

The effect of a combined curriculum according to the concept map and hierarchical learning in learning the skill of stabbing for the novice hookah players

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Abstract

Attention has increased in the mathematical aspects and skills of all events, and researchers and specialists have given a lot of attention to that for the sake of advancement, development and progress through their selection of important and appropriate strategies and models for the level of learning, including the concept map that plays an important role in organizing and controlling the teaching and learning process, as they are schematic forms that connect concepts to each other. Some, through lines or arrows, write on them the word linking to clarify the relationship between one concept and another, as it highlights its role in finding the appropriate method that shows the interconnected chains between concepts in the educational curriculum, which facilitates the absorption of the learned skill and achieve effective learning, especially if there is a process of linking between concepts and learning The hierarchy, which depends on various patterns that work on the occurrence of learning according to what the learner sees and in the desired manner for the learned skill, and thus access to a good educational product, especially through which the learner can solve the problems he faces, hence the importance of research in using the concept map strategy and hierarchical learning to acquire knowledge from both sides. Theoretical and the practical, especially if the visual perception has a role in the educational curriculum, this is a supportive and complementary part of the educational process to create kinetic paths according to the effectiveness to be learned. As for the research methodology, the experimental method was used for its suitability to the nature of the problem, and the research community was determined in a deliberate way, represented by the novice hookah players, numbering (14) players who were divided by lottery. (12) of them are a main research sample, for each group (6) players, and (2) of them are a sample for the exploratory experiment, after which the method of measuring the skill of the challenge was determined, then the exploratory experiment, and then the tribal tests that took place on Monday at three o'clock in the afternoon on 1/2 /2021 in the fencing hall in Al-Hussein neighborhood, and from then on, the integrated educational curriculum was applied according to (the map of concepts and hierarchical learning) for the members of the experimental group in order to facilitate learning the skill of stabbing for players of the blind weapon, and the implementation period of the educational curriculum took (4) weeks with two educational units per week. (Tuesday - Thursday) and the total number of units was (8) educational units, which were applied in the period from Tuesday, corresponding to 2/2/2021 until Tuesday, corresponding to 2/3/2021, with a time of (90) minutes per educational unit. After completing the application of the curriculum, the researcher conducted the post-tests of the experimental research group on Friday 3/3/2021 in the same place and time in which the tribal tests were conducted. In order to achieve the goal of the study, the researchers used the statistical package for social sciences (SPSS) to extract the results of the study. And in light of the results of the research, it was concluded that the combined curriculum between concept maps and hierarchical learning has a positive impact on learning the skill of challenge, which the researchers recommended the necessity of using concept maps and hierarchical learning in various disciplines.

Introduction and its importance:

The present age is witnessing a great and rapid development in various fields of life. The field of sports kinetic learning has enjoyed a large share of successes and the accumulation of experiences, and these successes were not the result of chance, but rather as a result of sound scientific planning and what scientists, researchers, and specialists in the affairs of physical education and sports sciences have reached. And to benefit from the results of their research and studies in laying the foundations for the mathematical construction and its progress, and in recent times the interest in sports aspects and skills related to all events has increased. Researchers and specialists have given a lot of attention to this for the sake of advancement, development and progress in this field, which was positively reflected on the performance of coaches or teachers in their selection. The strategies that are important and appropriate to the level of learning so that there is a kind of continuity in the duties given to learners and their appearance at an appropriate level in the level of sports activities and this is consistent with what is presented by the map of concepts that play an important role in organizing and controlling the teaching and learning process as they are graphic forms that link concepts to each other through lines or Arrows on which the word linking is written to clarify the relationship between one concept and another. Where it highlights its role in finding the appropriate method that shows the interconnected chains between the concepts in the educational curriculum, which facilitates the absorption of the learned skill and the achievement of effective learning, especially if there is a process of linking between concepts and hierarchical learning that depends on various patterns that work on the occurrence of learning according to what the learner sees and how. The desired ability of the learned skill and thus access to a good educational outcome, especially through which the learner can solve the problems facing him, and this increases when the visual-spatial perception of the player develops as it increases the comprehension and understanding and improves learning for the player's performance through the use of visual forms and images that depict the most important main ideas that need ability. Highly visual in order to understand many concepts well, and for this reason fencing is one of the games that has witnessed rapid development in recent years and increased interest in it and has become influenced by experts and specialists and finding methods to teach the skillful performance of learners and develop their level through the use of various scientific methods that help to learn and master basic skills and accuracy. Its performance and development, hence the importance of research in strategic use. A map of concepts and hierarchical learning to acquire knowledge from the theoretical and practical sides, especially if the visual perception plays a role in the educational curriculum. This is a supportive and complementary part of the educational process to create kinetic paths according to the effectiveness to be learned.

