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EFFECT OF VENN DIAGRAM STRATEGY ON SOME DEFENSIVE SKILLS IN HANDBALL FOR STUDENTS

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Abstract:

Through modern and appropriate learning strategies, students can acquire information that benefits m in face of new situations, in changing ideas, issuing judgments, and generating new ideas, and thus y are able to achieve different goals of learning, as y direct energies towards those goals, which y have previously drawn , Which will help to be able and familiar with content of subject, it is a process and that teaching process is based on interaction between educational institution and teacher and student, and therefore specialists and scientists have developed this process, so y created many strategies, methods and teaching methods to communicate information to student clearly and in his simplicity. Many strategies that have contributed to development of educational process from ancient times until modern strategies, which are only development and emergence of old strategies. Venn plan is one of important strategies in education process since ancient times, and it is attributed to its designer John Van in 1880 and is considered one of support strategies that are used to stabilize goals and skills of lesson. research community was chosen in intentional way from second stage students in Faculty of Physical Education and Sports Sciences, Basra University, which numbered (126) students for academic year 2022-2023 AD. Researchers used a handball defense skills tests according to vocabulary of handball curriculum for second stage. Most important recommendations were:
1- Using Venn diagram strategy in teaching various games and events within approach of colleges of physical education and sports science to participate in students in lecture, as well as removing lecture from traditional atmosphere.
2- Conducting many studies and research and topics dealing with modern strategies in teaching.

Keywords: Venn diagram strategy, defensive skills, and handball.

1 - INTRODUCTION AND IMPORTANT OF RESEARCH

1-1 INTRODUCTION

world today is developing and changing rapidly as a result of continuous scientific progress in field of scientific research, and that diversity in ideas and contributed to creating a wide field of diligence and development in various sporting fields to achieve a positive impact that keeps pace with requirements of times, and therefore our students should be qualified to face se rapid changes that we are going through. To be also contributing to this rapid change that sweeps world. To reach high levels of learning, you must use educational and advanced strategies that meet supplies of society and its growing requirements, through modern and appropriate learning strategies, students can acquire information that benefits in face of new situations, in changing ideas, issuing judgments, generating new ideas, and thus are able to Achieving different goals of learning, as y direct energies towards those goals, which have previously drawn, which will help to be able and familiar with content of subject, it is practical. Teaching process is a process based on interaction between educational institution, teacher and student, and therefore specialists and scientists developed this process, and created many strategies, methods and teaching methods to communicate

information to student clearly and simply. Are many strategies that have contributed to development of educational process from ancient times until modern strategies, which are only development and emergence of old strategies? In general, strategy is defined as " teaching procedures planned by teaching staff in advance so that it helps him to implement teaching in light of available capabilities to achieve teaching goals of teaching system that he builds and with maximum possible effectiveness" (Kamal Abdel Hamid: 2000). Venn diagram strategy is one of important strategies in education process since ancient times, and it is attributed to its designer John van in 1880 and is considered one of support strategies that are used to stabilize Aims and skills of lesson and we can use it to review or prepare lesson. It is also used to compare two things in terms of similarities and differences, as it helps in self - learning and use higher thinking skills and how to prepare m is to put two overlapping circles, where we put in overlapping space between two circles similarities and in varying area between two circles, we put points of difference. "Venn diagram can be done by drawing three circles in order to facilitate filling of similarities and differences" (Naglaa Abbas: 2012) and handball game from team games that have its multiple basic principles and depends on ir mastery on followers of proper planning and use of modern teaching methods according to build scientific method On correct foundations in order to get best results. In class. Nature of performance in modern handball is characterized by lack of stability of performance method during match in terms of defense or offensive moves, or through speed of ball or without it, and it is linked to changing playing positions. In addition, privacy of this game is difficulty of predicting movements and rapid responses between members of one team, continuous rapid movement in defense or attack requires widespread imagination and full awareness of movement. Hence importance of research by investigating impact of Venn diagram strategy in learning some of defense of handball, to build a learning base based on constructive thinking in learning fanatical skills.

