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Effect of the Active Learning Strategy by the Cooperative Style to Develop the Performance of Shooting Skill from Corner of Handball for Juniors

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Abstract

Through the researcher's review of the sources and research that studied this game, whether Arab or foreign, he saw that most of them examined the study of shooting from the front (in front of the target), whether fixed or mobile, and did not address the player in the corner area,and due to the low percentage of scoring by the corner center player that appeared, and through the researcher's follow-up to the matches of the Iraqi teams and his watching of the junior league, the researcher found that this problem is worthy of study, so the researcher decided to use the active learning strategy in a cooperative method to learn the skill of shooting from the corner, which has a positive effect in raising the level of players' efficiency in this position. The aim of the research is to:

1- Preparing an educational curriculum using the active learning strategy in a cooperative manner to develop the performance of the skill of shooting from the corner in handball for juniors.
2- Knowing the effect of the educational curriculum using the active learning strategy in a cooperative way to develop the performance of the skill of shooting from the corner in handball for young people.

The most important conclusions were:The use of the active learning strategy in a cooperative manner increased the motivation of the players in learning to perform the skill of shooting from the corner with handball, and active learning encourages players to interact and participate in group work, and ask a number of diverse questions that develop their ideas and gain the skill of innovative thinking, as well as encourage them on how to solve the problem and how to make decisions.
Keywords: Active learning strategy , cooperative style.

Introduction:

The world has witnessed a tangible development in high sports achievements, and innovations in technical and tactical performance in most sports events thanks to the positive employment of other sciences, and team games have become a field of attraction for practitioners, spectators and researchers, which depends in its mastery on following the right method in training methods because it is a complex activity that depends on the efforts of a group of individuals and success in it depends on the continuous cooperation between the efforts and the extent of its effectiveness depends on the correct mastery of the number of skills practiced during training and competitions, which we call the basic principles of effectiveness.

The active learning strategy is one of the modern and effective strategies in the educational process. The purpose of the active learning approach is to help learners acquire a set of skills,

knowledge, trends, principles, and values, as well as develop modern learning strategies, which enables him to be independent in learning, and his ability to solve his life problems, make decisions, and assume responsibility, as this educational method gives an important role to the learner in active participation in educational activities, this participation takes them beyond the role of the passive listener who enjoys or writes down information primarily. Rather, the person takes the lead in the activities that take place with his colleagues during the educational process, and this is what we call cooperative learning.

In modern handball, it depends on the corner player because he is one of the main players in scoring goals because the pressure defense limits the movement of the attackers in the middle of the field more than the pressure on the corner player, so coaches are now paying attention to the high level of the player in this position for the purpose of taking advantage of these two gaps In the line of defense to end the attacks away from the defensive intensity in the middle of the field through the corner player's mastery of the art of deception, whether with or without the ball, as well as the manly play that is characterized by strength, speed, flexibility, compatibility and high accuracy.

The importance of the research lies through the use of an active learning strategy in a cooperative manner that helps in learning to perform the skill of shooting from the corner quickly and accurately to be an effective method used by trainers.

Research problem :

Through the researcher's review of the sources and research that studied this game, whether Arab or foreign, he saw that most of them examined the study of shooting from the front (in front of the target), whether fixed or mobile, and did not address the player in the corner area, and the low percentage of scoring for the center of the corner player that appeared and through follow-up The researcher for the matches of the Iraqi teams and his watching of the junior league. The researcher found that this problem deserves to be studied, so the researcher decided to use the active learning strategy in a cooperative method in learning to perform the skill of shooting from the angle, which has a positive effect in raising the level of efficiency of the players in this position.

Research objectives:

- Preparing an educational curriculum using the active learning strategy in a cooperative manner to develop the performance of the skill of shooting from the angle in handball for juniors.
- Knowing the effect of the educational curriculum using the active learning strategy in a cooperative way to develop the performance of the skill of shooting from the angle in handball for juniors.