Research problem:

In order to keep pace with modernization and development in the sports fields, especially in terms of learning and breaking with tradition, and after reviewing the scientific sources, the researcher decided to go into choosing a map of concepts and merging them with hierarchical learning in a case that may be the first in the level of educational curricula and linking them to

what is consistent through learning skills The basic principle of dueling for beginners is that there are hierarchical and sequential steps that lead to the application of the cognitive and applied aspects of the educational curriculum, which may sometimes depend on the visual-spatial perception, in the belief of the researcher that these variables will facilitate the learning process in a way that exceeds the usual level of learning.

Research aims:

1. Preparing a blended educational curriculum according to the concept map and hierarchical learning.
2. Recognizing the effect of the integrated educational curriculum according to the concept map and hierarchical learning in learning the skill of stabbing among the novice players of the hook weapon).
3. Identifying the differences between the two groups for the pre and post tests for the two groups.
4. Assuming the search:
5. There are statistically significant differences between the pre and post tests and in favor of the post tests.
6. There are statistically significant differences for the post-tests and in favor of the experimental group.

Research areas:

1. The human field: the novice players belonging to the Specialized Center for Fencing in the Maysan Governorate of the Iraqi Central Federation.
2. Time domain: the period from 1/5/2021 to 20/1/2021.
3. The spatial domain: the fencing hall in the Al-Hussein neighborhood youth center.

Define terms:

1. Concept map: It is a two-dimensional diagram in which concepts are organized into successive hierarchical levels, starting with general and comprehensive concepts and ending with sub-concepts and examples, so that the vertical relationships between general concepts and sub-concepts and horizontal relationships between concepts at each level of the hierarchical levels visually and tangibly (1).

2- Hierarchical learning: It is the simplest type of learning that takes place gradually from the easiest to the most complex and from the simple to the complex. In this way, it depicts the importance of gradation and fragmentation of learning on the one hand, and on the other hand, the importance of the coach's attention to previous learning, which may be necessary to evaluate for the player to determine where the defect lies in His inability to learn what is the finest (2).

Research methodology and field procedures:

1. Research Methodology: The experimental method was used in the manner of two equal groups with pre and posttests.

2. Research community and its sample: The research community was determined by the intentional method, represented by junior fencing players, affiliated to the Specialized Center for Fencing in Misan Governorate for the 2020-2021 sports season, and their number (14) players were divided by lot, (12) of them are a main research sample , for each group (6) players, and (2) of them are a pilot experiment sample, after which parity was conducted for the two groups, as shown in the tables (1).

Table (1) shows the equivalence of the two research groups (control and experimental)

morale	probability value	calculated (t) value	control group		experimental group		measuring unit	Transactions of the statistical Test name
			±p	s	±p	s		
insignificant	642 .0	475 .0	518 .0	375 .2	535 .0	500 .2	Degree	stabbing skill

Degree of freedom (n-2) (14-2=12) and significance level (0.05)

Devices, tools and means of collecting information:

Devices:

- ✓ Japanese-origin electronic stopwatch, type (Sony), number (2).
- ✓ Japanese-made SONY video camera, number (2).
- ✓ Plasma screen type (Panasonic), number (1).
- ✓ (CD) type (PRINCO) number (10).
- ✓ A medical device for measuring length and mass, of English origin.
- ✓ A computer for data processing type (Lenovo).
- ✓ Electrical aids manufactured by researchers.

