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STUDYING THE EFFECT OF THE EDUCATIONAL CURRICULUM ACCORDING TO THE CIRCULAR HOUSE DESIGN ON LEARNING SOME GYMNASTICS SKILLS

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ABSTRACT

The research aims to create and formulate an educational curriculum through which some gymnastics skills can be learned, in addition to identifying the effect of educational units based on the circular house strategy. During the time period from October 2023 to December 2023, the study was designed on the third stage students, numbering (84) students, where only (46) students were chosen by lottery, including (23) as an experimental group and (23) as a control group. They were equal in age and weight. And length, where the approach was used experimentally and to demonstrate its impact on them. The current study found that exchanging roles led to the activation of the detection of performance errors for the observer, who will avoid them when he becomes a performer, in addition to identifying important skill vocabulary and distributing them among the sectors activates the learning process.

Keywords: Acceleration methods, inverse tangent triangle law of acceleration, one-sided integrals, for continuous integrals, Simpson's three-eighth rule.

INTRODUCTION TO RESEARCH

The strategy adopted by the teacher is considered one of the most important goals of the educational process, which has a full impact, whether negative or positive, on students' learning. The curriculum followed by the teacher is considered to have an effective impact on the students because it depends on the level of method and method capable of alerting the mental levels and physical and emotional capabilities in addition to taking into account the individual differences of the students. Therefore, it has become necessary for the teacher to be familiar with modern teaching curricula and methods within the approved fields of physical education. On sound and solid scientific foundations in order to contribute to achieving success in the reality of education.

Gymnastics is one of the sports that constitute the cornerstone of all types of sports. It is considered one of the basic games in the physical education curriculum because of its importance and many benefits as it works to build the entire body and prepare it properly. Raising the technical level is only an inevitable result of the process of motor learning. This study is important because of the importance of the strategy that will be used, as it is modern and has made an effective contribution to learning several educational subjects.

Research Problem:

Through the observations of the researchers in the field, most of the methods and methods used in learning gymnastics skills are the traditional methods based on the teacher's own opinions and ideas. In addition, he performs manual assistance during the performance and therefore is unable to see the errors that affect the performance due to the preoccupation with the manual assistance and the feeling of fatigue as a result of exerting a lot. From time to help, from here the research problem emerged: the burden placed on the teacher in manual assistance while learning the studied skills, and the researchers urged to try to find a solution that helps in motor learning, especially in learning those skills and during the application of motor performance.

Research Objectives:

• Creating and formulating an educational curriculum through which some gymnastics skills can be learned.

• Identifying the effect of the educational curriculum according to the circular house strategy on learning some gymnastics skills.

Research hypothesis:

The educational curriculum according to the circular house shape strategy has a positive effect on learning some gymnastics skills

Research areas:

The human field: The human field is represented by Talal, the third stage, in the College of Physical Education and Sports Sciences, Al-Qadisiyah University.

Temporal scope: from the period 10/16/2023 to 12/28/2023

Spatial area: Gymnastics hall in the College of Physical Education and Sports Sciences, Al-Qadisiyah University.

Search terms:

The circular house strategy: It is a strategy through which a general idea is developed and then detailed into parts and sections, starting from the whole to the part and from the general to the specific. It is represented by drawing two circles with the same center, where the main topic is placed in the smaller circle and the larger circle is divided into parts to represent the ideas. component of this topic[1].

- Research methodology and field procedures:

Research Methodology:

The research was designed according to the experimental method with two equal groups.

2-2 The research community and its sample:

The intentional method was used to select the research sample, which was represented by third-year students at the College of Physical Education and Sports Sciences at Al-Qadisiyah University for the academic year 2023-2024. They numbered 84 students divided into three groups, namely (C, D, and E). Two divisions were chosen by lottery to form the group. The experimental group, which numbered (26) students, and after excluding the failed and injured

students, thus the number of members of the experimental group became (23) students, and Section C, the control group, which numbered (25) students, and after excluding (1) teacher and one failing student, thus the number of members of the control group became (23) A student where the researcher applied equivalence to the research sample in the research variables.

