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Effect of (SWOM) strategy on personal struggle and learning the combined offensive for students

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Abstract

The (SWOM) strategy is one of the cognitive strategies that contain organized procedures and practices and sequential and coordinated educational activities, which the teacher uses to develop students 'thinking skills, and help students to use these cognitive skills in different life situations. The (SWOM) strategy is an effective and accurate component of learning because it enables individuals to monitor and organize their performance, and the development of students' thinking skills, which in turn is reflected in students, leading to acceleration of their learning.

And the research problem centered in that human resources have become one of the resources that countries work to develop and develop in all educational, educational, behavioral and moral aspects, in order to achieve sustainable development in this area. The human energies and what countries possess of these energies has become today an important resource for the state to use for the development and development of their societies.

Through the experience of researchers in the field of fencing, they noticed the existence of psychological problems facing students during the lesson of fencing, and among these problems the presence of psychological hesitation they have when performing skills, especially difficult and dangerous ones, which is reflected negatively on the level of learning and performance of these skills. The decision to perform the required performance is one of the psychological emotions that must be studied and analyzed in order to clarify its reality and concept.

To solve this problem, the (SWOM) strategy was used to help students improve the level of personal struggle in order to facilitate learning and skills training, especially learning the compound attack, which is an attempt to reach the student to the correct skill performance.

The research aims to: Identifying the level of personal struggle among fourth-year students in the College of Physical Education and Sports Sciences - University of Babylon, and understand the impact of (SWOM) strategy in improving the personal struggle of the research sample and learning the compound attack of students.

The researchers hypothesized that: There are no significant differences between the mean scores of the control group and the experimental group in the level of personal struggle among fourth-stage students in the College of Physical

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Education and Sports Sciences - University of Babylon. There are no significant differences between the degrees of the experimental group and the control group members according to the use of the SWOM strategy to improve the personal struggle of the research sample.

The researchers adopted the experimental approach by designing the two equal groups for its suitability and the nature of the research problem, and the researchers identified the research community as the fourth stage students - College of Physical Education and Sports Sciences - University of Babylon, for the academic year (2020-2021). In order to achieve the objectives of the current research, the researchers prepared and prepared the research tools represented by building the personal struggle scale. They used the (SWOM) strategy in conjunction with the realistic treatment method, And they were applied to the individuals of the sample during the main experiment of the research. Then the researchers processed the data statistically by using the statistical bag (spss). The researchers concluded: The use of the (SWOM) strategy, the usual curriculum followed by the subject teacher, and both the experimental and control groups had a positive effect in teaching the performance of some offensive skills in dueling. The experimental group surpassed in research skills, clearly and significantly over the control group. The improvement of personal struggle among the experimental group members significantly affected their performance of some offensive and defensive skills in the fencing lesson compared to the control group.

The researchers recommended the following: The need to pay attention to the use of the (SWOM) strategy and encourage those in charge of the educational process because of its positive and effective characteristics of the educational process. Preparing and using strategic programs (SWOM) in lessons in order to increase students' ability to think and learn, which leads to an increase in their achievement and academic performance. Conducting a comparative study between (SWOM) strategy and other strategies in teaching some types of basic, defensive and offensive skills in fencing to students to identify the most appropriate and useful strategies.

Introduction:

The (SWOM) strategy is one of the cognitive strategies that contain organized procedures and practices and sequential and coordinated educational activities. The teacher uses them to develop students' thinking skills and help students to use these cognitive skills in different life situations. The (SWOM) strategy is a critical and delicate component of effective learning as it enables individuals to monitor and regulate their performance. This, in turn, is reflected in students' learning and their mastery of the learned material, and then it will accelerate their learning.

Experimental psychology is one of the sciences that has gained an important place at the present time because of its direct impact on the lives of individuals, it helps individuals to cope with disturbances, anxiety and behavior change for the better in solving the problems that stand in their way.

Realistic counseling is one of the behavioral counseling methods that are used in treating behavioral, psychological and social problems. It is based on three basic concepts, the first of

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which is reality, and it is real life experiences that we live without imagination. The responsibility that makes the individual able to fulfill his need in the right way without the need for cheating, deception and taking advantage of opportunities, right and wrong, and it is a moral standard that determines what is right and what is not right according to standards determined by religion, law and society.

Through this type of guidance and by including it in the educational process, the counselor can organize and direct students' behavior in a way that serves the educational process by helping students understand the reality in which they live and work to confront the problems that stand in their way and solve them in appropriate ways. It also contributes to highlighting students' abilities and increasing their knowledge of their energies and how to properly direct those capabilities in a way that serves their current and future lives.