1-2 Research Problem:

Handball lesson is one of important lessons in colleges of physical education and sports science because it needs direct communication and friction between teacher and his students and that basic skills are pillar on which this lesson is based, and through researcher informing this game as he is former player of Basrah University and like some clubs As a student of graduate studies, he noticed difficulty in students in distinguishing some skills in handball or between different performance of skill itself, so researcher was aware of study of Venn plan strategy in cognitive achievement and some handball skills.

Where problem lies in following question:

Does Venn strategy help students learn some defensive skills in handball?

1-3 Research Aims

1. Preparing educational units with Venn diagram strategy to learn some of defensive pulley foals for students.
2. Learn about impact of Venn diagram strategy in learning some of defensive handicrafts for students.

1-4 Research hypothesis:

1. Presence of statistically significant differences between pre - test and post - test of experimental group and control in research tests.
2. Presence of statistically significant differences in post -test of experimental group and control in research tests.

1-5 Fields of Research

1-5-1 human field: Second stage students in Faculty of Physical Education and Sports Science- Basrah University for academic year 2022-2023.

1-5-2 spatial field: Study halls and sports stadiums in Faculty of Physical Education and Sports Science - Basrah University.

1-5-2 Time field 15/2/2023 until 10/4/2023.

1-6 Definition of Terms:

1- Venn diagram Strategy:

Visual organizations in about two or more circles of overlapping circles, which are used to teach scientific sensory concepts or that are summoned from memory to make a comparison between similarities and differences of characteristics of concepts and showing relationships between specific concepts.

2 - RESEARCH METHODOLOGY AND FIELD PROCEDURES:

2-1 Research methodology:

Curriculum is "way that researcher uses in his study of problem to discover truth" (Wathiq Al -Karim & Zainab Hamza: 2012) where researchers used experimental approach by designing two equal groups (control and experimental) with a pre and post- test.

2-2 Research Society and Sample:

Research community was chosen in intentional way from second stage students in Faculty of Physical Education and Sports Sciences, Basra University, which numbered (126) students for academic year 2022-2023 AD. Research sample was chosen in random way, as it amounted to (20) students that were divided into (10) students of control group (10) students of experimental group, and (5) students to conduct exploratory experience. Urging research sample (15.87%). And since " research sample of same age stage, sample is considered homogeneous." (Ahmed Badr: 1988).

2-3 Data Collection Means

1- Arab sources and references

2- Personal interviews
3- Expert opinions questionnaire
4- Registration of results of skill tests with a handball.
5- Data emptying form for a handball collection test.
6- Assistant team.

2-4 Tools used in Research:

Handball field for Faculty of Physical Education and Sports Science - Basrah University.
- 10 hand balls.
-Pier (260) cm high.
- Pictures showing skill.
- Measurement tape.
- stuck tape.
- Stop Watch.
- A whistle.

2-5 field Research Procedures:

2-5-1 Determine most important Manual Defensive Skills:

Researchers identified defense of handball according to vocabulary of handball curriculum for second stage, namely:-
1- Skill of repel Wall.
2- Skill of defensive moves in front and back.
3- Skill of defensive moves of two sides.
4- Skill of defensive moves to cover kidnapping attack.

2-5-2 Tests used in research:

1- Wall to Repel in Two Directions Test. (Kamal Al -Din Abdul Rahman: 2002)

Purpose of test: measuring player's ability to perform repeatedly at same rate of defensive repulsion wall skill in more than one defensive center.
Tools: Handball field two hand balls hanging in an upper 260 cm high (this height can decrease for young and ladies), adhesive tape, measuring tape, stop watch.
Performance specifications: A mark with adhesive tape is placed on 6 -meter line, two lines are placed on 9 -meter line, and in alignment of 6 -meter line, distance between m is three meters, and starting point is in middle.
laboratory stands above mark on 6 -meter line, and when start signal is given, laboratory moves forward in direction of one of two balls to fix up to perform defensive blocking wall skill, so that he touches ball hanging with both hands, n lands on ground and returns back to back to drawn mark
On 6 -meter line, he moves forward to direction of or ball to fix up to perform skill of defensive blocking wall so that he touches hanging ball with both hands, n lands on ground and returns back to back to sign drawn on line of 6 meters. Repeat performance of largest possible number for 15 Sec.
Performance conditions:-
1- Every time laboratory is established to perform defensive wall, it is necessary to touch ball with both hands.
2- Each time laboratory must start from mark drawn over line of 6 meters.
3- Laboratory must repeat performance until it is given expiration of time specified for test.
4- laboratory movement is completely similar to defense movement to repel balls- on goal- from jump, especially shape of arms and distance between m and hands, and direction of hands of hands forward to face ball.
5- Any performance that violates conditions, attempt does not count within number that laboratory did during time specified for test.
Record grades:
Laboratory is recorded for number of correct attempts he made during period of (15 Sec) testing for test.

