EFFECT OF INSTRUCTIONAL SCAFFOLDING STRATEGY ON TEACHING SOME BASIC SKILLS IN VOLLEYBALL

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Strategies followed by the teacher to achieve the desired educational goals differ, and this diversity comes out of contrast and difference in educational situations, age stages, learners experience, specifications and nature of skills, and the aim of the educational process is to reach the learner's mastery of technical performance through the economy in the effort, reducing errors And the shortcut of the time of education, which contributes to the formation of the learner's motor program properly, its development and the learner's participation positively, and the performance of cognitive and motor duties well until it reaches the mastery of performance, and through this there is a need to use modern strategies and the practical model, which can help it to provide That information in a way that helps the learner to understand the correct performance and achieve the required goal of teaching, such as explanation, indoctrination and presentation of the model, and the trend to use modern strategies to provide learners skills, information and experiences to be obtained .Instructional Scaffolding Strategy followed in education is one of these advanced strategies. Researcher used the experimental curriculum by designing the control and experimental groups. The research sample was a group of students of the second stage in the Faculty of Physical Education and Sports Sciences at Basra University for the academic year 2022-2023. Instructional Scaffolding Strategy was applied by (8) weeks and then compared the results between the traditional educational method followed and the strategy Educational pillars and obtaining results by statistical means and the most important recommendations were:

1- Using Instructional Scaffolding Strategy in teaching basic skills in volleyball and the rest of the collective games because of its effectiveness in learning and mastering some skills.

2 Teaching methods training in the colleges of physical education use Instructional Scaffolding Strategy in teaching and teaching theoretical and applied courses for college student

Keywords: Instructional Scaffolding Strategy; Basic skills; volleyball

1-1 INTRODUCTION RESEARCH AND IMPORTANCE:

Aim of the educational process is to find and use the best and most efficient teaching strategies to build an integrated and learned sports personality in general, and despite the great progress witnessed by the educational process in the field of physical education, it notes the continuity of adopting traditional strategies that depend on the explanation and the model) in education where the teacher explains it follows it A presentation of the model without the slightest actual participation of learners in the educational situation, so the traditional method used in education (explanation and model) must change and develop to keep pace with the lessons of physical education and their modern goals "and the need to respond to the conditions, and the stages of physical, motor, psychological and social growth" (Abdul Hamid Jaber: 1998), and to meet the needs of the quantitative increase in the numbers of learners, and accordingly, the provision of the strategy of Instructional Scaffolding Strategy in one lesson comes in response to the needs, preparations and tendencies Learning opportunities for each learner in the classroom, and this is done using Instructional Scaffolding Strategy The public in which the focus is on ideas and basic skills in each field of content, and the ability to respond to individual differences between learners, 'one class students, and if they are at the same age they can differ greatly in their lives, their past circumstances and experiences, and their willingness to education (Saeed Khalil: 1995) These differences have a significant impact on their learning. Also, the educated or sports individual may not have the opportunity for him to accommodate, and acquire sufficient amount of vision of the practical model because "the skill passes from a quick passing without giving her sufficient attention, and does not

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leave only some simple impressions, which leads to the learner's wrong performance of skills motion "ibthag Ahmed: 1996) It is considered the competent or active teacher who can present the new constantly, and he knows a lot about research and discovery by participating positively and actively during the teaching process. Strategies in which the teacher accepts giving with love and conviction, in which the learner interacts with learning skills with a sincere tendency and desire. ((Muhammad Amin & Samir Ilia: 2000, and the educational process is transferred from the teacher to the learner, and the role of the teacher is the mentor, guide and plan to draw a strategy for physical education through The methods of educational aids to achieve specific goals. "Also, the teacher's task is no longer limited to explanation, delivery and following the strategies followed in teaching, but his first responsibility has become the drawing of Las plans The study strategy works to achieve specific goals. "(Abdul Salam Al -Nadaf: 2004) The researcher believes that the acquisition of the basic skills in the volleyball game depends on the method used to help the learner to gain it, the extent of the appropriate educational pillars available, and the extent of the interaction between the method and educational support and a good teacher, where The awareness and understanding of the learner of the information about the basic skills in the volleyball game is one of the most important steps on which to reach the mastery of the performance of these skills.

researcher also sees that the strategies used in teaching the basic skills in the volleyball game in most physical education colleges for students are traditional strategies, which depend on one source of knowledge, which is an explanation by the teacher followed by a presentation of the model without the slightest participation of learners in the educational situation, and the role of the student is It is listening, performing what is received from the teacher, and the student is completely not interacting in the educational process, and the achievement rate is slow, and not encouraging on education, and it may not take into account the individual differences between female students. Despite the introduction of modern technology in education, and the production of educational programs by using modern applications for the computer in many educational disciplines, the field of physical education and sports is still far from benefiting from this technology, and employing them in a way that is appropriate for various activities in the educational field, especially within schools, institutes and colleges. In addition to the requirements of skill performance, it is one of the most important ingredients for building training programs. The volleyball game, like the rest of the sports games, needs a nervous muscle compatibility, control the body's organs, muscle strength, and a sense of time for the ball in order to obtain appropriate reactions for basic skills during motor performance. The researcher has noted that the strategies followed by the basic skills of the volleyball game need to be entered. Some elements of modern technological education that are suitable for the age stage and the development of the educational process in the scientific method that works to strengthen the skill aspect of students to master the basic skills in the volleyball game