Tools:

- ✓ Equipment for the fencing player (hook weapon - mask - glove - fencing suit - socks - shoes) No. (7).
- ✓ A special field for fencing (2).
- ✓ Protective eye blindfolds (7).
- ✓ A tape measure (50 m) to measure distances in centimeters.
- ✓ Colored adhesive tapes with a width of (5) cm, number (4).
- ✓ Objectives hanging on the wall (tombstones) number (4).

- ✓ Fox type whistle (2).

Means of collecting information: The following methods were used:

- ✓ International Information Network (Internet)
- ✓ Arab and foreign sources
- ✓ Note
- ✓ Auxiliary work team.
- ✓ Personal interviews: Some specialists in the field of motor learning and fencing were interviewed, to benefit from their opinions regarding the research topic

Field Research Procedures:

Determining the method of measuring the performance of the skill of the challenge: The method of measuring the skill of the challenge was determined, as this was done by designing a form for assessing the level of performance of skills by placing a score from (1-10), which was divided according to the educational unit, the educational section gave (3 marks), and the main section (4 marks), while the final section was given (3 marks), then the total scores of the departments were taken, and the questionnaire was distributed on the day of the pre and posttests to three arbitrators, and by watching the players 'performance, the performance evaluation scores were given, then the score of each player was given by taking the arithmetic mean for the three grades of arbitrators.

The exploratory experiment: The exploratory experiment was conducted on (Monday) at three o'clock in the afternoon (25/1/2120) on two players in the fencing hall of the Al-Hussein neighborhood youth forum of the Ministry of Sports and Youth.

- ✓ Familiarity with the equipment and tools used in the tests.
- ✓ Knowing how long the tests take during the application.
- ✓ Knowledge of the assistant work team on how to implement and document the tests.
- ✓ Extracting the scientific foundations.

Tribal tests:

The tribal tests of the studied skills were conducted after they were presented to the experts and specialists, on Monday at three o'clock in the afternoon on 1/2/2021 in the fencing hall, Al-Hussein neighborhood.

Preparation and application of the educational curriculum: An integrated educational curriculum was prepared according to (the concept map and hierarchical learning) for the members of the experimental group in order to facilitate learning the skill of stabbing for players of the blind weapon, and the implementation period of the educational curriculum took (4) weeks, with Two educational units per week (Tuesday - Thursday), and the total number of units is (8) educational units, which were applied in the period from Tuesday, corresponding to 2/2/2021 until Tuesday, corresponding to 2/3/2021, with a time of (90) minutes for one educational unit. The educational

unit was divided into three sections, the preparatory section (15) minutes, the general warm-up contained (5) minutes and the private warm-up (10) minutes. The main section contained the educational part (20) minutes divided into (5) minutes. Some illustrations were shown in the form of Posters and video presentations (datacho) and (15) minutes explaining how to perform the skill, while the practical part gave (45) minutes that included practical exercises, and the final section (10) minutes, taking into account the application of the skills learned in a previous unit in the next educational unit .

Posttests: After completing the application of the educational curriculum, the researcher conducted the post tests for the experimental research group on Friday 3/3/ 2021 in the same place and time in which the main tests were conducted. He conducted the tribal tests, and the same procedures were adopted in terms of time and place, the tools used and the work team and the creation of all the conditions surrounding the tribal tests, in order to avoid the variables that could affect the results of the posttests among the members of the research sample.

3-9 Statistical means: In order to achieve the goal of the study, the researchers used the statistical bag for social sciences (SPSS): (percentage law, arithmetic mean, standard deviation, median, T-test for corresponding samples).

Presentation, analysis and discussion of the results:

Presentation and analysis of the results of the pre and posttests of the experimental and control groups to test the skill of stabbing for novice fencing players, and their discussion:

Presentation and analysis of the results of the tribal and post tests for the experimental group to test the skill of stabbing for the novice hookah players and their discussion: - After unpacking the data for the pre and post tests for the experimental group, and processing them statistically, as shown in Figures (1), and shown in Table (2).