Homogeneity and equality of the sample in the research variables:

Table (1) It shows the arithmetic means, standard deviations, and values of the coefficient of variation and skewness for homogeneity variables

control				Experimental				No.
skewness	c%	b	a	skewness	c	b	a	Variables
0.429527	3.6403	6.09671	167.478	0.38453	%3.9059	6.5178	166.869	height	1
1.100391	3.09777	0.66534	21.4782	0.38368	%3.8816	0.83878	21.6087	age	2
-5.90096	6.44938	4.08554	63.3478	-0.9263	%6.6509	4.24217	63.7826	lweight	3

*All coefficient of variation values were less than 30%, which confirms the homogeneity of the group

Table (2) The equality of the two research groups is shown in the following variables (Arabian jump, front jump, handstand on the parallel bar)

التجريبية							الضابطة				
Significance level	sig	T	skewness	c	b	a	skewness	c%	b	a	Variables
Insignificant	0.65	0.45	0.34	23.55	0.63	2.69	0.28	24.12	0.67	2.78	Front hands jump on the ground movements mat
Insignificant	0.66	0.44	0.81	23.93	0.59	2.48	0.91	28.37	0.73	2.56	Front hands jump on the springboard

*At a degree of freedom (44) and below a significance level of 0.05 with a tabular value of (2.021)
*Note that equivalence was achieved after two definitional units

Tools and methods used in the research:

Research tools used:

- Personal interviews
- Testing and measurement
- Arabic sources

Devices used in the research:

- Ground movements rug

- Jumping platform device
- Medical scale
- Camera
- Balance
- Measuring tape (10 m).

Field research procedures:

Skills used in research:

The study relied on the skills of the curriculum for the target sample, which were represented by the two skills: (front hand jump on the ground movements mat and on the jumping platform device).

-4-2 Pre-test:

The subject teacher explains the skill and presents it to the students and the performance through two educational units for the purpose of introducing the students to the skill and how to perform it, relying on their physical and motor qualities, and then the performance is done again for filming.

Performance evaluation:

After filming the pre-test with a camera, the performance discs were distributed to four experts and specialists for the purpose of evaluating performance, where the evaluation is of 10 grades after deleting the highest and lowest grades and adopting the average of the two average grades.

Educational sessions according to the design of the circular house:[2]

Objectives of educational sessions

General goal:

- The target study group will acquire information and skills-related capabilities.

Cognitive objectives:

1- The study group must be able to discover the strengths and weaknesses of the skill and modify them.

2- The target group should be able to use the circular house design and analyze the parts of the studied skill.

Psychological objectives:

1- Acquire skills and master them correctly and thoughtfully.

2- Connecting the different parts and stages to perform the main skill.

Emotional goals:

1- Demonstrate a spirit of cooperation and participation in learning skills.

2- Consistent participation and maintaining order and the general structure of the groups, in addition to understanding and bearing responsibility.

3- Enhancing a sense of self-confidence and leadership spirit.

The following controls were taken into account for educational lessons using the circular house design:

1- Achieving the general objective of the study.
2- Raising the physical and skill ability of the study group.
3- Taking into account the individual differences and levels of the target group by involving everyone and arousing their motivation to learn.
4- Using the latest methods in learning and accustoming the studied group to observing and preserving them.
5- Providing all necessary supplies to maintain security and safety, in addition to special places to carry out educational lessons.
Content of educational units:
1- Preparing floors and security factors during the performance process.
2- The technical, educational, and applied aspects must be consistent with the design of the circular house, in addition to being appropriate to the levels of the target sample.
3- Emphasis on the participation of all students and this is under the supervision of the teacher.
The steps for designing the circular house were identified and the principles included in each step and its implementation were discovered, as the following was taken into account ():
• Discussion, practical demonstration, or investigation was one of the teaching methods used by the teacher.
• Creating cooperative groups, whether homogeneous or not, by the teacher based on the goal to be achieved.
• Formulate the main objective to be explored and design and write the title of the figure by the teacher and students.
• Writing the goals for designing the circular house by the student.
• Obtaining information on the subject and dividing it into seven basic parts, or two less or more than that.
• The information is downloaded in each of the parts that have been divided using simple symbols and drawings, starting with the part closest to topic number (12) per hour, then moving sequentially to the other parts, where each sector is a part of the skill (the first sector represents a situation The head, the second sector represents the position of the arms, and so on for the rest of the sectors) in the same clockwise direction.
• Once the design is completed, it is presented to the rest of the colleagues and their opinions are heard.
• The shape designed by the students was printed on Flex and hung on the wall of the gymnasium hall.

