



A COMPARATIVE STUDY BETWEEN TWO EDUCATION MODELS (KAREN) AND (BAEBE) IN TEACHING SOME MOTOR SKILLS IN ARTISTIC GYMNASTICS FOR BEGINNERS' ACADEMIC STUDENTS

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Article history:	Abstract:
Received: 11 th November 2022 Accepted: 14 th December 2022 Published: 28 th January 2023	<p>The importance of research came to compare the best examples of learning in the basic skills in AI, gymnastics including model (Karen) and (Baebe) and the role of each of them in correct education and achieving an advanced level in the basic skills of gymnasium for female academies.</p> <p>The most important objectives of the research were:</p> <ol style="list-style-type: none">1- Learn about the ancient effect of education (Karen) and (Baebe) in teaching some motor skills in the technical gymnasium of female academies. <p>The conclusion was followed by:</p> <ol style="list-style-type: none">1- Animal for education (Karen) and (Baebe) is of great importance in teaching some motor skills in the technical gym of female academies.2- The learning model (Baebe) gave better results than the (Karen) model in teaching some motor skills in the artistic gymnasium of female academies.3- The necessity of adopting a model for education (Karen) and (Baebe) because they are of great importance in teaching some motor skills in the technical gymnasium of female academies.4- Emphasizing more in learning on the learning model (Baeby) because it gave better results than the (Karen) model in teaching some motor skills in the artistic gymnasium of female academies.

Keywords: models (Karen) and (Baebe); motor skills; artistic gymnastics

1-INTRODUCTION RESEARCH AND IMPORTANCE:

Scientific development has the latest change in various areas of life for the purpose of upgrading the human and science that serve the human being and has a way out in building the country according to what he acquires from the scientific development, whether in the educational, educational, intellectual and even sports side .On the sports side, the creation of development in it requires building a base and a "solid" basis from learning and appropriate education and developing the educational methods that serve progress in the quality of the game and sports events, and for this we find there are methods, methods and educational models applied in advance and the latest sports developments, including the model (Karen) and (Baebe).The model (Karen) consists, according to the opinion of (Imad Abdel Rahman: 2007) of "several theories, including behavioral and structural (cognitive) and the meaning of meaning." The Karen model is also characterized by features according to the vision of (Salama Adel & others: 2009), which is "(the learner is erasing the educational process through discussion, investigation and application- learning is easy for students because the information is returned at each of his stages- built from several theories and is (behavioral-- Constituting - meaning learning. While the model (S and 5E) as it shows (Ayeesh Mahmoud Zaitoun: 2007) is "as a teaching model used in the various educational stages in an educational and translation of some ideas of structural philosophy and Piaget theory in mental and cognitive development." Some educators see the Baebe (5E's) model in the educational process (Grayson, Walker: 2002) "because he focuses on how the student uses knowledge with his attempts of things, phenomena, people and events and thus focuses on the personal building of knowledge, the main assumption of the structural theory is that the individual (The learner) builds his own knowledge. " Through this concept and indicating the importance of the above models, their role in the scientific education, especially when they are linked to the sports aspect and some events and games with difficulty, including the game of gymnasium that contains basic, difficult skills in application and practice, which requires finding the appropriate educational models for them and for this (Fadel Khalil Ibrahim: 2010) sees "Educational models take multiple paths, but they are combined by common denominators as they are a source of social interaction between learners inside the class, and as a source of information processing and personal experiences of the educated individual, as well as it is a source of amending the behavior of learners according to certain strategies" The researcher agrees with the opinion of "The teaching

model is a simplified representation of a field of teaching to come out with a number of conclusions. The model includes relationships between a group of elements on the image of steps and practices, which is dependent on its origins on educational psychological theories

Therefore, the discovery of the correct and identical model for sports events is an abbreviation of the time of learning and reducing the effort of the learner, and this is a research problem that was discovered through the researcher's modest experience with motor learning and the game of gymnasium. Previous educational, including (Karen) and (Baebe). Hence the importance of research to compare between the best examples of learning in basic skills in AI gymnastics , including model (Karen) and (Baebe) and the role of each of them in correct education and achieving an advanced level of basic skills in AI gymnastics for female academics.

1-2 Research objectives:

- 1- Learn about the ancient effect of education (Karen) and (Baebe) in teaching some motor skills in the technical gymnasium of female academics.
- 2- Identify the differences between the results of tribal and post tests and for the two experimental groups in teaching some motor skills in the technical gymnasium of female academics.
- 3- Learn about the differences between the two experimental groups in teaching some motor skills in the technical gymnasium of female academics.

1-3 Research hypotheses:

- 1- The presence of moral differences between the results of tribal and post-testing tests and for the two experimental groups in teaching some motor skills in the technical gymnasium of female academics.
- 2- The presence of moral differences between the two experimental groups in teaching some motor skills in the technical gymnasium of female academics.