Table (2) shows the results of the pre and post tests for the experimental group to test the skill of the challenge

indicatio n	Indicatio n level	(T) value calculated	dimensiona l		tribal		measurin g unit	Transactio ns stats Test name
			±p	Q	±p	Q		
D	* 0.000	10.688	1.30 2	7.62 5	.0 535	.2 500	Degree	Skill Assessme nt

Degree of freedom (n-1) (8-1=7), * D if the degree of significance level (Sig) ≥ (0.05)

By viewing Table (2), which shows the results of the pre and posttest for the experimental group in the test (challenge skill), the arithmetic mean of the pre-test results was (2.500), with a standard deviation (0.535), while the arithmetic mean in the post test was (7.625), and with a

deviation standard (1.302), and when using the (T-Test) law for correlated samples, the calculated (T) value reached (10.688), below the significance level (0.000), which indicates its significance at the significance level (0.05) and the degree of freedom (7). The difference is statistically significant and in favor of the post-test.

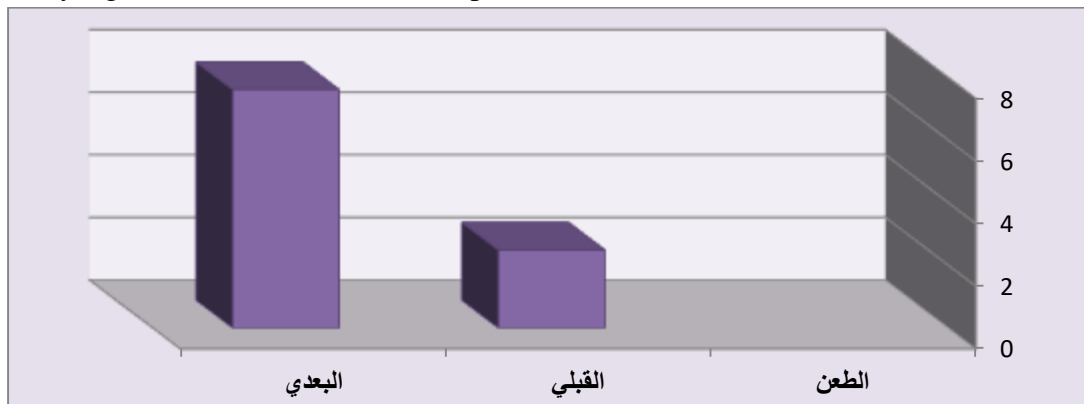


Figure (1) shows the pre and post arithmetic means for the experimental group in the challenge skill test

Discussing the results of the pre and posttests of the experimental group in the challenge skill test for the novice hookah players:

Through what was presented in Table (2), it was found that there are significant differences in the post-tests between the two groups (the control and experimental), and the reason for the superiority of the experimental group in the challenge skill came as a result of the “exercises used and the method of their implementation during the educational units in a regular and distinct manner, which It led to the speed of skills learning, which indicates a clear interest in the importance of exercises and how to organize them with the appropriate method for their performance, which then achieves an upgrade in the level of skill performance when learning the novice players in the fencing weapon (1), as it is appropriate to the players’ desire to learn skills as it stimulates thinking among the The learner and activate his ideas in the production of new creative movements because these exercises enable him to use different senses during the performance of exercises by expressing those thoughts using movements and controlling his body with his agility and speed during the performance and this is what indicated the Gardner mechanism to the ability of the individual to control the activity of his body and his movements in an adorable way, and attributed The researcher also caused this development to be that this method stimulates the thinking of the learner and activates him to issue new ideas and creativity in performance because the learning is through Sensory or concrete thinking with orientation towards facts and concepts On the other hand, abstract thinking and orientation towards facts and theories beyond meaning, thus the learner becomes able to overcome greater difficulties facing him and accordingly make appropriate decisions (2)

The researchers also attribute that this development came as a result of the presentation through “watching image posters and video presentation (datasha), which increased the use of mental

perceptions and stored many motor programs inside the brain, as well as the verbal use represented by the sounds of audio stimuli that helped reduce distractions and thus increased the Players' intuition (3).