The personal struggle is an internal sense of self that has an important role in life as it contributes to the process of acquiring knowledge and learning to achieve the desired goal.

The personal struggle has the ability to move the individual forward despite the difficulties that he may face. It is the internal component that gives the energy to continue and resist in order to reach the goal.

The Physical Education and Sports Sciences curriculum includes several activities, including fencing. Which represents one of the basic lessons in the Faculties of Physical Education and Sports Sciences. The difficult and complex skills of this game may constitute a stumbling block in the way of learning its skills, so it was necessary to use several methods to learn its defensive and offensive skills, which represent the basic skills in this game. This requires the teacher to select new and varied teaching methods that facilitate the learning process and stimulate the student to learn and acquire skills in an enjoyable way.

From here, the importance of research has emerged to identify the problems encountered by the student in his academic career and to slow down his scientific movement through the use of a counseling program that uses realistic therapy, which was developed according to the students' needs in learning. And the use of (SWOM) strategy to learn and acquire knowledge. In order to spread the spirit of struggle among students and overcome the difficulties they face.

Research problem :

The research problem centered on the fact that human resources have become one of the resources that countries are working to develop and develop in all educational, educational, behavioral and moral aspects, in order to achieve sustainable development in this area. The human energies and what countries possess of these energies has become today an important resource for the state to use for the development and development of their societies.

Through the experience of researchers in the field of fencing, they noticed the existence of psychological problems facing students during the fencing lesson, and among these problems the presence of psychological hesitation they have when performing skills, especially difficult and dangerous ones, which is reflected negatively on the level of learning and performance of these skills, which is the source of the research problem, which requires determination and assertion in determining the decision to perform the required performance is one of the

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psychological emotions that must be studied and analyzed in order to clarify its reality and its concept.

To solve this problem, the (SWOM) strategy was used to help students improve the level of personal struggle in order to facilitate learning and skills training, especially learning the compound attack, which is an attempt to reach the student to the correct skill performance.

Research objective:

- Identifying the level of personal struggle among fourth-year students in the College of Physical Education and Sports Sciences - University of Babylon
- Identify to the effect of (SWOM) strategy in improving personal struggle and learning the combined attack of the research sample

Research hypotheses :

- There are no significant differences between the mean scores of the control group and the experimental group in the level of personal struggle among fourth-stage students in the College of Physical Education and Sports Sciences _ University of Babylon.

Research fields:

The human field: Fourth stage students in the College of Physical Education and Sports Sciences - University of Babylon for the academic year 2020-2021.
Time field: from 25/11/2020 to 9/3/2021.
Spatial field: The Sports Hall at the College of Physical Education and Sports Sciences - University of Babylon.

Research methodology and field procedures:

Research Methodology:

The researchers used the experimental approach because it was compatible with the nature of the research problem, and they also chose to design the method of the equivalent groups (experimental and control) with the two pre and post- tests.

Community and sample research:

The sample of the main experiment included determining the two divisions (A and B), as (15) students from each class would be selected from those who scored less than the hypothetical average of (120) on the scale of personal struggle and divided randomly into two groups (control and experimental), to represent the class (A) The control group and (b) the experimental group.

Means, tools and devices used:

Means of gathering information:

- Arab and foreign sources and references.
- Personal interviews.
- Test and measurement..

Means, tools and devices used in the research:

- A Chinese-made electronic stopwatch, count (2).
- A Japanese-made (Canon) video camera with a frequency
- (25 images / sec) No. (1).
- Wooden barriers (15) with a gradient height (30 cm - 80 cm).
- (14) plastic signs.
- Circular rings of different sizes, count (21).

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- Legal fencing stadium.
- Fencing weapons (22) with a Belgian fist.
- A locally made stabbing sign hangs on the wall for the purpose of training
- It has the number (3).
- A Chinese-made linen tape measure, count (1), with a length of (50) meters.
- A laptop computer (HP) type.
- A Japanese-made Sony imaging device, CD-ROM.

Field research procedures: -

Personal Struggle Scale:

Compound offensive skills are represented by two types of attack (scalar offensive and circular offensive).

Main experiment procedures:

Pre-test:

Before starting the pre-test procedure, the researchers conducted an educational unit (introductory) that included teaching students to perform the following skills (combined attack), on (1/14/2021), after which pre-tests were conducted for the research sample (control and experimental) on (1/15) / 2021), with the assistance of the subject teacher and the assistant team.

