

The effect of the Jesco strategy on learning some technical skills in volleyball for second-year students in the College of Physical Education and Sports Sciences

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Abstract

use the Jesco strategy as it carries with it considerations that may correspond to the cognitive method followed and in order to achieve positive results and influence the sample directly , Based on the foregoing, the research problem is determined by the following two questions: What is the effectiveness of using the (Jesco) strategy in learning some basic skills in volleyball. Will this strategy affect the level of the sample and are there useful and unhelpful strategies in learning and the aim of the research is to prepare educational units with the Jesco strategy in learning some basic skills in volleyball. Recognize the impact of the Jesco strategy on learning some basic volleyball skills. The researcher assumed that there are statistically significant differences in the tests of some technical skills, before and after for the control and experimental groups. Year. The results of the tests were presented, the accuracy of the skill of crushing, before and after the sample, analyzed and discussed by means of data processing. The researcher reached several conclusions that the use of special exercises on the device designed for the wall by the researcher has a positive effect for the experimental group inImproving the accuracy of the skill of crushing hitting in volleyball and using special exercises, their diversity and gradation, has a clear role in achieving significant differences between the experimental and control groups in the post tests and in favor of the experimental group. The researchers used the experimental method for its suitability to the nature of the problem, in the manner of the experimental and control groups, and the pre and post tests were conducted. The research community consisted of students of the second stage / College of Physical Education and Sports Sciences / University of Baghdad for the academic year 2021-2022, and their number was (385).As for the research sample, the researcher chose it in a random way in line with the procedures of the research by making a lottery on the people of the second stage students, which numbered (10) people, where three people were chosen and they are (J, M, G) as the researcher chose the division (J) group Experimental (25), and (M) a control group (27), and (G) (15) for the reconnaissance experiment. The researchers also chose the following tests: (crushing, blocking, defending the stadium)After that, they conducted tribal tests and ensured the equivalence of the samples, and then applied the strategy and conducted post tests to obtain the results to be processed statistically to extract and interpret the results. Individual through conclusions, the researchers recommended the need to use the strategy in learning and conduct studies using the strategy and on other samples and other skills.

Keywords: Jesco strategy, technical skills, volleyball

Introduction

Volleyball, like other games, depends on basic skills as an important base upon which this game is built to advance in the level of performance. In an easy and sequential manner, and here emerges the role of the various strategies that help in one way or another to simplify it and make it understandable to the learner.Using diverse and effective educational strategies and methods to build and develop their physical and skill abilities and their mental knowledge, especially the basic skills of volleyball, which need to prepare the player mentally by giving a complete picture of the technical performance physically and skillfully. If we classify the skills in volleyball into skills that need to beWork, style, and perhaps new strategies that take into account all aspects that work to learn the skill, and through the follow-up of the researcher, as he works in the College of Physical Education and Sports Sciences, University of Baghdad, a technical trainer. Individuality among learners, as well as their enjoyment of several cognitive methods that have a role in the success of the learning process, which prompted the researcher to use the JISCO strategy as it carries with it considerations that may be compatible with the cognitive method used and in order to achieve positive results and influence the sample directly.Based on the foregoing, the research problem is determined by the following two questions: What is the effectiveness of using the (Jesco) strategy in learning some basic skills in volleyball. Will this strategy affect the level of the sample and

are there useful and unhelpful strategies in learning and the aim of the research is to prepare educational units with the Jesco strategy in learning some basic skills in volleyball. Identifying the effect of the Jesco strategy in learning some basic skills in volleyball, and the researchers assumed that there are statistically significant differences between the tribal and post tests for the experimental and control groups in favor of the experimental.

Method and tools:

The researchers used the experimental method for its suitability to the nature of the problem, in the manner of the experimental and control groups, and the pre and post tests were conducted. The research community consisted of students of the second stage / College of Physical Education and Sports Sciences / University of Baghdad for the academic year 2021-2022, and their number is (385) students. And their number is (10) divisions, where three divisions were chosen, they are (Y, M, G). The researcher chose Division (J) an experimental group of (25), Division (M) a control group of (27), and Division (G) their number (15) for the pilot experiment

Table 1. Shows experimental design

T	groups	pretest	independent variable	post test
1	experimental group	Some technical skills tests	Jesco strategy	Some technical skills tests
2	control group	Some technical skills tests	teacher strategy	Some technical skills tests

Field Research Procedures:

Define search tests:

Determining the skill performance evaluation tests:

The researcher prepared a special form that includes the division of grades according to the stages of performance to evaluate the technical performance of some technical skills (crushing, blocking, defending the stadium). The tests were placed on CDs and given to a group of experts and specialists in the game of volleyball for the purpose of evaluating them and setting the appropriate grades while maintaining the method of registration for the tests. The number of experts, ie, extracting the arithmetic mean of all the evaluators.