Presentation and analysis of the results of the tribal and post tests for the control group, the test of the skill of stabbing for the novice hookah players: After unpacking the data for the pre and post tests for the control group, and processing them statistically, as shown in the two figures (1), and shown in the table.

Table (3) shows the results of the pre and post tests for the control group, the skill test (ton) for the players of the hookah weapon

indication	Indication level	(T) value calculated	dimensional		tribal		measuring unit	Transactions stats Test name
			±p	Q	±p	Q		
D	*0.000	7.483	0.518	4.375	0.518	2.375	Degree	Skill Assessment

Degree of freedom (n-1) (8-1=7), * D if the degree of significance level (Sig) ≥ (0.05)

By looking at Table (3), which shows the results of the pre- and post-test for the control group in the (stabbing skill) test, the arithmetic mean of the results of the pre-test was (2.375), with a standard deviation of (0.518), while the arithmetic mean in the post-test was (4.375), and with a deviation of (0.518), and when using the (T-Test) law for correlated samples, the calculated (T) value reached (7.483), below the significance level (0.000), which indicates its significance at the significance level (0.05) and the degree of freedom (7) The difference is statistically significant and in favor of the post test.

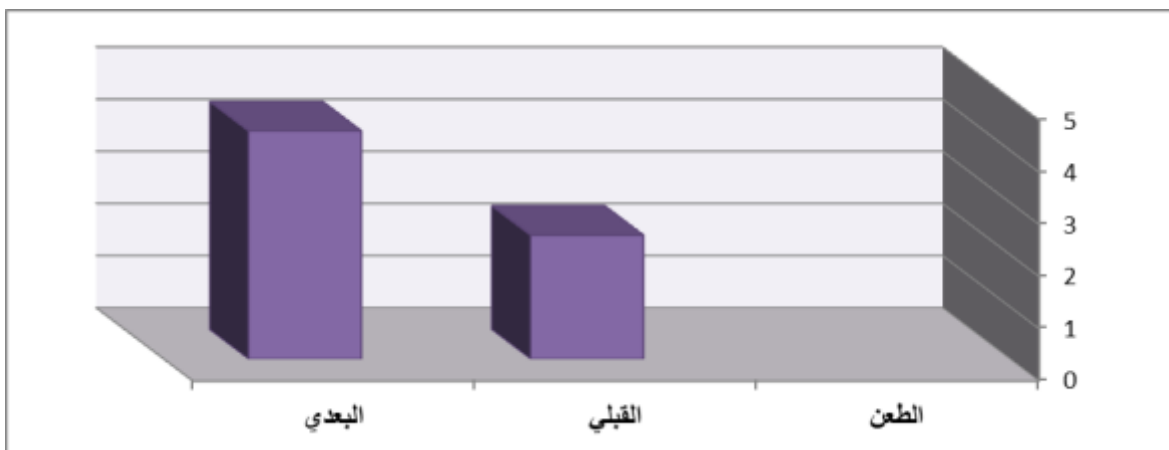


Figure (2) shows the arithmetic means in the skill test (ton) for hookah players

Discussing the results of the pre and post tests for the control group in the challenge skill test for the novice hookah players:

The results that were presented in Table (3) for the arithmetic mean values, standard deviations, and t values calculated for the skill test (stabbing) showed that there were significant differences for the pre and post tests for the two control groups and in favor of the post tests. The usual practice of the trainer, as well as repetitions in performance and continuing to apply the units designated for teaching the skill of stabbing to gunship players, and this was confirmed (Qasim, 1998), “The goal of this stage is to acquire motor skills in general and not complete mastery and stability of the art of motor performance, but The main purpose of this is to acquire the ability to perform various movements to an acceptable degree with the ability of the learner to economize in exerting effort.”(1) Therefore, we find that the control group has achieved a difference from learning the skills discussed as a result of repetition and practice through the educational units in which the method was used. Followed by the trainer, the main objective of each unit is to deliver the material to be learned to the learner, and also that the development of the level of skill performance is due to the achievement of the group members The control factor is based on the repetitions for each skill, with the role of the trainer appearing greatly in the method followed by him, as he directs the learners during the teaching period to learn the skill “as the guidance factor is one of the most important factors for the learner’s acquisition of movement” (2), as well as the percentages of this development as a result of the exercises that were used In various ways and methods, as well as the use of general and special physical exercises at the beginning of the preparatory section, and what these exercises include of jogging, speed movements and jumping, as these exercises collectively contribute to the development of the skill of stabbing.

