



## THE EFFECT OF THE MCCARTHY MODEL ACCORDING TO THE MULTIMEDIA STYLE IN TEACHING THE BASIC OFFENSIVE SKILLS WITH A FOIL WEAPON

**Dr. Abdulhasan Raheemah Mashkor**

hsoon\_2007@yahoo.com

Basrah Education Directorate

**Dr. Adnan Lateef Saad**

adnanlatifalsudani@gmail.com

Basrah Education Directorate

Article history:	Abstract:
<b>Received</b> 7 <sup>th</sup> August 2022 <b>Accepted:</b> 8 <sup>th</sup> September 2022 <b>Published:</b> 11 <sup>th</sup> October 2022	The importance of the research becomes clear that self-learning, especially the multimedia style and a McCarthy model to raise the level of the skill performance of the fencing players that give educational indicators that rise to the level of education, in addition to giving scientific information about the McCarthy model, which has proven successful in various sports, including individual and groups, and now the role of his experimentation came in raising The level of performance for fencing learners, and given the difficulty of skillful performance in fencing because it is one of the movements that require compatibility in performance and advanced educational ability, so there must be a method and educational method that suits the difficulty of performance and movement, and this in itself is a research problem.

### Keywords:

#### THE RESEARCH OBJECTIVES WERE:

- 1- Learn about the impact of the McCarthy model according to the multimedia style in teaching the basic offensive skills with a foil weapon.
- 2- The research sample included: students of the third stage in the Faculty of Physical Education and Sports Science - Basra University.

#### The conclusion was:

- 1- The McCarthy model and its integration with the multimedia style achieved the correct learning goals in developing and teaching the basic offensive skills with a foil weapon.
- 2- Learning in multimedia gives a helpful feedback for the learner in performance, especially when it is applied according to the conditions of the McCarthy model in teaching the basic offensive skills in the foil weapon.
- 3- Self-learning is important and essential in increasing the learner's confidence in performing the required skills, and this comes from a multi-means method and success.

#### 1 -1 Introduction and Importance of Research:

The person rises as a result of the prosperity of science and knowledge that is learned to be well-known in the various sciences and aimed at building an advanced and happy life, and here comes the role of education in providing all the information required and the correct instruction environment. Physical education is part of general education that concerns a person and provides him with correct mathematical information for the purpose of building the future players and gives them the ability to sport creativity and achieve the required achievements. Therefore, the correct rule in learning must be built from choosing the correct education, whether in the way of teaching or the appropriate and advanced educational models such as the McCarthy model, which was known by (Liana Jaber & Maha Qaraan: 2004) that "it is a process to communicate information in a way that suits all patterns of learning students It allows them to practice and creative use of learning materials during each lesson. Both McCarthy model indicate "a constructive educational model based on stimulating students, mastering concepts and practical applications and creative thinking and consists of eight steps: linking, image, news, application, expansion, purification and performance, taking into account both the right and right brain sides" (Amal Ayyash, & Amal Zahran: 2013). Therefore, the use of education in more than one means, style and educational models, and integrating each other, as in combining a McCarthy model with the method of media, which is a method that depends on the self-capabilities of the learner after explaining and displaying the model and applying learning movements for skill is taught in the right way as it is considered a kind of multimedia. Types of self-education are one of the modern technological methods that invaded the field of teaching methods in many subjects, but so far it has not been used in

teaching kinetic skills with physical education lessons, and multimedia is a term used to denote many names and names in the field of education and describes modern technology and inventions ( Ghada Jalal: 2008) (Kawthar Kojak: 1997), that the use of a McCarthy model will help to achieve the required and appropriate results in various individual and group sports.

**1-2 Research problem**

The fencing game is one of the individual sport types that has an advanced history and has become a game that is practiced for the purpose of pleasure and competition, as it depends on self -capabilities in implementing the basic skills in it, whether in the attack or defense. From here it is clear to us the importance of self -learning, especially the multimedia McCarthy style and the model to raise the level of the skill performance of the fencing players, which gives educational indicators that rise to the level of education, in addition to giving scientific information about the McCarthy model, which has proven successful in various sports, including individual and groups, and now the role of his experimentation came in Raise the level of performance for fencing learners.

In view of the difficulty of skill performance in the fencing because it is one of the movements that require consensus in performance and advanced educational ability, therefore there must be a method and educational method that suits the difficulty The offensive does not rise to the level of ambition.

Hence the importance of the research to emphasize the importance of education in the McCarthy model and the multimedia style, as it is one of the methods of self -learning to explain its role in learning the basic offensive skills in fencing.