1-4 Research fields:

1-4-1 Human field: Students of the third stage in the Faculty of Physical Education and Sports Science - Basra University.

1-4-2 spatial field: hall of gymnastics students at the Faculty of Physical Education and Sports Sciences- Basra University.

1-4-3 Time field: from 6/11/2022 to 9/1/2023.

2 - RESEARCH APPROACH AND FIELD PROCEDURES:

2-1 Research curriculum:

The experimental curriculum was used in the style of equal groups (two experimental groups) to achieve the objectives of the research and address its problem. "Experimentation searches for the cause and how it occurs, and the researcher deals with the variables of the phenomenon in study, and some of them occurred intended and controlled and controlled in some other variables The relevant, to reach the effect of this on one or more followers, in other words to reach the causal relationships between both the independent variable and the dependent variable "(Haider Abdul Razzaq Kazem: 2015)

2-2 Sample of Research:

The research community was identified in the intentional way, and they are students of the third stage, who numbered (60 students), and they represent (2) two divisions.

The sample, which numbered (40) students, were chosen, representing (66.66 %) of the original community, and they were divided into two groups, which are (two experimental groups) (Karen Group) (Baebe Group) in the random way, and the number of each group has become (20) students, and the two sides were homogeneous Inside each group using the difference factor and equivalent to the two groups using the (T) test for unconnected samples and as in Table (1).

Table (1)

Shows the homogeneity and equivalent of the two experimental groups with research variables

Research variables	measurement	First Experimental Group Karen		Second Experimental Group Baebe			T Value	sig	
		Mean	Std. Deviation	difference	Mean	Std. Deviation			difference
Length	Cm	160.565	1.547	0.963	160.667	1.874	1.166	0.1885	Non - moral
Weight	Kg	60.745	0.985	1.621	60.884	0.896	1.471	0.455	Non - moral
Dive skill	degree	3.547	0.356	10.036	3.641	0.451	12.386	0.717	Non - moral

Front rolling Rounded skill	degree	3.784	0.456	12.05	3.874	0.365	9.421	1.007	Non - moral
Back Rolling Rounded skill	degree	3.874	0.447	11.538	3.794	0.612	16.13	0.462	Non - moral

*Table (T) value at the possibility of a mistake (0.05) and the degree of freedom (38) = 1.684

2-3 Tools and means used in research

2-3-1 Data collection methods:

- 1 - Sources and references.
- 2 - Tests and measurements.

2-3-2 Devices and Training:

- 1- Gym hall legal.
- 2- Movement rug legal.
- 3- Time hour.
- 4- Measurement tape.
- 5- Medical balance.
- 6- Whistle
- 7- Bar.

2-4 Field procedures used in research

2-4-1 Defining the research variables: The curricula of the gymnastic subject that are taught in the colleges of physical education and sports sciences at Basra University, in which the artistic subject of gymnasium is taught to the students, and the following terrestrial movements were chosen:

- 1- Dive skill.
- 2- Front rolling Rounded skill
- 3- Back Rolling Rounded skill

2-4-2 Technical performance evaluation:

The researcher relied on the form intended for the evaluation from previous research (Aqeel Yahya Hashem, & Nida Flei Haneen: 2013), which includes divisions to evaluate the technical performance of the skills, in which it relied on the apparent construction of the skill in the evaluation process, according to the three skill sections, which are: 1. The section Preparatory 2. The main section 3. The final section

The evaluation was from (10) degrees divided into the skill sections (preparatory section, the main section, the closing section.

**Table (2)
Shows the final evaluation degrees of skills**

No	skills	The final degree of sections skills		
		degree	degree	degree
1	Dive skill	3	4	3
2	Front rolling Rounded skill	3	3	4
3	Back Rolling Rounded skill	3	3	4

2-5 Exploratory Experience:

The researcher conducted the exploratory experience on 6/11/2022 on a sample of the same female students and for the two experimental groups in order to legalize the pregnancy of the exercises used and apply them and know the extent of its difficulty among the sample singling and the required repetitions and the time taken to implement the program.

2-6 Main experience:

2-6-1 Tribal tests: Tribal tests were conducted on 13/11/2022

2-6-2 skill education used:

Various educational exercises have been prepared and on the rug of ground movements and according to the skills used, and these exercises were applied with a model (Karen) and (Baebe). Work was done according to the two models as I have:

First: Baebe model:

The educational unit for each skill begins according to the stages of the Baebe model in the stage of Preoccupation, as the teacher distributes the students in a square minus the rib of (Data-show) explaining how to perform the stage in the form of serial images from the preparatory section to the closing section in addition to a video display of how to use educational means Helping in performance, and at this stage, the curiosity of learners will be born with raising questions for students in linking the movement sequence and how to apply to the auxiliary educational means and

thus the teacher extracts the responses they reached and which reveals the extent of the information that the students know about the stage, which will help the teacher know The level of students, by asking the questions they ask them, which shows the outcome of the information they possess so that the teacher can link the previous information to the student with the new information that leads them to the application of performance using the signal method.