Presentation and analysis of the results of the dimensional tests of the experimental and control groups in the challenge skill test for novice hookah players:

After unloading the data for the two posttests of the experimental and control groups from the researcher, and processing them statistically, as shown in Figure (2), and shown in Table (4).

Table (4) shows the results of the post-tests of the experimental and control groups in the skill test (ton) for the players of the hookah weapon.

indication	Indication level	(T) value calculated	dimensional		tribal		measuring unit	Transactions statistics Test name
			±p	Q	±p			
D	*0.000	6.559	0.518	4.375	1.302	7.625	Degree	Skill Assessment

Degree of freedom (n-2) (16-2=14), * D if the degree of significance level (Sig) \geq (0.05)

Through the presentation of the table () the results of the post-tests of the experimental and control groups, it is clear to us that the arithmetic mean in the test (evaluating the skill of appeal) reached (7.625) for the experimental group, with a standard deviation of (1.302), while the arithmetic mean of the control group was (4.375), With a standard deviation of (0.518), and when using the (T-Test) law for uncorrelated samples, the calculated (T) value reached (6.559) below the significance level (0.000), which indicates its significance at the significance level (0.05) and the degree of freedom (14), thus The difference is statistically significant and in favor of the experimental group as well.

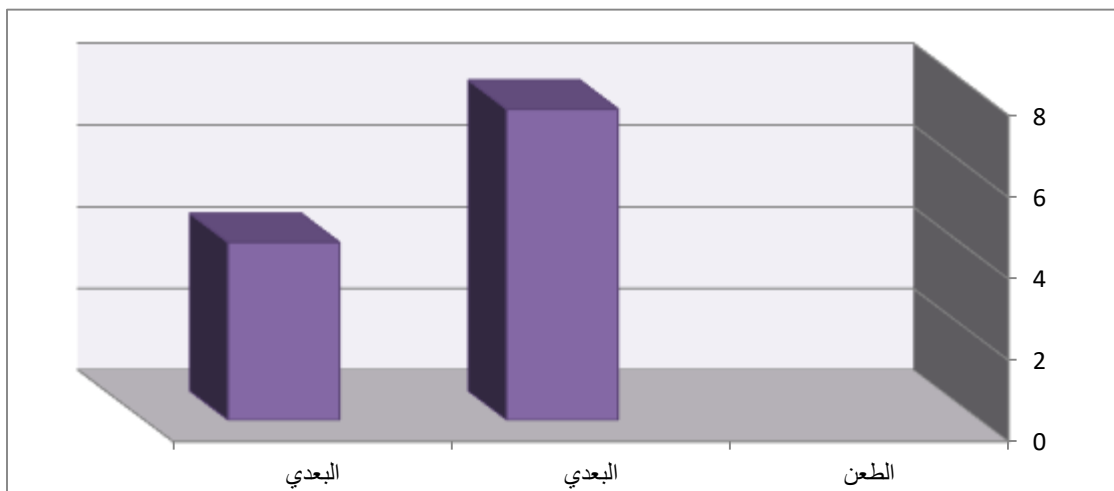


Figure (6) shows the dimensional arithmetic means of the two research groups in the challenge skill test for hookah players

Discussing the results of the post-tests of the experimental and control groups in the challenge skill test for the players of the hookah weapon:-