**1-3 Research objectives:**

- 1- Learn about the impact of the McCarthy model according to the multimedia style in teaching the basic offensive skills with a foil weapon.
- 2- Identify the differences between the results of tribal and post tests and the multiple control and experimental groups in teaching the basic offensive skills in the foil weapon.
- 3- Learn about the differences between the multiple control and experimental groups in teaching the basic offensive skills in the foil weapon,

**1-4 Research hypotheses:**

- 1- The presence of moral differences between the results of tribal and post-testing tests and for the multiple control and experimental groups in teaching the basic offensive skills in the foil weapon.
- 2- The presence of moral differences between the multiple control and experimental groups in teaching the basic offensive skills with a foil weapon.

**1-5 Research areas:**

- 1-5-1 Human Domain: Third stage students in the Faculty of Physical Education and Sports Science -Basra University
- 1-5-2 Times field: from 7/2/2022 and to 13/4/2022
- 1-5-3 Spatial area: Fencing Hall, Faculty of Physical Education and Sports Science- Basra University.

**2 - RESEARCH METHODOLOGY**

**2-1 Research Approach:** The researchers used the experimental curriculum in the style of equal groups (control and experimental) to suit it in solving the research problem and achieving its goals, "Experimentation searches for the cause and how it occurs, and the researcher deals with the variables of the study, and some of them are intended to change and control and control some variables The other relevant, to the effect of this on one or more followers, in other words to reach causal relationships between both the independent and the dependent variable "(Haider Abdul Razzaq: 2015).

**2 - 2 Sample Research:**

The research community was identified for the third stage students, who numbered (160) students, and they were chosen in the intentional way. The research sample was chosen (20) students from one division, and they constitute a percentage of (16.66%) of the original community, which in turn was divided into two groups (control and experimental) in the random way, so that each group reached (10) students and the research sample was entertained within each group and its equivalent as in Table (1).

**Table (1)  
The homogeneity and equivalent of the control and experimental groups**

Measurement and evaluation	Control groups			Experimental groups			T Calculated	sig
	M	S	Difference	M	S	Difference		
Length/ cm	172.56	1.564	0.906	172.66	1.665	0.964	0.131	Non -moral
Weight/ kg	70.698	0.885	1.251	70.778	0.965	1.363	0.183	Non -moral
Direct straight attack/ degree	4.336	0.774	17.85	4.447	0.867	19.496	0.282	Non -moral
The attack by changing direction/degree	4.659	0.745	15.99	4.741	0.874	18.434	0.214	Non -moral

Cutting attack/degree	4.996	0.667	13.35	4.897	0.689	14.069	0.31	Non -moral
-----------------------	-------	-------	-------	-------	-------	--------	------	------------

(T) Table value at a degree of freedom (18) and level (0.05) = 1.724

**2-3 Information collection means:**

**2-3-1 Data collection means:**

- Arab and foreign sources.
- Scientific observation.

**2-3-2 The devices and tools used:**

- Manual stop watch.
- Stadium .
- Foil (5) weapons.

**2-4 field research procedures:**

**2-4-1 Selecting research variables:**

The curricula of fencing material that is taught in the colleges of physical education and sports science at the University of Basra have been relied on, and the following basic offensive skills were chosen:

- 1- The direct straight attack.
- 2- The attack by changing the direction.
- 3- The Cutting attack.

**2-4-2 Technical performance evaluation:**

The assessment of the attacking skill performance of the players relied on how the players performed for each skill and the evaluation was evaluated by (3) arbitrators of the specialist.

Performance specifications: The player must perform the four offensive skills selected in the research correctly and clearly.

**Registration:** Each skill gives an evaluation of 10 degrees and these grades are distributed to (the smooth performance and compatibility of the skill, appropriate timing and accuracy of performance, preparatory section, main section, closing section)

**2-4-3 Exploratory Experience:** The researchers conducted the exploratory experience on 7/2/2022 on a sample of the same students in order to legalize the pregnancy of the exercises used and apply them and know the extent of its difficulty in the singular sample and repetitions and the time taken to implement the program.

**2-5 Field Experience:**

**2-5-1 Tribal tests: were conducted on 2/14/2022.**

**2-5-2 Application of teaching McCarthy model:** The researchers prepared exercises for the basic offensive skills with a shish weapon and programmed them within educational units within the lessons of fencing material for students and according to the conditions of the McCarthy model and the multimedia style, and the program was applied during a full lesson and its three sections (see Appendix (1) For eight weeks, the program began applying on April 15/2022 and its application ended on 12/4/2022

**2-5-3 post- Tests: were conducted on 4/13/2022**

**2-6 Statistical Means:** Use of SPSS with statistical treatments and to find the following:

- 1- Arithmetic medium-normative deviation
- 3- The difference factor
- 4-test (T) for interconnected samples
- 5-test (T) for independent samples
- 6-percentage.
- 3- Viewing, analyzing and discussing the results:

