diabat and others, 2012) (Abd aLrazaq, 2012), (Diabat and Alokor, 2011) of the Diabat and Alweisi (2012), where it demonstrated the effectiveness of using the Tetouan strategy to practice in learning mathematical skills

conclusions

In light of the study's objectives and opportunities, and based on statistical treatments and analysis of findings, the researcher has reached the following conclusions:

- Both instructional strategies (training and management) have a significant impact on improving the skill level of backswimming for buoyancy, men's movements, and full back swimming.
- The training strategy is better than the jus cogens strategy in learning thebody-positioning skill and the movements of the two men.
- An alarteric strategy is better than a practice strategy in the skill of arm movements. There are no differences between the pre- and post-test for thetraining group body-position, arm movements.

R**ecommendations**

–emphasize the importance of using the back-swimming skill training strategy for high school students.

– to take care of the implementation of the education program and to circulate it to the competent swimming education, as it has proved effective in developing swimming skills, especially backswimming.

– emphasize the need to use more than one strategy to teach students at the Faculty of Mathematical Education to swim skills to suit the needs of a pre-prepared athlete

–the need to activate modern teaching strategy in practical courses in general and to particularly swimming in sports education for its effectiveness in learning mathematical skills.

– the need for teachers of mathematical education to be aware of various teaching strategies for learning and teaching different mathematical skills.

– Conduct studies similar to using the teaching strategy (training and instruction) on other mathematical skills.

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