Research hypothesis:

- The educational curriculum using the active learning strategy in a cooperative manner has a positive effect on developing the performance of the skill of shooting from the angle in handball for juniors.

Research fields:

The human field: Young handball players in Al Qassem Sports Club for the sports season 2020-2021.

Time field: from 1-9-2020 to 12-2-2021.

Spatial field: The Indoor Sports Hall of the Qasim Youth Forum.

Research methodology and field procedures:

Research Methodology:

The researcher used the experimental method to fit the nature of the problem.

Community and sample research:

The research community determined the junior handball players in Al-Qassem Sports Club for the sports season 2020-2021 AD, whose number is (20) players, and they were selected by a comprehensive inventory method, so that (4) players for the exploratory experiment and (16) players were divided into two equally controlled and experimental groups.

The means, tools and devices used in the research:

1- Test and measure. 2- Note. 3- Personal interviews.

Tools and devices used in the research:

Legal handball court. 2- Stopwatch. 3- A video camera, two (2) (Canon). 4- A laptop calculator (hp). 5- Weight measuring device. 6- tape measure. 7- Whistle number (2). 8- Number of hand balls (10). 9 - Shooting accuracy squares 50 x 50 cm. 10 - A metal tape measure (5 m long). 11- 5 wooden pillars.

Field research procedures:

Determining the authority to shoot from the corner for young players in handball:

The accuracy test was adopted from the angle specified in two areas (the first area of the goal line (5.2) meters and the second area (5.3) meters) for the researcher (Amin Thanoun Ahmed) and it was subjected to a group of (13) experts and specialists in the field of handball. Expert and 100% approved. [(1)]

Description of the test:

Test name: - Shooting from the corner area of the handball.[(2)]

The purpose of the test: - To measure the accuracy of shooting from the two corner areas of the handball for the two areas.

Tools: - (8) legal handballs, whistle, (4) rectangles of accuracy (40 x 50) cm, sticky tape, number (3), legal handball court, handball goal.

Planning the test area: - Dividing the corner area from both sides of the field into two areas from each side to start the shooting process by placing signs with adhesive tape defining each area. area in order to initiate the correction process as in Figure (1).

Description of performance: The player stands in the specified area, especially for each area (the first and second) to start the shooting process and is holding the ball. When the whistle is heard, the player performs the full movement of the shooting skill on the accuracy boxes on the goal in sequence starting from the (A) box, then (B) and then (C) then (D). With (8) attempts, each square has two attempts.

Test instructions:

- It is not permissible to touch the line (6) meters. It is considered a wrong attempt when shooting from the specified areas.
- If he takes more than (3) steps, it is considered a wrong attempt.
- For each region (8) attempts.

Register:

- The score is calculated (2) if the ball enters the accuracy square.
- A score of (1) is calculated if the ball touches the circumference of the precision square.
- A score (zero) is calculated if you do not enter or touch the accuracy square.
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Figure (1)
shows the test from the two areas (2.5)m (3.5)m

Experimental Experiment:

The researcher applied the experiment on (4) players from the research community on 10/9/2020 and on the Al-Qasim Club hall to test the skill of shooting from the corner with handball, and after 7 days, the experiment was repeated on the individuals themselves on (17/9/2020) and the aim was:

1. Ensure that the tests are suitable for the sample.
2. Recognize the time each test takes.
3. Knowing the difficulties that the researcher may face in order to avoid them in the future.
4. Knowing the scientific foundations of (honesty and consistency) for the tests.

Scientific basis for the test:-

validity: The degree of honesty is the most important factor for quality criterions of tests and measurement.In the sense that the honest test measures the function that it was designed to measure and does not measure another in place of it or in addition to it. The researcher used Al-Zahiri's sincerity by presenting the test to experts in the field of specialization. [(3)]

Reliability: The good test: "The test that gives close results or the same results, as it is applied more than once in similar circumstances" [(5)]. The stability coefficient was found by re-testing, so "a stable test is the test that gives the same results if it is repeated in the same conditions, and the same

conditions during a period that does not allow for learning or training" [4]. The researcher applied the test and prepared the test, and after (7 days) the test was repeated on the same sample,the researcher worked to make the two tests under the same conditions in terms of time and the same tools used, and after obtaining the results of the two tests, the researcher processed them statistically by finding the correlation coefficient (Pearson), the results showed that the angle shooting accuracy test (for the two areas) is characterized by a high degree of stability, and Table (1) shows this.