- The second stage (exploration stage) The teacher distributes the students to two groups to play their role in applying the stage that they were busy watching in the first stage and encouraging students to work together, where the teacher observes and follows the students and recording her observations about the extent of their interaction in applying performance with asking questions that help students in guidance To solve the problem and thus give students freedom to choose their speculations and forecasts, which are alternatives to reaching performance according to their understanding that they reached.

- The third stage (the stage of interpretation), the teacher collects students again and encourages students to explain the concepts and ideas they reached through their application of performance in the previous stage, and after that the teacher provides explanations to solve the problems and mistakes in which they occurred by setting possible solutions or corrective answers in the performance of the skill.

- The fourth stage (the expansion stage) after the teacher corrected the mistakes of the students in the performance, after which the students begin to re -apply the stage and correct its kinetic course with less mistakes depending on the mistakes that the teacher justified from the mistakes they made to reach their performance to apply the stage properly and according to the serial stages that clarified To them through the means of display and video photography of the skill.

- The fifth stage (the evaluation stage), the teacher will test the students in the performance of the stage that they asked for learning according to its sections (primer, main and closing), and after that the teacher and the student will know the level that he reached in the implementation of the stage, so that they can determine the problem, if any, in learning Stage.

Second: Karen model:

Education according to the Karen model, where the researcher applied the stages of the Karen model, which are six stages, namely (the preparation of the lesson - the total theory - the investigation and the activities - registration and regulation of the cognitive structure - the application) and the researcher applied these stages within the educational unit and divided the time for the educational unit according to the difficulty of the skill According to the departments of the educational unit, where the preparatory department was like public and private warm -up, while the main department includes educational activity and applied activity, and the educational activity included the stages of the lesson - the stage of the overall view, the investigation stage and activities - and the stage of recording the cognitive structure that includes the advanced organizer - and the map of concepts, which are sophisticated perspectives from The theory of education with the meaning of David Ozbek, this implements for all the stages so that the researcher achieves its goals, either the applied activity, the students apply the skill to be learned and according to the stages of the Karen model and the student is the focus of the educational process and the teacher is a directed and supervisory course while giving some recommendations.

1- The advanced organizer: It is a set of ideas that provides students and is in the form of a brief introduction to the subject to be taught, aimed at teaching the concepts related to the subject.

2- Concepts map: It is in the form of planning fees in which the subject concepts are organized and are in the form of a hierarchical in which concepts are included from more comprehensive to less comprehensive.

The researcher applied these educational stages to each experimental group alone, and the program was applied during a full lesson and its three sections appendix (1) for an eight -week period within. The program appeared on 14/11/2022 and its application ended on 17/1/2022

2-6-3 POST –Tests: were conducted on 9/1/2023

2-7 Statistical means:

The researcher used the SPSS in statistical processing of data results and extracted.

3- VIEWING, ANALYZING AND DISCUSSING THE RESULTS:

Table (3)

Shows the results of (T) tests for the interconnected samples between the tribal and post- tests of the first experimental group (Karen Model)

sections skills	measurement	Tribal tests		post tests		Standard error	T Value	sig
		M	S	M	S			
Dive skill	degree	3.547	0.356	5.121	0.425	0.741	2.124	moral
Front rolling Rounded skill	degree	3.784	0.456	5.235	0.432	0.568	2.554	moral
Back Rolling Rounded skill	degree	3.874	0.447	5.412	0.562	0.621	2.476	moral

*Table (T) value at the possibility of a mistake (0.05) and the degree of freedom (19) = 1.729

Table (4)

It shows the results of (T) tests for the interconnected samples between the tribal and remote tests of the second experimental group (Baebe Model)

sections skills	measurement	Tribal tests		post tests		Standard error	T Value	sig
		M	S	M	S			
Dive skill	degree	3.641	0.451	6.562	0.562	0.984	2.968	moral
Front rolling Rounded skill	degree	3.874	0.365	7.124	0.542	0.889	3.655	moral
Back Rolling Rounded skill	degree	3.794	0.612	6.897	0.687	0.991	3.131	moral

***Table (T) value at the possibility of a mistake (0.05) and the degree of freedom (19) = 1.729**

Table (5)

It shows the results of (T) tests for interconnected samples in the dimensional tests between the first and second experimental groups

sections skills	measurement	First Experimental Group Karen		Second Experimental Group Baebe		T Value	sig
		M	S	M	S		
Dive skill	degree	5.121	0.425	6.562	0.562	8.95	un moral
Front rolling Rounded skill	degree	5.235	0.432	7.124	0.542	11.88	unmoral
Back Rolling Rounded skill	degree	5.412	0.562	6.897	0.687	7.315	un moral

***Table (T) value at the possibility of a mistake (0.05) and the degree of freedom (38) = 1.684**

From tables (3), (4) and (5) there are significant differences for us for the two experimental groups by evaluating the skill performance, as the values (T) calculated more than tabular, and this indicates the existence of learning of the motor skills in gymnasium for women.