1-2 Research problem:

From scientific experience and practical experience of the researcher and her education and training of students of Basra University in various scientific and humanitarian disciplines, the researcher noted that there is a weakness in the level of performance of the basic skills of volleyball game, and lack of interest in them in internal and external activity such as other sports, and that there are some The problems facing those in charge of teaching basic skills in the game of volleyball and these problems are the strategies used in the educational process, which depends on explaining and providing the practical model of the skill to be taught, by the teacher, and correcting some technical errors, and for a few students, which is not It takes into account the individual differences between them, and despite the effectiveness of traditional strategies in certain situations and circumstances, they are with scientific development and the curricula are no longer sufficient to achieve the aim of education, which led to a decrease in the level of performance of some basic skills in volleyball and in order to find an educational strategy that achieves the goals of the educational material in a way Best in light of the available material and human capabilities, its importance shows that it achieves the interaction between students and and A teacher, and among the students as well, and in light of the foregoing, the current research problem is not to keep pace with advanced educational strategies as well as knowing the impact of using Instructional Scaffolding Strategy on teaching some basic skills in the volleyball game at a sample of Basra University students

1-3 Research Aim:

1- Research aim to identify the impact of the use of Instructional Scaffolding Strategy on teaching some basic skills in the volleyball game (Passing from above, Passing from below, Serving from bottom of confrontation, serving from bottom of side)

1-4 Research Hypotheses:

1- There are statistically significant differences between tribal and post-test measurements in the level of teaching some basic skills in the game of volleyball.

2- There are statistically significant differences in the level of teaching some of the basic skills in the volleyball game in the experimental and controlled research groups and for the benefit of the experimental group

1-5 Research fields:

1-5-1 Human field: Students of the Faculty of Physical Education and Sports Sciences, second stage / Basra University.

1-5-2 spatial field: Faculty of Physical Education Hall and Sports Science / Basrah University.

1-5-3 Time field: from 2/11/2022 to 20/1/2023.

2- THEORETICAL STUDIES
2-1 Instructional Scaffolding Strategy:
It is "the activities of the teacher to provide temporary assistance that facilitates his students by passing educational positions with their individual efforts" (Amin El -Khouli: 2002)
2-1-1 Methods used to Teach Skills (Essam El-Din & Abdel-Aali Badawi: 2006)
Retail method:
Teacher divides the lesson into small and simplified parts so that each part achieves one aim or two aims, and it is confirmed when each part ends that the concepts have been established for students through the appropriate evaluation.
Audiovisual media:
The teacher can instead of describing a specific principle using words to resort to using an audio clip, a video show, or a video explaining the idea more clearly
Feedback:
It is the teacher's interventions with the aim of correcting the answer issued by the learner or affirming it, and feeding is considered a kind of direct and immediate support, and the first real intervention of the teacher to help the student in the direction towards the right track.
Using mental maps:
It is what helps to arrange and organize concepts so that the teacher and students put them together, and it is difficult to forget first and easy to remember second.
Using questions:
The teacher asks questions or questions of understanding that requires the learner to express and not just answer yes or no, in order to ensure the learner acquires the information.
Physical movements:
It is a physical movement by the teacher to clarify an idea or to provide new information through it.
There is another very important issue that teachers must pay attention to, which are the individual differences between learners, and the great diversity in their levels, especially if we realize that there are different aspects of this diversity, including differences in the domestic environment, the culture, experience in response to the requirements of study and methods of realizing the world, and other others Many differences.

3--RESEARCH APPROACH AND FIELD PROCEDURES:
3-1 Research curriculum:
Researcher used experimental curriculum due to its suitability for the nature of the current research using the experimental design of two groups, one of which is experimental and the other controlled by the tribal and post- test for both groups.
3-2 Research Sample :
Research community was represented in the second stage students from the College of Physical Education and Sports Sciences during the academic year 2022/2023. The research community reached (163) male and female students for the second stage, where the researcher chose research to two equal groups, one of which is experimental and the control of each group (25) students.
3-2-1 Homogeneity and equivalent members of the sample:

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Table. (1)
Homogeneity research sample.

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verbal's	Unit Measurement	Mean	Standard deviation	Kurtosis
Age	Year	**20.54**	**0.48**	**0.739**
Wight	Kg	**57.27**	**4.06**	**0.516**
Length	Cm	**156.66**	**5.32**	**0.861**

Results of Table (1) indicate values of rating coefficient of age, weight and length variables came between (± 3)
To make sure of the parity between the members of experimental group and control over the tribal measurement of the variables of the study, the Test (T) was used as shown in Table (2)

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Table (2)
Equalization between members of two groups for basic skills

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Basic skills	Control group		experimental group		T collected	indication
	M	**S**	**M**	**S**		
Passing from above	**7.55**	**2.58**	**7.73**	**2.05**	**0.183-**	**0.857**
Passing from below	**7.09**	**1.30**	**7.27**	**1.85**	**0.267-**	**0.792**

Serving from bottom of confrontation	7.36	1.36	7.45	1.51	0.148-	0.884
serving from bottom of side	8.36	1.86	8.91	1.70	0.718-	0.481

* Statistically indicate at the level of significance α≤ 0.05).