Objectivity: Objectivity means: "the researcher's subjectivity, opinions and beliefs do not interfere in the test results"[5]), and it means that the personal factors of the laboratory such as his opinions, subjective whims, and even his bias and intolerance are not entered into the test. It describes the individual as he exists, not as the researcher wants . And (Mustafa Hussein Bahi) indicates that objectivity is: "there is no difference between the assessors in judging something or on a particular subject" [6].The objectivity of the test was confirmed by recording the test results by two arbitrators when applying the test. It is noted that the significance values are all less than (0.05), which indicates a high correlation between the arbitrators, i.e., a high objectivity of the test

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Table (1) shows the reliability and objectivity coefficient of the research sample test:

Test	Reliability	Sig	Objectivity	Sig
Measurementaccuracy shooting fromcorner (2.5)m	0.92	0.000	0.91	0.000
Measurement accuracy shooting from corner(3.5) m	0.95	0.000	0.93	0.000

Pre-tests: The researcher started carrying out the tribal tests on the members of the two groups (the control and the experiment), which numbered (16) players on 27/9/2020 to test the skill of shooting from the corner.

Homogeneity of the sample The equivalence of the two groups: For the purpose of walking in one starting line, the researcher homogenized the research sample through the use of the skew coefficient, whose value appeared less than (+1), which indicates the homogeneity of the sample members with the variables (length - mass - chronological age - training age).

Table (2) shows the homogeneity of the research sample with the skew coefficient:

N	Variables	Measuring unit	Mean	Std.deviation	Median	Skew ness
1	Length	Cm	175.07	5.301	174.5	0.325
2	Mass	Kg	69.5	5.63	69	0.266
3	Age	Years	21	0.496	21.45	0.752
4	Training age	Years	2.05	0.39	2	0.12

For the purpose of ensuring that the experimental and control groups were equal among themselves in all the variables, the researcher relied on the tribal measurement data and extracted the descriptive statistics indicators represented by (arithmetic mean, standard deviation and calculated T value). And it was found that the members of the two groups (the control and experimental) were equivalent in all the variables because the significance level is greater than (0.05) as shown in Table (3).

Table (3) shows the equivalence of the two research groups:

Tests	Control		Experimental		(t) calculated	Sig value	Sig type
	Mean	Std.deviation	Mean	Std.deviation			
Measurementaccuracy shooting fromcorner (2.5)m	8.27	1.49	8.11	1.57	0.59	0.072	Sig
Measurement accuracy shooting from corner(3.5) m	10.69	1.68	10.26	1.73	0.83	0.061	Sig

Educational Curriculum:

The researcher applied the curriculum using the active learning strategy in a cooperative manner to develop the performance of the skill of shooting from the corner with handball for juniors on (1/10/2020), until (15/11/2020), and the application of the curriculum continued at a rate of two educational units per week, and it was applied The educational curriculum in (18) educational units,the time of each educational unit was (90 minutes) and an average of three units per week. More than one model is presented, to clarify the skill in detail, then the coach directs a set of questions, these questions include a clear question about each part of the skill, and this means that the set of questions with their answers is the correct and integrated summary of the skill, and the teacher took into account while directing These questions are as follows:

- To link each question to a single, specific, and clear kinetic concept.
- To follow the principle of gradation in questions from easy to difficult.
- To give them the opportunity to participate.