Smashing Skill Test (Zayd, 2011)The objective of the test: To evaluate the technical performance of the crushing skill through its outward form and its three sections (preparatory, main and final).

Tools used: a legal volleyball court, (3) legal volleyballs, and a calendar form.

Performance specifications: The tested student performs the crushing strike from the center (4) so that the teacher prepares the ball for him from the center (3), and the tested student performs the crushing skill trying to drop the ball into the opposite court.

Performance Terms:

Each student has three (3) consecutive attempts.

The tested student gets a (zero) in the event the ball touches the net and falls inside the court (the tested student's court) or in the event of a crushing strike in a way that is not agreed upon.

Registration: Three assessors evaluate the three attempts for each laboratory student and give three marks for each expert, noting that the final mark for each attempt is (10) marks distributed over the three skill sections, which are (3) marks for the preparatory section, (5) marks for the main section, and (2) Two marks for the final section. Then, the best score is selected for each component, and by extracting the arithmetic mean of the best three scores, the final score is calculated for each laboratory student, as shown in Figure (1)

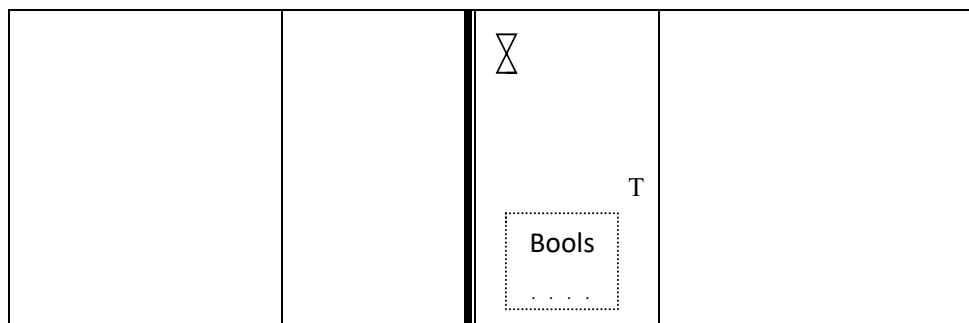


Figure 1. An evaluation of the technical performance of the skill of crushing volleyball

The virtual performance test for the skill of the wall of the barrier in its full form (Daoud, 2005).
 The purpose of the test: To measure the apparent performance of the skill of the blocking wall, complete and undivided.
 Equipment and tools: volleyball court legal, volleyballs (1), long red colored tape at the top of the net, whistle
 Performance specifications: The student stands in a correct position and an appropriate distance from the teacher. When he hears the first signal, it means to attend. In the second, the student begins to perform this skill in full, for three attempts.
 Conditions: When placing the degree, the student must implement the skill in its entirety and after hearing a signal from the teacher.
 Registration method: Recording a degree for the student if he succeeds in performing the entire skill, ie the main, final and preparatory section.
 Test name: Technical performance of pitch defense skill
 The objective of the test: evaluating the technical performance of the field defense skill through the three sections of the skill (preparatory, main, and final).
 Equipment used: a legal volleyball court, (3) legal volleyballs, and a pre-made performance appraisal form.
 Method of performance: The tested player performs the skill of defending the field, from a standing position, for three consecutive attempts,
 Registration: Three assessors evaluate the three attempts for each test player, and three marks are awarded for each assessment. Note that the final assessment score for each attempt is (10) marks divided into the three skill sections, which are (3) for the preparatory section and (4) marks for the main section and (3) Scores for the final section, after which the best score is selected for each component, and by extracting the arithmetic mean of the best three scores, the final score is extracted for each tested player.

Survey experience:

The researchers conducted an exploratory experiment to apply an educational unit and some tests placed in the research on the exploratory experiment sample to identify the possibility of applying them to the main sample. Through the exploratory experiment, the researchers reached the following:

1. The suitability of the tests to the research sample.
2. Ensure that safety and security conditions are met.
3. Ensuring the efficiency of the auxiliary work team.
4. Appropriateness of the special strategy to the level of the sample members.
5. The validity of the used camcorder.
6. The validity of the test location and its suitability for carrying out the test.
7. Adequate time allocated for carrying out the tests.