2- Test of Defensive Moves Forward and Behind. (Kamal Al -Din Abdul Rahman: 2002)

Purpose of test: measuring speed of performance of defensive moves forward and behind.
Tools: handball field, adhesive tape, stop watch, measuring tape.
Performance specifications: Two marks are fixed with tape for adhesive, one on 6-meter line, and second is completely matched- on 9-meter line. (Laboratory) stands above mark at 6 -meter line. When giving start signal (visual), laboratory makes defensive moves forward to reach corresponding mark on 9 -meter line, n return again through defensive moves back in back to reach starting point, Thus he repeats performance of largest possible number (15 seconds).
Performance conditions:
1- Laboratory movement is completely similar to defense movement in terms of two men (short, fast and successive), and shape of arms, hands and trunk.
2- You must reach points drawn at footsteps of (6) meters, (9) meters and contact with feet, and move.
3- Laboratory must repeat performance until it is given expiration of time specified for test.
4- Any performance that violates previous conditions, attempt does not count within number that laboratory did during time specified for test.
Recording grades: laboratory is recorded for number of correct attempts he made during period of (15 seconds).

3- Test of defensive moves of two sides (Kamal al-Din Abdul Rahman: 2002)

Purpose of test: Measuring speed of defensive moves of two sides

Tools: handball field, adhesive tape, measuring tape, stopping speed.

Performance specifications prove two signs of adhesive tape on 6 -meter line, three of which (A, B), distance between m is (300) cm. laboratory player stands above mark (a), and when giving him start signal, laboratory makes side defensive movements to reach mark (b), n return again through side moves also to reach point (A), and thus repeats performance to largest possible number for 15 second .

Performance conditions:

1- Laboratory movement is completely similar to defense movement, in terms of movements of two men (not intersecting m) and shape of arms and hands.

2- You must reach drawn points (A, B) and touch m with feet, and move.

3- Laboratory must repeat performance until it is given expiration signal for test.

4- Any performance that violates previous conditions, attempt does not count within number that laboratory did during time specified for test.

Record grades:

Laboratory is recorded for number of correct attempts he led during a period of (15) seconds.

4 - Defense Moves test to cover kidnapping attack (Kamal Al -Din Abdel Rahman: 2002)

Purpose of test: Measuring speed of performance of defense moves to cover kidnapping attack

Tools: handball field, adhesive tape, measuring tape, clock.

Performance specifications: eight signs, five of which (A, B, C, D, and E), are drawn near 6 -meter line, and distance between each of m is three meters. Between two signs (A, B), and second in middle of distance between two marks (c, d). Sign (H) is also drawn on or (9)-meter line.

laboratory stands over sign h, and when he gives him start signal (visual), he will enemy forward until middle of stadium, n change his direction to face goal with back and fast retreat backward until it reaches mark (e) and n begins making side moves to reach mark (d), n make attack Defense to sign (g), n returns to back (in back) with tendency of mark (c), and from it through moves

Side of mark (b) n (f), and finally makes movements back (in back) with a tendency to reach sign (a).

Performance conditions:

1- Laboratory movement is similar to defense movement, in terms of movements of two men and shape of arms and hands.

2- (laboratory) must be enemy until middle of stadium, n he is forced to face goal in back and retreat back to mark (e), and here defense moves must be performed by passing on all signs set and touching m with hands.

3- Any performance that violates previous conditions, attempt is not calculated correct.

Calculation:

It is recorded for laboratory time when distance from sign (h) is recorded to sign (a).