At the end of the teaching process, the active learning strategy (cooperative learning method) means the formation of the skill in the form of questions and answers that are asked in the educational section to the players so that the answer to each question includes learning a step of the skill and the players give a set of solutions, then the best solutions are chosen which all players agree to be implemented by them in the form of small cooperative groups, and to facilitate the teaching and learning process, the researcher sought to teach the players in the partial way first and then the total way.

Post-tests:

The researcher conducted the post-test on (17/11/2020) on the members of the control and experimental groups, with the same conditions and specifications for the pre-measurement.

The statistical methods used: [7]

The researcher used the following statistical methods to process the data:

- Mean.
- Standarddeviation.
- Pearson's link.
- Link (Spearman).
- T-test of correlated samples.6
- T-test for independent and equal samples.
- Skew ness

Presentation, analysis and discussion of the results.

Presentation and analysis of the results of the pre and post measurements of the members of the control group in the variables investigated.

Table (4) shows the arithmetic means, standard deviations, and the (t) value calculated for the two measurements, before and after, for the members of the control group in the studied variables.

Tests	Pre-test		Post-test		(t) calculated	Sig value	Sig type
	Mean	Std.deviation	Mean	Std.deviation			
Measurementaccuracy shooting fromcorner (2.5)m	8.11	1.57	9.79	1.33	2.17	0.000	Sig
Measurement accuracy shooting from corner(3.5) m	10.26	1.73	12.28	1.58	2.74	0.000	Sig

Table (4) shows the values of the arithmetic means, standard deviations, and the (t) value calculated for the control group in the pre- and post-test. Through the values, we notice differences in the arithmetic means and standard deviations for all tests. The value of (sig) is less than the level of significance (0.05), so there is a preference for post-tests.

Presentation and analysis of the results of the pre and post measurements of the members of the experimental group in the variables investigated.

Table (5) shows the arithmetic means, standard deviations, and (t) value calculated for the two measurements before and after for the experimental group members in the variables investigated.

Tests	Pre-test		Post-test		(t) calculated	Sig value	Sig type
	Mean	Std.deviation	Mean	Std.deviation			
Measurementaccuracy shooting fromcorner (2.5)m	8.27	1.49	12.38	1.65	4.27	0.000	Sig
Measurement accuracy shooting from corner(3.5)m	10.69	1.68	14.29	1.72	4.18	0.000	Sig

Table (5) shows the values of the arithmetic means, standard deviations, and the (t) value calculated for the experimental group in the pre- and post-test. Through the values, we notice differences in the arithmetic means and standard deviations for all tests. The value of (sig) is less than the level of significance (0.05), so there is a preference for post-tests.

Presentation and analysis of the results of the pre and post measurements for the members of the control and experimental groups in the variables investigated.

Table (6) shows the arithmetic means, standard deviations, and (t) value calculated for the two measurements before and after for the members of the experimental group in the variables investigated.

Tests	Pre-test		Post-test		(t) calculated	Sig value	Sig type
	Mean	Std.deviation	Mean	Std.deviation			
Measurementaccuracy shooting fromcorner (2.5)m	9.79	1.33	12.38	1.65	3.69	0.000	Sig
Measurement accuracy shooting from corner(3.5)m	12.28	1.58	14.29	1.72	2.86	0.000	Sig

Table (6) shows the values of the arithmetic means, standard deviations, and the calculated (t) value for the two experimental and control groups in the post-test. Through the values, we notice differences in the arithmetic means and standard deviations for all tests. To find out the differences, the researcher used the t-test for independent samples, and all values appeared significant. Because the value of (sig) is less than the level of significance (0.05), there is a preference for the experimental group.