Tribal tests:

The researcher conducted the tribal tests (smashing, blocking and defending the stadium, and with the help of the assistant work team on the control and experimental samples in the hall of the College of Physical Education and Closed Sports Sciences, and after completing the tests, the researcher unloaded the results to verify the equivalence of the main experimental and control sample, as it was found that the two groups were equal As shown in Table (2).

Table 2. The equivalence of the experimental and control groups, the calculated (t) value, and the statistical significance of the tribal research tests

Statistical parameters the exams	group	pretest		(T) value computed	sig*	result
		mean	standard deviation			
spike	experimental group	3.6000	1.50000	-.170	.866	insignificant
	control group	3.6667	1.33012			
Blocking	experimental group	3.5600	1.50222	.645	.522	insignificant

	control group	3.3333	1.00000			
Defens	experimental group	3.6000	1.63299	1.635	.108	insignificant
	control group	3.0370	.70610			

Implementation of the JISCO strategy: The educational unit lasted for a period of three months (12) weeks, with (12) educational units, and the time of the educational unit is (90) minutes, where the JISCO strategy is applied in the main part, which lasts for (40) minutes. The skill of crushing hitting: the skill was divided into five stages, namely {the stage of readiness (preparation), the stage of approaching (approximate steps), the stage of advancement (rise), the stage of implementation (hitting the ball), the stage of landing}.

B_ A (worksheet) was made for each stage of the skill.

C_ The students were divided into five original groups, as each group contains five individuals.

D_ The worksheet for the readiness stage was distributed to student No. (1) from each group.

The worksheet for the approaching stage (Approaching Steps) was distributed to student number (2) from each group.

The worksheet for the stage of advancement (progress) was distributed to student No. (3) from each group.

The worksheet for the implementation phase (hitting the ball) was distributed to the student number (4) from each group.

The worksheet for the landing stage was distributed to student number (5) from each group.

E_ Student No. (1) was removed from each of the original five groups to form a group called the (Experts Group) and to cooperatively read, discuss and implement the worksheet for the preparation stage.

Student No. (2) came out of each of the original five groups to form a group called the (Experts Group) and cooperatively read, discuss and implement the worksheet of the approaching stage (approximate steps).

Student No. (3) was removed from each of the original five groups to form a group called (the group of experts) and to cooperatively read, discuss and implement the worksheet related to the stage of advancement (advancement).

Student No. (4) was removed from each of the original five groups to form a group called (the group of experts) and they cooperatively read, discussed and implemented the worksheet for the implementation phase (hitting the ball).

Student No. (5) was removed from each of the original five groups to form a group called the (Experts Group) and to cooperatively read, discuss and implement the worksheet related to the landing phase.

F_ Each stage of performance has been perfected and fixed by expert groups.

G_ The members of the groups (experts) are returned to their original groups, where the student No. (1) from each of the original groups explains the stage of preparation (preparation) for the rest of his group.

Student No. (2) from each of the original groups explains the stage of approaching (approximate steps) to the rest of his group, and student No. (3) from each of the original groups explains the stage of ascension (rise) to the rest of his group, and student No. (4) from Each of the original groups explains the stage of implementation (hitting the ball) to the rest of his group, and student No. (5) from each of the original groups explains the landing stage for the rest of his group.

h_ Each group then repeats the skill completely several times to establish and master.

Second / Blocking skill:

A_ The skill has been divided into five stages, which are (the stage of preparation (the stand-by), the movement of the feet, the stage of jumping (rising), the stage of implementation, the stage of landing).

B_ A sheet was made for each stage of the skill.

C_ The students were divided into five original groups, each group containing five students.

D_ The worksheet of the preparation stage (the preparation pause) was distributed to student No. (1) from each group.

The worksheet for the stage of the movement of the feet was distributed to student No. (2) from each group.

The worksheet for the stage of jumping (getting up) was distributed to student No. (3) from each group.

The worksheet for the implementation phase was distributed to student No. (4) from each group.

The worksheet for the landing stage was distributed to student No. (5) from each group.

E_ Student No. (1) has been removed from each of the original groups to form a group called the (Experts Group) and collaboratively read, discuss and implement the worksheet related to the preparation stage (preparation pause).