(Swom) strategy:

To achieve the objectives and assumptions of the research, the researchers used the SOM strategy within the educational curriculum applied to the members of the experimental group, relying on the thinking skills included in the (SWOM) strategy by doing the following:

- The experimental and control groups applied the same steps in some parts of the lecture, namely (introduction, warm-up, and final section).
- The two groups differed in the main section. The researchers applied the educational curriculum according to the (SWOM) strategy on the first group (experimental).
- As for the second group (control), the educational curriculum followed by the teacher was applied.
- The researcher applied the educational units according to the SWOM strategy on the members of the experimental group of (15) students.
- The researchers used the educational curriculum with an educational unit per week, which relied on linking strategic skills (SWOM) with exercises for research skills, which include (compound attack, horizontal straight defense, circular defense). For example, if the educational unit is devoted to learning the compound attack, then in the educational part the skill of the compound attack is explained by dividing it from easy to difficult and by giving educational exercises according to the strategy of (SWOM), and giving the opportunity to answer for the learner, as questions are asked by the teacher and the students are answered orally during the educational unit, i.e. asking the following questions:

First- Questioning stage:

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Teacher: Describe the technical performance of the compound offensive skill in dueling?

Student: The combined attack is one of the types of attack and performs several movements for the purpose of reaching the legal target and obtaining a touch which aims to score a touch on the opponent's goal, "as it was known as" that offensive preceded by a fanning or more, and these lashes are deceptive movements designed in order to attract the opponent's attention and force him to make a defense that was not in his mind, leaving an open direction for the closing movement, and the combined offensive of two types:

- **The numerical offensive:** And that the numerical attack is a distraction with the raider (changing direction, deceived defense, attack by changing direction.
- **The Circular offensive:** And that the circular offensive, its jamming by changing direction (with the raider), the circular defense deceived, the attack by changing the direction (by the raider).

Second- Comparative skill:

Teacher: What is the difference between a compound attack and a false offensive?

Student: A compound offensive is a set of offensive movements that the attacking player performs for the purpose of reaching the opponent's goal and achieving a touch. As for the false attack, which is an offensive movement carried out by one of the competing players in the landing, who begins with one of the movements before the opponent with his arm with the weapon in its performance without completing the attack and reaching the target through the stabbing movement.

Third- Predicting:

Teacher: If we want to reach the goal, meaning achieving a touch, what must be done to reach that as soon as possible?

Student: by putting on the Uncard and moving the legs (advance, retreat) and carry out any type of attack.

Fourth- Problem-solving skill:

Teacher: When the progress is made for the stab, is it possible to return to the standing position easily?

Student: by performing the movement of the legs, back down and return to the basic position (Uncard)

Fifth- Probability skill:

Teacher: In your opinion, what is the appropriate position for the free arm (unarmed) to return to the basic situation?

Student: It is raised to the top behind the head so that it forms a semi-right angle between the forearm and the upper arm, noting its relaxation completely.

Sixth-Decision-making:

Teacher: What are the incremental steps of performing a combination attack in dueling?

Student: Perform the skill completely.

Post-test:

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The post-test of the two research samples was conducted after completing the implementation of the educational program on Tuesday 9/3/2021 and for all the variables on the members of the two research groups (experimental and control) in the fencing hall of the Faculty of Physical Education and Sports Sciences - University of Babylon, as a personal struggle scale form was distributed, offensive skills tests were also conducted, and the researcher was keen to provide the same pretest conditions and procedures for the tests and skills under study.

Statistical means:

- Mean
- Std. Deviation
- Skew ness
- T-test for cross-linked samples.
- T-test for independent samples.

Presentation, analysis and discussion of results:

Presentation and discussion of the results of the pre and post-tests of the control and experimental groups of the variables under consideration:

Presenting the results of the pre and post tests for the control group for personal struggle:

Table (1) shows the mean, standard deviations, the calculated value (t) for the correlated samples, the level of test significance, and the meanness of the difference for the pre and post-tests of the control group for personal struggle:

Variables	Measuring unit	Pre-test		Post-test		Value (T) Calculated	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
personal struggle scale	Degree	116.05	3.2	117.5	3.64	0.926	0.52	Non sig

Presenting the results of the pre and post-tests of the experimental group of personal struggle

Table (2) shows the mean, standard deviations, the calculated (t) value for the correlated samples, the level of test significance, and the meanness of the difference for the pre and post-tests. The experimental group for personal struggle

Variables	Measuring unit	Pre-test		Post-test		Value (T) Calculated	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
personal struggle scale	Degree	116.02	3,31	141.57	4.33	12.91	0.00	Sig

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Presentation and discussion of the results of the (post. post) tests for the control and experimental groups of personal struggle.