The researcher attributes this improvement and learning for the two experimental groups in the skills used to the regularity and continuing of learners in the application of educational units and the program used scientifically, as (Nizar Majeed : 1987) sees "desire and motivation in teaching new skills that they have never been identified or practiced and stresses that the methods Its teaching methods are extremely important in the educational process and it affects the speed of learning. "

He also confirms (Qasim Lezam: 2005), "Learning within an educational curriculum applies objectively leading to an increase in learning and thus developing in the skill in the cognitive and skillful aspects."

Either in Table (5), which shows the comparison between the two models (Karen) and (Baebe), against they gave close results, but the preference was to the model (Baebe), as (Aqeel Amir Jabr: 2011) confirms that "learning according to the Baebe model (5E's) is a process An active knowledge that provides the learner with the opportunity to pass through various educational expertise experiences through which the concept to be learned is explored, and learning according to this model is meaningful because it emphasizes the importance of practice and work, which increases the learner's ability to acquire concepts. "

(Ali Muhammad: 2000), quoting (Duffy: 1991), confirms that the constructive education model (5E's) "provides an opportunity for learners to think about the largest number of solutions to one problem, which leads him to the use of innovative thinking, which leads to its development among learners"

The Baebe model, through which the sensations are made by using more than one subject in learning, including images and learning stages for each skill, as well as the use of (video) that led to the speed of understanding and awareness of the learners, and in this (Medhat Asim: 2009) confirms that the method of displaying and using The illustrations support learners by thinking and urging them to solve the problem by experimenting with kinetic activities.

(Issam Al -Shatnawi & Hani Al -Ubaidi: 2006) strategy that the strategy of constructive education gives better opportunities for the learner to participate effectively in the educational process, as the learners show enthusiasm and impulsivity "towards work to learn."

In order not to hatch the right of the Karen model, despite the importance of it and it has important advantages for learning, as (Youssef Qatami: 2006) sees "they have come from students as a model that differs from the usual method that students are accustomed to in teaching, if this model is a major component of maps of the advanced concepts, the advanced organizer and the view College, discussion, dialogue and application.

Finally, the exercises placed also achieved good results because they gave excitement and suspense in the application and this was confirmed by (Nahdah Abdul Zaid: 2011) "several methods to stir the learner's motives towards the event or the game to learn its skills and practice. From these methods, it is to facilitate motor learning opportunities and clarity of the appropriate goal to learn skill and its development, as well as the balance in satisfying the needs of the learner. "

(Wajih Mahjoub: 2001) believes that the exercise leads to the development of the skill and its access to the correct and automatic technique in performance and the ability to know the error and define it and works as a result of transferring learning to other similar skills.

While (Wheatly: 1991) asserts, "The nature of learning develops confidence in their abilities to solve problems, they depend on themselves and do not wait for one of others telling them this solution ready, as they feel that learning is making meaning and not just keeping deep information, They also feel that learning is a way to succeed and thus research the problems of problems is a mental pleasure for students.

A comparative study between a model of education (Karen) and (Baebe) in teaching some motor skills in the artistic gymnasium of female academics students

4. CONCLUSIONS:

- 1- Animal for education (Karen) and (Baebe) is of great importance in teaching some motor skills in the technical gym of female academics.
- 2- The learning model (Baebe) gave better results than the (Karen) model in teaching some motor skills in the artistic gymnasium of female academics.
- 3- The necessity of adopting a model for education (Karen) and (Baebe) because they are of great importance in teaching some motor skills in the technical gymnasium of female academics.
- 4- Emphasizing more in learning on the learning model (Baebe) because it gave better results than the (Karen) model in teaching some motor skills in the artistic gymnasium of female academics.

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Appendix (1)

Week: First

Educational Unit: 1-2 Unit

time: 30-40 minutes

Goal: Learn motor skills

Department	Exercise Time	Exercise No	volume	Notes
Application	2.23m	Explain skills and display the model.	4×2	* Emphasizing the learning stages.
	3.4m	Displaying illustrative and acidic images.		
	3.5m	1- Performing the skill of diving with assistance and primary movements, using assistance and then serial movements on the ground.	4×3	*Confirm learning models.
	5.4m	2- Performing standing and then the front movement of the front on specific signs.	4×3	*Each group applies the same exercises and according to its form.
		3- Performing the background movement on points drawn on the ground.	4×5	
	4- Performing movements in cooperation, sequence and integration together.			