Student No. (2) was removed from each of the original groups to form a group called the (Experts Group) and to cooperatively read, discuss and implement the worksheet related to the phase of the movement of the feet.

Student No. (3) came out of each of the original groups to form a group called the (Experts Group) and cooperatively read, discuss and implement the worksheet for the stage of jumping (getting up).

Student No. (4) came out of each of the original groups to form a group called the (Experts Group) and to cooperatively read, discuss and implement the worksheet of the implementation phase.

Student No. (5) was removed from each of the original groups to form a group called the (Experts Group) and to cooperatively read, discuss and implement the worksheet related to the landing phase.

F_ Each stage of performance has been perfected and fixed by expert groups.

The members of the groups (experts) are returned to their original groups, where student No. (1) from each of the original groups explains the stage of preparation (the stand-by) for the rest of his group, and student No. (2) from each of the original groups explains the stage of the movement of the feet to the rest of his group. his group, and student No. (3) from each of the original groups explains the stage of jumping (getting up) to the rest of his group, and student No. (4) from each of the original groups explains the implementation stage to the rest of his group, and student No. (5) from each A group of original groups explaining the landing stage for the rest of his group.

h_ Each group then repeats the skill completely several times to establish and master.

Third / the skill of defending the field:

A_ The skill has been divided into three stages: the preparatory stage (preparatory pause), the main stage, and the closing stage.

B_ A sheet was made for each stage of the skill.

A_ The students were divided into eight original groups, each group containing three students.

D_ The worksheet for the preparatory stage (the preparedness pause) was distributed to student No. (1) from each group.

The worksheet for the main stage was distributed to student No. (2) from each group.

The worksheet for the final stage was distributed to student No. (3) from each group.

E_ Student No. (1) was removed from each of the original groups to form a group called (Experts Group) and cooperatively read, discuss and implement the worksheet of the preparatory stage (preparatory pause).

Student No. (2) was removed from each of the original groups to form a group called the (Experts Group) and to cooperatively read, discuss and implement the worksheet for the main stage.

Student No. (3) was removed from each of the original groups to form a group called the (Experts Group) and to cooperatively read, discuss and implement the worksheet of the final stage.

F_ Each stage of performance has been perfected and fixed by expert groups.

G_ The members of the groups (experts) are returned to their original groups, where student No. (1) from each of the original groups explains the preparatory stage (preparatory pause) for the rest of his group, and student No. (2) from each of the original groups explains the main stage for the rest his group, and student No. (3) from each of the original groups explains the closing stage for the rest of his group.

h_ Each group then repeats the skill completely several times to establish and master.

Post-tests: The researchers conducted post-tests on the individuals of the research sample after completing the skills education according to the Jesco strategy under research on the hall of the College of Physical Education and Sports Sciences / University of Baghdad by the subject teacher and the assistant work team and under the direct supervision of the researcher and after completing the educational units. This was preceded by creating conditions similar to the tribal tests in terms of (time, place, etc.), and the research group was tested with the three skills, namely smashing, blocking and defending the playing field.

Statistical methods:

Due to the nature of the pilot study, the raw data were processed statistically by an automated computer using the statistical package (SPSS).

Results:

Presentation of the results of the three skills, before and after the experimental research group

Table 3. Mean, deviation, mean difference, deviation difference, standard error of differences, the calculated T value, and the significance value of the pre and post test for some technical skills of the experimental group

skills	teast	mean	standard deviation	difference means	standard error	T	sig
spik	Tribal	3.6000	1.50000	2.08000	.33625	6.186	.000
	after	5.6800	1.37598				
Blocking	Tribal	3.5600	1.50222	1.72000	.39799	4.322	.000
	after	5.2800	1.13725				
Defens	Tribal	3.6000	1.63299	2.76000	.35721	7.727	.000
	after	6.3600	.63770				

Significant < (0.05) at the degree of freedom (24) and below the level of significance (0.05).