Educational curriculum:[3]

The educational curriculum was prepared by the two researchers according to the circular house shape strategy. After that, it was presented to experts and specialists in teaching methods and gymnastics to benefit from their experiences in correcting and amending the curriculum. The curriculum included (10) educational units, where the number of educational units for the skill of the front hands jump was On the floor movements mat (5) units, and the number of educational units for the front hands jump on the jumping platform was (5) units, and the time of each unit is 120 minutes, where the first three educational units are for

learning each skill, then the independent variable is applied in the fourth and fifth units to the experimental, as it continues The teacher taught the skill to the control group and a post-test for both groups after completing the educational units, as the program began from 10/15/2023 to 4/23/2023, and the curriculum was prepared according to the circular house strategy, which includes:

• Preparatory section: general warm-up, special warm-up that contains exercises that develop physical qualities that serve the skills used in research.[4]

• Main section: includes the following:

A- Planning stage:

1- Divide the target group into groups and distribute tasks to them.

2- Give each group white papers to implement the design.

3- Conducting dialogues and discussions between groups about how to perform the skill under the leadership of the teacher, including:

1- What is the main topic for which the circular house is intended to be designed?

2- The possibility of specifying subtitles from the main topic.

3- Choose the main title (Arabic jump skill on the floor movement mat).

4- The teacher directs multiple questions to the target group about the skill to be taught and requests a suitable design for the skill.

5- Dividing the main topic into secondary headings distributed among the parts of the circular house design, starting at 12 o'clock and moving clockwise.

• Dividing the main topic into:[5]

-The artistic shape of the head in the skill

- The artistic form of the arms in the skill

- The artistic form of the torso in the skill

- B - Drawing and design stage:

1- The student performer from each group takes the three stages (preparatory, basic and final). As for errors, they are corrected by the observer.

2- The student performs the skill from each group, and errors are corrected by the observer, if any.

3- In the format, the student performs the skill in attempts, with the performance observed and corrected by the observing student.

C - Evaluation stage:

1- Asking questions and questions in order to evaluate students

2- Observing the extent of students' understanding and comprehension by requesting the design of the circular house from the artistic and educational performance.

3- Choose the best design from among the designs submitted by the target group and promote it.

Posttest:

The post-test was conducted on the targeted research sample and under the same previous conditions that were conducted in the pre-test.

Performance Evaluation:

The researchers filmed the performance with a video camera, and the filming discs were distributed to the evaluators. The evaluation score was 10 degrees after deleting the highest and lowest scores and adopting the average of the two scores.

Statistical methods:

The SPSS statistical system was used to process the results.The artistic form of the two men in skill

- Presentation, analysis and discussion of results.[6]

Show results.

Table (3) It shows the arithmetic means, standard deviations, and T value calculated for the pre- and post-test for the control group.

		Pretest		Posttest				
Variables	measruing unit	a	b	a	b	Calculated t value	sig	Statistical significance
Front hands jump on the ground movements mat	degree	2.782	0.671	5.261	0.964	11.442	0.00	moral
Front hands jump on a vaulting table machine	degree	2.565	0.728	5.174	0.984	10.142	0.00	moral

From the results that appeared in Table (3), we notice that there are statistical differences in favor of the post-test.

Presentation and analysis of the results of the pre- and post-experimental group tests.

Table (4) It shows the arithmetic means, standard deviations, and T value calculated for the pre-tests And the dimension of the experimental group

		Pretest		Posttest				
Variables	measruing unit	a	b	a	b	Calculated t value	sig	Statistical significance
Front hands jump on the ground movements mat	degree	2.696	5.957	5.957	0.767	16.226	0.00	moral
Front hands jump on a vaulting table machine	degree	2.478	5.739	5.739	0.752	19.307	0.00	moral

From Table 4, it is noted that there are statistical differences that are valid for the post-test

Presentation and analysis of the results of the post-tests for the control and experimental groups

Table (4) Shows the results of the post-tests for the control and experimental groups

		Pretest		Posttest				
Variables	measruing unit	a	b	a	b	Calculated t value	sig	Statistical significance
Front hands jump on the ground movements mat	degree	5.957	0.767	5.261	0.964	2.708	0.010	moral
Front hands jump on a vaulting table machine	degree	5.739	0.752	5.174	0.984	2.189	0.034	moral

• At 44 degrees of freedom, below the significance level (0.05), and at a tabular value (2.021)
• From the table above, it appeared that there were significant differences in favor of the experimental group