**Table (3)**

The tribal and post- test values of the group (T) explains the control group in the evaluation used

Measurement and evaluation	Arithmetic medium		Standard error	T Calculated	sig
	Tribal test	Post test			
Direct straight attack/degree	4.336	5.778	0.676	2.133	moral
The attack by changing the direction/degree	4.659	5.896	0.567	2.181	moral
Cutting attack/degree	4.996	5.978	0.311	3.157	moral

(T) Table value at a degree of freedom (9) and under the level (0.05) = 1.833

**Table (4)**

The tribal and post - test values of the group and the experimental are explained in the evaluation used

Evaluation user	Arithmetic medium		Standard error	T Calculated	sig
	Tribal test	Post test			
Direct straight attack/	4.447	7.562	0.789	3.802	moral

degree					
The attack by changing the direction/degree	4.741	7.547	0.813	3.451	moral
Cutting attack/degree	4.897	8.125	0.889	3.631	moral

(T) Table value at a degree of freedom (9) and under the level (0.05) = 1.833

Table (5)

The values (T) explains the dimension between the two controlled and experimental groups in the evaluation used

Evaluation user	Control groups		experimental groups		T Calculated	sig
	M	S	M	S		
Direct straight attack/degree	5.778	0.754	7.562	0.784	4.928	moral
The attack by changing the direction/degree	5.896	0.741	7.547	0.698	4.87	moral
Cutting attack/degree	5.978	0.654	8.125	0.811	4.617	moral

(T) Table value at a degree of freedom (18) and under the level (0.05) = 1.724

After the presentation of the two tables (3) and (4), especially by finding the differences between tribal and dimensional assessments in the skills used in the foil weapon game in fencing, it was found that there are moral differences between the tribal and post evaluation and the two control and experimental groups and in favor of the post -evaluation, and this indicates that the two groups have learned and have grown with the basic skills With a shish weapon in basic skills, that is, the model used with the multimedia method of the experimental group and the control group model has achieved the goal of motor learning and the success of the teaching method used in teaching and developing these skills, "The goal of the practice process is to reach the sporting individual to the highest level of sports achievement in Effectiveness or activity in which the player specializes. " (Marwan Abdul Majeed & Muhammad Jassim Al -Yasiri: 2010)

Also, the development and education of these skills is due to the organization of work in the educational program and the sample discipline in application and continuing to perform without interruption, as (Saad Mohsen: 1996) asserts that the educational program inevitably leads to the development of achievement, if it is built on a scientific basis in organizing the education process, programming it and using methods The appropriate and gradient with difficulty and observation of individual differences as well as the use of influential educational means and under the supervision of specialized trainers under good educational conditions in terms of place, time and used tools.

Either the experimental group is due to the McCarthy model in learning and the effectiveness of the educational curriculum units that were applied to this group and with the multimedia method used, as this model includes various activities that helped students gain the main concepts of skill, as it considers that "one of the benefits of format is that it is one The means that support the idea of comprehensive education and taking into account individual differences through learning in various ways "(Lian Jaber & Maha Qaraan: 2004).

Likewise, the model and style used contained exercises and skills have helped to develop the basic skills of the experimental group, and this is what the trainer must provide various practices of open skills, so diversity or intimidation in models is necessary so that the changing needs of the skills can be interviewed "(Afaf Abdel Karim: 1990 ).

In addition to that this model increases the desire and motivation for learners, and this helps to increase the accuracy in skill education, and this is confirmed by (Nahida Abdel Zaid: 2011) "several methods to arouse the learner's motives towards the event or the game to learn its skills and practice. From these methods, it is to facilitate the opportunities for motor learning. And clarity of the appropriate goal to learn and develop skill, as well as balance in satisfying the needs of the learner.

The multimedia style is a feedback in addition to the fact that the McCarthy anti -integration gives the learner to perform according to the information connected to it from the feedback, and this is agreed that "a McCarthy model consists of clear and concentrated stages, which helped students of the experimental group to show their abilities in dealing With the variables of the educational process, such as the characteristics of students and their concepts, and interaction with educational situations, and feedback and that the interaction of these variables has positively reflected the acquisition and anticipation of biological concepts "(Muhammad Awad: 2004).

The diversification and repetition of the consensual exercises in a scientific way helped to raise the level of the necessary balance for the skill performance, and this is confirmed by (Basma Naim: 2010) "The principle of diversification in skill exercises with the different problem as well as the use of an appropriate number of repetitions, which contributed to increasing the amount of learning."

We can conclude the reason for learning using the model and the method is due to the organization of the lesson, and this is an indication of correct learning and indicates that (Muhammad Ahmad: 1998) confirms, "The good

organization of the lesson contributed to the students' acquisition of the ability to live and understand the lesson and adjust their behavior so that they acquire desired behavioral standards in performance Required ".