2-6 Exploratory Experiments:

exploratory experience of skill tests was conducted on (5) students from second stage of College of Physical Education and Sports Sciences, as skill tests were conducted in handball field in order to reach:-

1- Knowing appropriateness of tests for level of sample person

2- Knowing how to clarify and display tests.

3- Knowing difficulties and problems that researchers may face when implementing main experience, to work to overcome m.

4- Ensure validity of tools used in tests.

5- Knowing time taken to implement tests

Scientific foundations of skill tests were conducted:

1- Honesty: researchers resorted to sincerity of content through opinions of experts to find out appropriateness of tests for purpose for which y were placed, as it shows appropriate tests in measuring defensive skills.

2- Stability: initial test was conducted with history (15/2/2023) on (5) students, and after seven days with date (22/2/2023) second test was conducted on same students, in same way, and he used simple correlation coefficient (Person Between Pre and post -tests, as degree of correlation coefficient is (0.876), which is a good correlation coefficient in relation to highly tabular value (0.811) under degree of freedom (3) and level of significance (0,05).

2-6-1 Third Reconnaissance Experience of Educational Units:

Third exploratory experience was conducted on 16/2/2023 on sample of exploratory experience of 5 students in order to learn:-

- Suitability of educational units of level of students.
- Appropriate place to install display device so that all students can see film clearly.

Knowing time taken for steps of Venn chart when applied in main section of educational unit.

3-7 Pre- tests for Research sample:

Pre- tests were implemented on research sample (control group and experimental group) on Thursday, 23/2/2023 for defensive skill tests with a handball, and for researchers to be from one line of initiation and after two control and experimental research groups were divided and to ensure that re are no moral differences Between those groups, equivalence between m was conducted in tribal tests that included defensive skill tests, and table (1) shows this.

Table (1)
Results show shows value of (T) calculated for parity between two control and experimental research groups in pre- tests.

Tests	Experimental Group		Control Group		Calculated T	(Sig) Degree	Induction
	M	S	M	S			
Wall to repel in two directions	**8.12**	**1.38**	**8.23**	**1.52**	**0.117**	**0.908**	**Non -moral**
Defense moves forward and behind	**11**	**1.41**	**10.94**	**1.47**	**0,133**	**0.895**	**Non -moral**
Defensive moves test for both sides	**17.43**	**1.67**	**17.35**	**1.96**	**0.545**	**0.589**	**Non -moral**
Defense moves test to cover kidnapping attack	**8.20**	**0.65**	**8.07**	**0.752**	**0.031**	**0.975**	**Non -moral**

Freedom degree (n -2) = 19 level of significance (0.05)

Above table shows that re are no statistically significant differences between research groups, which indicates equal sample.

2- 7 Educational Units:

Educational units of Venn plan for experimental group were prepared and in vain of topic and research sample, and y were presented to those with experience and specialization in field of teaching and handball methods, in order to benefit from experiences and observations.

Application of educational units of Venn diagram strategy began on (Wednesday), 26/2/2023, at rate of two educational units in first, and duration of application of educational units ended on Sunday 4/4/2023.

Total time for one educational unit (90 d) was represented by following details:-

Preparatory section and its time (25 m) contained introduction, warm -up and physical exercises.

- Main section and its time (60 m), contained:-
- Educational activity (25 m) in which previous information is reviewed with a display of an image that shows new skill and explanation is made according to Venn plan, meaning teacher explains skill in comparison with previous skill by drawing two cross circuits that shows in cross -section most important similarities between two skills and rest of parts are explained aspects difference between m, n gives a duty to students and is answered in form of a Venn Diagram.

As for applied part, its time (35m) was applied, in which exercises for new skill are applied, and y are linked to previous skills through a set of exercises given by teacher.

- closing section and its time (5m), in which a small, recreational game or calm exercises are practiced, and n give a duty to next lecture and n leave.
- Period of application of educational units for a period of 6 weeks, as number of total units reached (12) educational units, (4) educational units were allocated to teach each of skills designated for research.

2-8 post - Tests of Research Sample:

After completing implementation of educational units prepared according to Venn diagram strategy, post- tests of control and experimental research groups were made on Monday 10/4/2023

Researchers worked to create same conditions in which tribal tests took place in terms of test time, testing and using same auxiliary tools.