Discussing the results:

By noting the differences between the results of the pre and post-tests in the previous tables in all the tests, it is clear that the two groups of research, the control and the experimental, have indicated positive results in the differences and in favor of the post tests in all the variables investigated. Participate in and repeat the performance,as well as the impact of the usual method followed by the coach with them. The researcher attributes that the learning process as a set of processes linked to practice and experience, which leads to a constant change in behavior, as the teacher or coach has an effective influence in the learning and teaching process, both of which are essential elements in the individual's learning,this was confirmed by (Nahida Al-Dulaimi) that "the learning process is a behavior that changes with experience and experience, and it is all that he acquires of sciences, tendencies, abilities, trends, and motor skills, whether intentional or unintentional" [(8)]. (FuratJabbar) stresses that "the process of learning a skill cannot be achieved by just being motivated to learn it, but it must be practiced and repeated in order for the learner to control his movements so that he performs them correctly and properly. The player learns all the skills of the game after the verbal explanation and the first model, and then practices the skill several times under the supervision and guidance of the coach, who always shows the difference between the wrong and correct performance.And also (WajeehMahjoub,) defined the education process as: "a series of variables that occur during a specific experience to modify human behavior, and it is the process of adapting responses to suit situations that express his experiences and suit him with the environment" [(9)].

The researcher attributes the reason for this development and preference to the experimental group due to the use of the active learning strategy in a cooperative learning style, if this method is

used to learn the research sample. Bonwell and Eison mention that active learning provides the opportunity for players to participate in some activities that encourage them to think and comment. on the information presented for discussion[10].

The researcher believes that active learning has a special environment that creates an effective and appropriate educational atmosphere in the classroom, and provides the learner with many teaching activities that he uses in the learning process. The active learning environment also encourages the learner's creative thinking and receives scientific opinions in a realistic and flexible manner, and this was confirmed by (Siham Al-Bakri) that active learning encourages the creative thinking of learners and receives discussions and scientific opinions flexibly, and takes into account individual differences among learners,It works on the activities stemming from the needs of the learners, and takes into account their interests, abilities, and idiosyncrasies, and also works on transferring knowledge, acquiring skills, instilling values and trends, as well as achieving comprehensive growth [11].The researcher agrees with what was found by (Ali Abdul-AimaKazem Al-Saadi)[12], the reason for this is that the learners in this strategy work in the spirit of the group, which gives a rush to learn the required skill specifically, in other words that the learning goal has been previously determined by the trainer, In light of this, the learner works on one side, and on the other hand, dividing the learners into small groups working separately gave a state of competition among the members of the educated groups in learning the skill to be learned and mastered, in addition to the fact that the basic skills under study require group work when performance on the field[13].

(Al-Rubaie and Hamdan) believe that cooperative learning is a method based on science through the team in which members cooperate, coordinate joint efforts with each other in an organized manner, and bear the same responsibility to reach the intended goals, and this method is used at different scientific levels in learning to acquire learners positive cooperative behaviors during learning [14].The researcher also believes that the use of educational aids had a role in learning the basic skills under discussion and raising the level of performance of learners, as confirmed (Lamia Hussein Al-Diwan) that the use of certain means in the process of teaching and education leads to clarity of the form of performance, and facilitates the student's process of realizing the movement required to be taught At the same time, it facilitates the teacher's task, and provides him with many steps and procedures, thus saving effort and making it easier for him to teach [15].

Conclusions and recommendations:

Conclusions:

1- The use of the active learning strategy in a cooperative manner increased the motivation of the players in learning to perform the skill of shooting from the corner with handball.
2- The approach used by the coach contributed to learning to perform the skill of shooting from the corner with handball.
3- Active learning encourages players to interact and participate within the work in groups, and ask a number of diverse questions that develop their ideas and gain them the skill of innovative thinking and also encourage them on how to solve the problem and how to make decisions.
4- The cooperative and collective work of the research sample groups has helped in the development of the performance of the skill of shooting from the angle with handball.
5- The learners in this strategy work in the spirit of the group, which gives an impulse to learn the specific skill required.

Recommendations:

1- The use of the active learning strategy in a cooperative learning style, the development of the performance of the skill of shooting from the angle of the hand ball.
2- Studying the effectiveness of other active learning strategies other than those mentioned in the study, and knowing their effect on mathematical skills in other games.
3- Conducting further studies on the impact of active learning in various aspects of learning, especially in the field of physical education.

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