**4- CONCLUSION:**

- 1- The McCarthy model and its integration with the multimedia style achieved the correct learning goals in developing and teaching the basic offensive skills with a shish weapon.
- 2- Learning in multimedia gives a helpful feedback for the learner in performance, especially when it is applied according to the conditions of the Makarthy model in teaching the basic offensive skills in the shish weapon.
- 3- Self-learning is important and essential in increasing the learner’s confidence in performing the required skills, and this comes from a multi-means method and success.
- 4- The necessity of adopting the Makarethi model and integrating it with the multimedia style because it achieved the correct learning goals in developing and teaching the basic offensive skills with the Shish weapon.
- 5- Emphasizing the use of learning with multimedia because it gives a helpful feedback for the learner in the performance, especially when it is applied according to the conditions of the Makarthy model in teaching the basic offensive skills with a shish weapon.
- 6- Conducting similar studies on educational models and other teaching methods and various duel skills.

**REFERENCES**

- 1- Amal Ayyash, Amal Zahran. The impact of the use of the format model (MAT4) on the achievement of the sixth grade students in the subject of science and trends towards it: Al -Quds Open University Journal for Educational and Psychological Studies and Psychological Studies, Volume 1, Issue (4), October, Jordan, 2013, p. 56.
- 2- Basma Naim. The impact of education according to the strategy of knowledge beyond the cognitive knowledge of those with risks in exchange for caution in learning and retaining some basic volleyball skills: PhD thesis, Faculty of Physical Education for Girls, University of Baghdad, 2010, p. 172.
- 3- Haider Abdul-Razzaq Kazem Al-Abadi. Basics of writing scientific research in physical education and sports science: Al -Ghadeer Printing and Publishing Company Ltd., Iraq, Basra, 1st edition, 2015, p. 82.
- 4- Saad Mohsen Ismail. The effect of training methods for developing the explosive force of the two men and arms on the accuracy of the far -jumping hike in handball: PhD thesis, Baghdad, 1996, p. 98.
- 5- Anyat Muhammad Ahmad Faraj. Curriculum and methods of teaching physical education: Dar Al -Fikr Al -Arabi, Cairo, 1998, p. 92.
- 6- Afaf Abdel Karim. Teaching to learn in physical and sports education: Alexandria, Manshea Al -Maaref, 1990, p. 25.
- 7- Ghada Jalal Abdel Hakim. Methods of teaching sports education: 1st floor, Dar Al -Fikr Al -Arabi, Cairo, 2008 (<http://www.bdnia.com/?p=3356>), p. 30.
- 8- Kawthar Kojak. Modern trends in curricula and teaching methods: 3th floor, World of Books, Cairo, 1997. (<http://www.bdnia.com/?p=3356>) p. 15.
- 9- Layan Jaber, Maha and Harban, learning patterns: (theory and application), Ramallah, Palestine. First edition, Al -Qattan Center for Educational Research and Development, 2004, p. 37.
- 10- Marwan Abdul Majeed Ibrahim and Muhammad Jassim Al-Yasiri. Modern directions in sports training science: 1st floor, Amman, Al -Warraq for Publishing and Distribution, 2010, p. 22.
- 11- Muhammad Awad Al-Hamouz, Teaching Design, 1st floor, Amman, Jordan, Wael Publishing and Distribution, 2004, p. 169.
- 12- Nahida Abdul Zaid Al-Dulaimi. Anthology in motor learning: Najaf Al -Ashraf, Dar Al -Dia Press for Printing and Publishing, 2011, p. 29.

**Appendix (1)**

**Form (from the educational units of the used style)**

**Week: The first is the top scorer of the educational unit: Learn the basic offensive skills in the fencing**  
**Educational unit: 1**

Sections of unit	time	details and exercises	Repetitions	notes
<b>Introductory section</b>	<b>15 m</b>	<b>Attendance registration- general warm-up- private warm-up</b>		
<b>Main section:</b>	<b>85 m</b>	<b>1- Explanation of the basic offensive skills with the foil weapon</b>	<b>3×3</b>	
<b>1- Educational</b> <b>2- Applied</b>	<b>35 m</b> <b>50 m</b>			Exercises are applied according to

		<p><b>2- Make a model with the applications of students self-applied.</b></p> <p><b>3- Performing skills in a fake manner with stabbing up and down.</b></p> <p><b>4- Performing skills on specific points on the Flynn wall.</b></p> <p><b>5- Performing offensive skills with colleague and feedback by the learner.</b></p>	<p><b>3x4</b></p> <p><b>3x4</b></p>	<p>the conditions of McCarthy model</p>
<b>The closing section</b>	<b>10 m</b>	<b>Hide it, breathe and give duties</b>		