Through what was presented in Table (4), it was found that there are significant differences in favor of the post tests in the skill (stabbing), and the researchers attribute the moral differences of the challenge skill test that appeared in the post tests to the type of exercises used during the training units that included a sense of skill performance The challenge, as some exercises were applied with small tennis balls to feel the ball and perform without a ball and blindfolded, because “the sensory learner prefers to receive and process information using one of the senses, where the sensory experiences something new mostly that he will not be able to absorb well unless he suffers from it sensory because he is realistic and notices the minute details He uses his

senses sharply and trusts facts, observations, and perceptions, and then uses his intuition to form a complete picture and puts possibilities in addressing the different situations that he encounters during playing, so he imagines what this skill needs "(1), as exercises with a sensory pattern help the player to feel the time that it takes Repetitive and successive movement to be able to determine the speed of motor performance as well as a sense of the distance of performance by giving exercises that care about that and that help the player in Determine the distances that suit the performance of the opponent's movement in terms of moving and moving the different parts of the body in a coherent and coherent manner and dealing with movements accurately during performance, as "This skill requires careful employment and a sense of the body parts that perform this performance, and any defect in this timing leads to the loss of the ball and lack of control over it." as required" (2) and requires a high level of proficiency as it is performed in relatively small areas; Therefore, the importance of developing his sensory abilities came to identify the various game stimuli; Because the performance of the challenge depends on the player's sense and feeling of the ball without looking at it, as it stimulates the learner's thinking and activates him to generate new ideas and creativity in performance. Because learning in it is through sensory or concrete thinking with an orientation towards facts and concepts, on the other hand, abstract thinking and orientation towards facts, theories, and beyond meaning. Thus, the learner is able to overcome a greater degree of difficulties facing him, and accordingly make appropriate decisions" (3).

Conclusions and Recommendations

Conclusions: In light of the research results, it was concluded:

1. The integrated curriculum between concept maps and hierarchical learning has a positive effect on learning the skill of stabbing for beginners' shutters.
2. The results showed that the use of concept maps and hierarchical learning had a positive effect on learning the skill of stabbing for beginners foil players.

Recommendations Based on the research results, the most important recommendations were reached:

1. The necessity of using concept maps and hierarchical learning in the theoretical lessons of the curricula of the Faculty of Physical Education and Sports Sciences in various disciplines.
2. Conducting a study similar to this study that includes other games or with other samples.

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Appendix (1) shows a model of the educational unit

Educational goal: Teaching the skill of the standby pause

Number of players: 12 players

According to the concept map strategy and hierarchical learning today and date:

Educational objective: accustom players to cooperation and love

Unit time: 90 minutes

notes	Skill content and method of implementation	time		Sections of the unit	No
	General warm-up) exercises to prepare the organs, muscles and joints of the body in general)	5m	15d	Preparatory section	1
	Special Warm-up (Skill-specific muscle group preparation exercises)	10m			
the details					
	An introduction to the skill of the stand-by and its purpose, a detailed explanation of the correct posture of the body for the parts of the skill to be learned. Linking the parts of the learned skill. Correlation between the stimulus used (visual, auditory, or sensory) with the player's response. Submit a model for the skill to be learned (such as	25	educational part	65m	main section 2

(poster, video, educational brochure). Visualization of the skill by players, to help in drawing a mental map of the skill learned. Apply some skill exercises as shown below:									
	rest between repetitions	Repeat data	Actual workout time	Explanation of the exercise		Application part			
	1m	3 repetitions	3m	Exercise (1): Watch the coach perform the readiness pause and at the same time the player perform the readiness pause.	10 m				
	1m	3 repetitions	3m	Exercise (2): Player A stands opposite player B in the base position, and when one whistle is heard by the coach, he performs a standby pause, two whistles are heard to return to the base position.	10 m		40m		
	1m	3 repetitions	3m	Exercise (3): The players stand in one line in preparation, and when they hear the	10 d				

				coach's whistle, they bend their knees and return to the standby position.					
	1m	3 repetitions	3m	Exercise (4): The players stand in one line in the basic position, and when they hear the word (unaccredited), the players perform the standby stance, and when the signal is given (raising the coach's hand high) they bend their knees and then return to the standby stance.	10 m				
Mini game (reverse the signal) the players spread in a free spread inside the field and the coach points to a specific place on the field and the players run in the opposite direction.					7m				
Return the tools to the designated place, then stop to finish the educational unit.					3m		10m	Final section	3