Table (3) shows the value (t) calculated for independent samples, the level of test significance, and the significant differences between the (post-test) results for the control and experimental groups for personal struggle:

Variables	Measuring unit	Control		Experimental		Value (T) Calculated	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
personal struggle scale	Degree	117.5	3.64	141.57	4.33	11.316	0.00	Sig

Presenting the results of the pre- and post-test for the combined offensive:

Presenting the results of the pre and post-tests of the combined offensive control group:

Table (4) show the statistical parameters of the control group in the pre and post tests

Variables	Pre-test		Post-test		Value (T) Calculated	Sig level	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation			
Scalar offensive	2.55	1.18	4.81	1.16	2.56	0.00	Sig
The circular offensive	2.22	1.99	3.98	1.11	5.086	0.00	Sig

Presenting the results of the pre and post-tests of the combined offensive experimental group:

Table (5) The circles show the statistical parameters of the experimental group in the pre and post- tests:

Variables	Pre-test		Post-test		Value (T) Calculated	Sig level	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation			
Scalar offensive	1.62	1.12	5.57	1.51	16.808	0.00	Sig
The circular offensive	1.18	1.21	6.44	1.64	19.057	0.00	Sig

Presentation and discussion of the results of the (post. post) tests for the control and experimental groups of the combined offensive:

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Table (6)The circles show the statistical parameters of the control group in the pre and post-tests:

Variables	Pre-test		Post-test		Value (T) Calculated	Sig level	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation			
Scalar offensive	4.81	1.16	5.57	1.51	3.153	0.00	Sig
The circular offensive	3.98	1.11	6.44	1.64	9.386	0.00	Sig

Discussing the results:

By observing the table, tables (1,2,4,5) above, it becomes clear that there is an evolution in the personal struggle and skill performance (numerical offensive and circular offensive) for the control group. The researcher attributes the development of the control group to the effect of the general curriculum followed by the subject teacher, in which he was taken into account. Learn the correct movement path to perform offensive skills, depending on his personal experience, which led to the remarkable improvement in performance, in addition to the students 'regularity in the lesson, which had a clear role in the development of performance, as well as the suitability of the time period and the number of special units for learning each skill, as it included the correct learning steps associated with the skill application that goes in the right direction for the successive course of learning parts of the skill.

When comparing this remarkable improvement of the control group members with the experimental group members in offensive and defensive skills, it becomes clear that there is a big difference in favor of the experimental group members. The reason is that the improvement in the skill performance of the experimental group members is due to the experience of the subject teacher added to the strategy (SWOM) using realistic guidance and it is natural that There will be a difference in favor of the members of the experimental group.

By observing the tables (3,6), it becomes clear to us that there are significant statistical differences between the experimental and control groups in the dimensional measurements in favor of the members of the experimental group. The researcher attributes this to: (SWOM) strategy using realistic guidance and the psychological and kinetic vocabulary it contains gave quick and tangible results in improving personal struggle and improving the performance of some offensive and defensive skills in dueling.

The (SOWM) strategy used in teaching the experimental group had a great role and effect in:

- Increasing the amount of information and knowledge that was uploaded by the students, as the information was organized in a logical and sequential manner from the general to the specific, which led to an increase in the student's comprehension and achievement of the part to be taught in each lecture [(1)] .
- One of the advantages of this strategy is that the learner is more motivated and willing to receive information and try to find an explanation for all questions and problems that may arise during the discussion of the educational material, and this leads to more

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organization and integration of the knowledge structure of the learner.

This result was in agreement with the studies (Gaaeb, 2012) [(2)] and (Zuhair and Atallah 2001) [(3)], which indicated the effectiveness of using the (SOWM) strategy in raising the level of academic achievement of learners through the clarity of the educational and behavioral objectives of the educational material, as well as diversity in the use of skills, activities and educational aids, and the use of feedback in a way that enhances the information and thus reaching the real goal of learning.

The researchers believe that there is a major role in preparing educational plans according to the (SOWM) strategy in raising the level of skillful performance of the experimental group students by collecting the techniques that the teacher used to use in their classes and asking questions that deepen their thinking and using thinking skills in a clear and direct way in order to produce an effective formula, and integrated in designing and teaching lessons.

Teaching thinking within the curriculum helps students to gain a deeper understanding of the field of knowledge, training on creative productivity, developing self-concept, raising the level of achievement, developing attitudes towards learning, and developing teaching strategies for teachers and in this field.