2-9 Statistical Means:

Researchers used a SPSS system to analyze search data:

- Ratio.
- Arithmetic mean.
- Standard deviation.
-Simple correlation coefficient (Pearson).
-Test (T) for independent samples equal to number.
-Test (T) for interconnected samples.

3- VIEWING, ANALYZING AND DISCUSSING RESULTS.

3- 1 presentation, analysis and discussion of results of pre and post tests for experimental and control groups.

3-1-1 Display, analysis and discussion of results of pre and post-test research tests of experimental group.

Table (2)

Shows calculations, standard deviations, calculated value (T) and degree (SIG) and statistical indication of results of pre and post -research tests of experimental research group

Tests	Pre -test		Post-test		F	F/D	(T) Value	SIG	Induction
	M	S	M	S					
Wall to repel in two directions	8.12	1.38	11.87	1.36	3.75	0.23	16.11	0.000	Moral
Defense moves forward and behind	11	1.41	13.75	1.29	2.75	0.44	24.59	0.000	Moral
Defensive moves test for both sides	17.43	1.67	20.75	2.01	3.312	0.44	12.28	0.000	Moral
Defense moves test to cover kidnapping attack	8,20	0.65	6.99	0.63	3.50	1.03	11.003	0.000	Moral

Freedom degree (N -1) level of significance (0.05)

From Table (2) that results of experimental group for tribal blocking wall test reached value of (T) calculated for interconnected samples (16.11) and degree (SIG)> (0.05) at level of significance (0.05) and degree of freedom (9), which means indication of statistical teams in favor of results of post.

As for defensive movement test forward and backward, value of (T) calculated for interconnected samples (24.59) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (9), which means indication of statistical teams in favor of remote test results. As for movement test for tribal sides, value of (T) affiliated with interconnected samples (12.28) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (9), which means indication of statistical teams in favor of remote test results.

As for tribal kidnapping attack, value of value (T) calculated for interconnected samples (11.003) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (9), which means indication of statistical teams in favor of remote test results. researchers attributed reason for significance differences between pre and post -tests to educational units that were prepared in Venn Plan strategy, which apply to development of se skills, as it enabled students to enhance self -confidence, and bear responsibility, from "during process of sensory and emotional interaction with performance of skills, so students when y trust selves And with capabilities of learning, y have positive trends towards it (Land Davidov: 2000). researchers attribute reason for significance of differences between Pre and post - tests in skill tests to strategy of Venn chart that had a clear impact on results of experimental group, in addition to auxiliary educational methods that were used in implementation of educational units had a role in students' "awareness of skill and ability to perceive skill, which was reflected in performance correctly and without errors". (Beverly Galeen: 1993) Learn any skill that can be achieved by_displaying an educational movie or a picture that explains skill to enable students to follow stages of that skill, depict m mentally, and touch aspects Individual differences between students and contributed to reducing m, which reflected positively on results of post skill tests. Students are focus of educational process and granted m freedom to express opinions through discussion about duties that were given during lesson, this was reflected in positive understanding of subject.

3-1-2 View, analysis and discussion of results of pre and post-research tests of control group

Table (3)

Shows calculations, standard deviations, calculated value (T) and degree (SIG) and statistical indication of results of pre and post research tests of control group

Variables	Pre -test		Post-test		F	F/D	(T) Value	SIG	Induction
	M	S	M	S					
Wall to repel in two directions	8.23	1.52	9.76	1.75	1.52	0.71	8.79	0.000	Moral
Defense moves forward and	10.94	1.47	12.23	1.14	1.29	0.58	9.07	0.000	Moral

behind									
Defensive moves test for both sides	**17.35**	**1.96**	**18.58**	**1.09**	**1.23**	**0.43**	**11.64**	**0.000**	Moral
Defense moves test to cover kidnapping attack	**8.07**	**0.75**	**7.55**	**0.84**	**0.51**	**0.27**	**7.64**	**0.000**	Moral

Freedom degree (N -1) level of significance (0.05)