Discussion of the results:

The results of the study, after statistical analysis of both groups (experimental and control) in the post-test, showed that there were significant differences in favor of the experimental group in the post-test. The researchers attribute this to the fact that the circular house strategy has an effective role in creating a competitive work environment for learners and urging them to learn the skills required. Study and the continuation of the effects of learning by linking what was learned previously with information learned later, which has a role in achieving self-confidence. The circle house strategy also makes learning meaningful and works to stimulate motivation in the learner. It also provides him with feedback during the implementation of motor tasks. This is consistent with (Working to facilitate learning methods for students and moving away from the usual boring methods known to memorization and study, as this method works to facilitate the memorization of basic information). The researchers attribute these results to the fact that the use of the circular house design contributed to enhancing the learners' motivation and stimulating positive interaction at all stages of the lesson. Then dividing the information into sections so that each part is expressed with a symbol, then summarizing what was previously covered within arranged paragraphs created by the students to be presented to their colleagues in order to keep the information and ideas in the learner's mind to be the basic foundation through which they are linked to other steps. This is consistent with what was confirmed by (Muhammad Mahmoud) Constructivism means that individuals or educated people arrange new information and ideas within the context of their knowledge in the form of mental models through which they can understand what they must do.

CONCLUSIONS

• The results produced by the tests proved the validity of the educational curriculum followed in the research and its effectiveness in influencing the learning of the skills selected in the research.
• There is a positive effect on the skills being studied in gymnastics.
• The exchange of roles led to the discovery of performance errors for the observer, who concludes them when he becomes a performer.
• Identifying important skill items and distributing them among sectors activates the learning process

RECOMMENDATIONS

• It is necessary to conduct a study on the possibility of using the round house strategy in other educational stages and in different sports and sports.
• Paying attention to teaching basic skills using the circular house strategy, especially at the university levels

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date	time	lesson	year
7 11/ 2023/	120دقيقة	الأولى	2024-2023
Gymnastics equipment			General topic
Learn the skill of the front hand jump on the ground movements mat			Special topic
The student learns concepts about the skill of the front hands jump on the ground movement mat according to the circular house shape strategy		Cognitive	goals
The student performs handstand exercises with a quick movement on the floor mat in a consistent manner		The breath is kinetic	
The student participates with his colleagues during the lecture to learn the skill of the front hand jump on the ground movements mat		Emotional	
Gymnastics hall, floor movements mat, data show to display skill			Used equipments

Content	الزمن	Lesson parts	
Group the students, confirm the number of students	(5) minute	administrative works	
Walking, jogging, trotting with arms rotated, trotting with knees raised, touching the ground left and right, normal walking	(15) minute	General warm-up	Introductory part
• Bend and extend the arms to the side in succession for four counts • Twist the torso to the sides in succession for four repetitions • .Bend and extend the knees for two counts Forward Leaning): Bend and extend the arms (5 reps	10)minute	Special warm-up and physical exercises	

Divide the target group into groups and distribute tasks to them. •A- Design stage • Give each group white papers to implement the design. • Conducting dialogues and discussions between groups about how to perform the skill under the leadership of the teacher, including: - What is the main topic for which the circular house is designed? - The ability to set sub-headings from the main topic. - Choose the main title (Arabic jump skill on the floor movement mat). - The teacher directs multiple questions to the target group about the skill to be taught and requests a suitable design for the skill. - Dividing the main topic into secondary headings distributed among the parts of the circular house design, starting at 12 o'clock and moving clockwise. Divide the main topic into: - Head position while performing the skill * The head is between the arms in its natural position - The artistic form of the arms in the skill * Hands are chest width apart, with fingers facing forward - The artistic form of the torso in the skill * The torso should be straight, in a straight and tight line, without arching the back - The artistic form of the two men in skill * The legs are extended and straight, and the combs are pointed :A- Drawing stage • The student performer from each group takes the three stages (preparatory, basic and final), and errors are corrected by the observer. • The student performs the skill from each group, and errors are corrected by the observer, if any. • In the form of the format, the student performs the skill in attempts, with the performance being observed and corrected by the observing student	80) minute	Main section
C- Evaluation stage. • Asking questions and questions in order to evaluate students • Observing the extent of students' understanding and understanding by requesting the design of the circular house from the artistic and educational performance. • Choose the best design from among the designs submitted by the target group and promote it.	دقيقة(10)	Closing