(Piaget) believes that there is no real learning unless the individual is mentally engaged in learning the skill and acquiring information. As the practice of different actual processes of observing, stopping, classifying, interpreting, predicting and other learning processes used in the SOM strategy has a great role in developing the learner's ability to use structured thinking skills through exerting effort to acquire information using mental skills under the supervision and guidance of the teacher [(4)] .

That the student in this age stage (university stage) has a passion for reading and a demand for everything new in the method of presenting information as his ability to raise the level of academic achievement and his ability to encompass the increasing sources of knowledge increases [(5)] .

This is what the researchers noticed through the experimental group’s willingness to complete the duties required of them in a timely and positive manner, and through direct communication between them and the teacher. The concepts of the subject matter emerged in an organized, gradual and interdependent manner, which made it easier for the student to acquire knowledge using mental skills under the supervision and guidance of the teacher.

The researchers also confirm that the reason for the experimental group surpassing the control group in skill tests is due to another reason, which is that the nature of the (SOWM) strategy contributes to improving the processes of remembering and retaining learning for a longer term than other strategies, this also agrees with what (Sasked) indicated that the SOM strategy makes the learner retain the learning for a long term and also contributes to facilitating and developing the learning and remembering processes as this strategy clarifies the main ideas of the learner, and that this strategy can be used to review the course material.

Conclusions and recommendations:

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Conclusions:

- The use of the (SWOM) strategy and the usual curriculum followed by the subject teacher, and both the experimental and control groups have a positive effect in teaching the performance of some offensive skills in dueling.
- The experimental group excelled in research skills, clearly and significantly over the control group.
- The improvement in personal struggle among the experimental group members greatly affected their performance of some offensive and defensive skills in the fencing lesson compared to the control group members.

Recommendations:

- The need to pay attention to the use of the (SWOM) strategy and encourage those in charge of the educational process due to its positive and effective characteristics of the educational process.
- Preparing and using strategic programs (SWOM) in lessons in order to increase students' ability to think and learn. Which leads to increase their achievement and academic performance.
- Conducting a comparative study between (strategy (SWOM)) and other strategies in teaching some types of basic, defensive and offensive skills in fencing to students to identify the most appropriate and useful strategies.

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Appendix(1)
Personal Struggle Scale

N	Paragraphs	Agree strongly	Agree	Neutral	Opposed	Strongly opposes
1	I want to communicate with others.					
2	Mixing with people, accompanying and respecting them is of good manners.					
3	I do not want to find opportunities to stand out from my peers.					
4	I train myself, to understand others.					
5	I offer my regret and apologies if I caused any mistake to others.					
6	Arrogance is not one of my qualities.					
7	Be sure to do what the teacher asks of me about the fencing lesson.					
8	Strive to please everyone in the fencing lesson.					
9	I like teamwork to perform fencing skills.					
10	Frustration does not know the way					
11	I am glad that you are rewarded for his request as much as for their effort expended.					
12	I learn everything new diligently and diligently.					
13	Feel passive in performing my swordsmanship skills.					
14	I feel relaxed as I develop my knowledge and motor skills in the fencing lesson.					
15	In order to learn I have to ask questions to the fencing teacher during the lesson.					
16	I do whatever is asked of me in the fencing lesson scope.					
17	I can focus on the details of playing during training and in competitions.					
18	Because I am diligent, I am sure that I will pass the exam.					
19	The difficult task for others is easy for me.					
20	I have situations where I feel not interested in fencing					
21	Insist on completing the hard lessons to reach excellent solutions.					
22	I try to excel by working hard.					
23	I know exactly when and how to get what I want.					
24	I like to do my tasks by myself without help.					
25	Difficult work makes me feel my strength and ability to perform.					

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26	Enter difficult challenges if the result is positive.					
27	Mastering homework is my priority.					
28	There is nothing wrong with failing several times in order to reach success.					
29	I believe that the key to success is the pursuit of work.					
30	I strive to be at the level of the coach or better than him					
31	My confidence in my abilities makes me appear at a high level, regardless of external factors.					
32	The student competitions in college are all my interests.					
33	I often feel that my contribution to all the new things in college does not convince me.					
34	I feel that the swordsmanship skills the teacher provides are not exciting.					
35	Hard skills interest me the most.					
36	I prefer to take an interest in my studies at the expense of anything else.					
37	During the fencing lesson there are new ideas that make me happy.					
38	I can challenge all the obstacles to my goal.					
39	I do a lot of extra-curricular activities in college.					
40	I learn from other people's questions and mistakes in order to reach excellence					