It is clear from Table (3) that results of control group for blocking wall test reached value of (T) calculated for interconnected samples (8.79) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (9), which means indication of statistical teams in favor of results post -test. As for defensive and back -definition test value of associated samples (9.07) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (9), which means indication of statistical teams in favor of remote test results. As for move test for two sides, value of (T) affiliated with interconnected samples (11.64) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (9), which means indication of statistical teams in favor of remote test results. value of (T) calculated for interconnected samples (7.64) and degree (SIG)> (0.05) at level of significance (0.05) and degree of freedom (9), which means significance of statistical teams in favor of results of dimension. To effectiveness of method used by subject teacher, who in turn contributed to developing defense of handball, because use of modern strategies in lesson helps students to participate in actual and avoid receiving information only from teacher, and also helps to cooperate with m and rely on selves in research On information, in addition to use of modern educational methods, it raises attention of students and helps m understand subject and takes into account individual differences in learning skills.

3-1-3 View, analysis and discussion of results of post research tests for experimental and control groups.

Table (4)

Shows calculations, standard deviations, calculated value (T), and degree of (SIG) and statistical indication of results of post research tests for experimental and control groups of research groups

Tests	Experimental Group		Control Group		Calculated T	Sig Degree	Induction
	M	S	M	S			
Wall to repel in two directions	**11.87**	**1.360**	**9.76**	**1.75**	**3.84**	**0.001**	**Moral**
Defense moves forward and behind	**13.75**	**1.29**	**12.235**	**1.14**	**3.56**	**0.001**	**Moral**
Defensive moves test for both sides	**20.75**	**2.016**	**18.58**	**1.10**	**3.16**	**0.003**	**Moral**
Defense moves test to cover kidnapping attack	**6.99**	**0.63**	**7.55**	**0.84**	**2.17**	**0.003**	**Moral**

Freedom degree (n -2) = 18 level of significance (0.05)

from Table (4) that results of experimental group in post -test reached value of (T) calculated for independent samples of uneven number (4.51) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (18), which means significance of difference Statistical in favor of results of dimension of experimental group. wall of experimental group is repelled, where value of (T) calculated for independent samples of non -equal number (3.84) and degree (SIG)> (0.05) at level of significance (0.05) and degree of freedom (19), which means significance of statistical teams in favor of remote test results of experimental group As for defensive movement test forward and backward, value of (T) calculated for independent samples (3.56) and degree (Sig)> (0.05) at level of significance (0.05) and degree of freedom (18), which means indication of statistical teams in favor of results of dimension of experimental group. move test for both sides reached value of (T) calculated for independent samples (3.16) and degree (Sig)> (0.05) and degree of freedom (18), which means indication of statistical teams in favor of results of post –test of experimental group. (2.17) and degree (SIG)> (0.05) and

degree of freedom (18), which means indication of statistical teams in favor of results of dimension of experimental group. results in dimensional tests between experimental group and control showed presence of statistically significant difference (α = 0.05) in tests (blocking wall test, move to front and back, move test for both sides and hijacking attack test), and difference was in favor of experimental group, which indicates On superiority of experimental group, which was taught in Venn scheme strategy on control group that was taught according to method used by subject teacher. Researchers attribute reason for differences in skill tests between experimental group and control group, to Venn diagram strategy that made application of skills more stream.

4. CONCLUSIONS AND RECOMMENDATIONS:

4-1 Conclusions:

In light of results of tests, analysis and discussion, researchers reached following conclusions: -

1- Educational units prepared in Venn diagram strategy with a positive impact on learning some defensive skills in handball for students.

2- Research sample showed a remarkable development in all tests through morality of differences, which was shown by results of post-test compared to pre- test.

4- Educational units that were prepared in Venn diagram strategy added an atmosphere of fun, suspense and excitement for students, which contributed to positive interaction with school.

5- Students 'participation in educational process helped m enhance confidence in selves in offering information or performance.

4.2 Recommendations:

Based on conclusions that researchers reached, are recommended as follows:

1. Using Venn diagram strategy in teaching various games and events within approach of colleges of physical education and sports science to participate in students in lecture, as well as removing lecture from traditional atmosphere.
2. Conducting many studies and research and topics dealing with modern strategies in teaching.

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