Discussing the results of the pre and post tests for the experimental group

Presentation of the results of the three skills, pre and post, for the control group

Table 4. The mean, deviation, mean difference, deviation difference, standard error of the differences, the calculated T value, and the significance value of the pre and post test for some technical skills of the control group

skills	teast	mean	standard deviation	difference means	standard error	T	sig
spik	Tribal	3.6667	1.33012	-1.59259	.30316	-5.253	.000
	after	5.2593	1.16330				
Blocking	Tribal	3.3333	1.00000	-1.07407	.32435	-3.311	.003
	after	4.4074	1.30853				
Defens	Tribal	3.0370	.70610	-1.81481	.27754	-6.539	.000

Discussing the results of the pre and post tests for the experimental and control groups

Through what was obtained from the results of the tribal and remote tests of performance evaluation tests for some technical skills in volleyball for the experimental group, it was found that they had developed in the educational units, as the researchers attributed this to better learning through the gradual reception of information and the construction of motor programs appropriate to the nature of the skill that is given to them and this What does the Gesco strategy work on In terms of the gradation that leads to stability in the level of learning and its progress towards positivity, the researchers also attribute the fact that the sample is a sample of students of the second stage who did not have any previous experience or information about the skills under research, "so the learning is in the form of high jumps at the beginning of The matter and the work is not regular, but it is organized as the learning progresses and the development in the level of learning appears greater, so that any program, whatever it may be, will lead to the emergence of learning effects" (Lafta, 2018).

The presence of means of presentation, clarification and gradation of steps according to a correct scientific method in learning volleyball skills also had a role in the development of the experimental group in the post test, as teaching basic volleyball skills is one of the utmost necessities that the teacher or teacher is concerned with, especially if we know that these The skills are characterized by the peculiarity of being regressive and multiple skills that require high technique, speed of performance, mental and mental abilities, and immediate reactions that require experiences and kinetic perception from the players.

Therefore, the use of the Gesco strategy based on the steps of the performance stages as well as the classification of the sample into groups during learning in order for one group to benefit from another group to show us a distinct group called experts that correct the technique. The basic skills under research "The use of the best methods and methods necessary to reach the desired goal will be more rapid and perfect with the presence of creativity and renewal" (Al-Razzaq, 1996, pg 4).

As for the control group, the researchers attribute the differences in favor of the post-test because this group is also subject to a specific method or strategy by the teacher, and it naturally takes doses of exercises similar to the experimental group, in addition to the accuracy in using the method or method in providing the learner with the

correct performance of the skills in question, but the researchers They will show the difference in the type of strategy used during the discussion of the dimensional results between the two groups

Presentation of the results of the three dimensional skills of the two experimental and control groups

Table 5. It shows the mean, deviation, the calculated (t) value and the statistical significance of the three dimensional tests of the experimental and control groups.

Statistical parameters the exams	group	pretest		(T) value computed	sig*	result
		mean	standard deviation			
spike	experimental group	6.2000	1.19024	2.881	.006	insignificant
	control group	5.2593	1.16330			
Blocking	experimental group	5.2800	1.13725	2.557	.014	insignificant
	control group	4.4074	1.30853			
Defens	experimental group	6.3600	.63770	5.479	.000	insignificant
	control group	4.8519	1.23113			

Discussing the results of performance evaluation tests for the three dimensional skills of the control and experimental groups

The researchers attribute the results achieved from the tests to the superiority of the experimental group over the control group, where the experimental group used the Jesco strategy, while the control group used the teacher's own strategy as this strategy was adopted

To work on the necessary steps with skill that works to make the difference in terms of the technique of the skill, so the skill was divided into stages, and each stage has its reviews and groups that negotiate among themselves in order to reach the correct technique and then practice on this performance for a long period that leads to learning the skills well, provided that "Learning methods are the crossroads of thinking, personality, and motivation. They relate to the type of strategies that individuals tend to apply when faced with a situation or a preferred way of processing information" (Habieb, 2010Decembe, p. 162).

Conclusions:

1. The Jesco strategy had a positive impact on learning some technical skills in volleyball.
2. The teacher's style and strategy in teaching the skills in question also had a positive effect.
3. The use of strategies that take into account the principle of individual differences as well as group learning has a positive impact on the learning process.
4. Continuing to learn according to a pre-prepared program that targets specific cases and works to develop them, even in varying proportions.

Recommendations

1. The necessity of using the strategy used by the researchers to learn some of the technical skills under study
2. The need to find other strategies that help in one way or another to teach technical skills in volleyball
3. The necessity of conducting similar research and studies on other samples.
4. The necessity of conducting similar research and studies on other skills such as serving and handling from above and below in volleyball.
5. The necessity of conducting a continuous evaluation of the educational process that the student reaches.

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