By reviewing results of table (2) it becomes clear that there is equal between members of the two groups on the tribal measurement of the basic skills in volleyball under study before starting education, as there were no statistically significant differences between them at (α≤ 0.05) in all skill variables**.**

3-3 Research Tools & Devices:

- Rest mires for measuring length in centimeters
- Stop Watch
- Medical balance
- Experts poll form
- Measurement tape
- 10 balls
- Legal volleyball stadium

3- 4 Scientific Transactions for Tests:

Honesty: The educational program (Instructional Scaffolding Strategy) was presented to a group of arbitrators and experts in the field of physical education and sports science / Basra University in order to verify the validity of the educational program and was approved.

Stability: To ensure the stability of the tests for the basic skills in volleyball under study, the tests were applied and returned by an exploratory sample consisting of (10) students (second stage) from the study community, and the time period that separates the two applications was a week, and to reach the stability transactions, the researcher was used Person correlation coefficient, as shown in Table (3).

Table (3)
Stability laboratories for basic skills in volleyball

Skill variables	Stability	Honesty
Passing from above	0.90	0.948
Passing from below	0.87	0.932
Serving from bottom of confrontation	0.88	0.938
serving from bottom of side	0.87	0.932

* Statistically indicated at the level of significance (α≤ 0.05)

Table (3) indicates that stability transactions are high, which indicates the stability of tests for volleyball skill under study. It has seen between (0.87- 0.90) and the values of its self-sincerity ranged between (0.0.932- 0.948), and they were all statistically significant at the level of significance (α ≤ 0.01). Thus, these tests can be used to achieve aim of the study.

3-3 program foundations:

1. The content of the educational program corresponds to the goals.
2. The program is suitable for the agency's age.
3. Take into account the characteristics of female students and their physical and psychological needs.
4. Take into account the individual differences between female students.
5. Program is characterized by gradient from easy to difficult.
6. Program helps to achieve the principle of interaction between students and the program.
7. Take into account the availability of the capabilities and tools necessary to implement the program.

3-4 Mechanism of Working Instructional Scaffolding Strategy:

educational program is designed using Instructional Scaffolding Strategy , and it took (8) weeks to the reality of an educational unit per week, and the time of one unit (90) minutes, and includes one Instructional Scaffolding Strategy of the following educational pillars (skills worksheets- educational units using illustrations of basic skills in the ball The plane - the form and verbal explanation and the correction of technical errors) where the researcher gave a general idea of educational units with the use of exciting questions, and thinking with the students in the elements of the lesson, and the teacher also participated in some of the lessons of the lesson, and asked them questions leaving them to answer them, and the work has been done Among the students in groups, all educational responsibilities were transferred from the teacher to the student, canceling the support provided to the student, and canceling the support provided by the teacher while reviewing the student's performance periodically until he reaches the mastery of education, and after transferring the responsibility to the student, the degree of independence of the student increases, so he leaves to learn alone without Intervention from the teacher.

3-5 Exploited study:

Second reconnaissance study was conducted on a sample of (20) students from outside the basic research Sam Before the teacher, to correct technical errors. Thus, the content of the educational program using Instructional Scaffolding Strategy in its final form has become valid for applying to the members of the experimental group.

3- 6 Tribal Test:

Tribal test was conducted for members of experimental and controlled groups in the variables under research on 11/10/2022 and seized all variables during the test.

3-7 Preparing and implementing Educational unit's steps:

educational program (Instructional Scaffolding Strategy) was applied to students of the second stage, the College of Physical Education and Sports Sciences through educational units for a period One educational unit and thus the total educational units in the program amounted to (8) units, the time of one educational unit reached (90) minutes and distributed as follows:
• 25 minutes the preparatory section (administrations 5 minutes, warm up and preparatory exercises 20 minutes)
• 60 minutes the main section (15 minutes educational activity and 45 minutes applied activity)
• 5 minutes closing section (calm and mini game)

3- 8 Post - Test:

After completing the application of the educational program using the Instructional Scaffolding Strategy researcher conducted the post – tests   15 /1 /2023 for the experimental and control groups in the level of performance of some basic skills in the volleyball game.

3-9 Statistical means:

Researcher used statistical program of social sciences (SPSS VER 17).

4- VIEW THE RESULTS AND DISCUSS:

To learn about the impact of Instructional Scaffolding Strategy in teaching some basic skills in volleyball and the indication of the differences between the tribal and post- tests of the study variables, the Paired Samples T-Test was used, and the results of table (4) showing this.

Table (4)
Shows differences between tribal and post - test in basic skills of experimental group

Skill variables	M/U	Tribal – Test		Post-test		T collected	indication	percent
		M	S	M	S			
Passing from above	repetition	7.55	2.58	14.55	3.91	11.06	*0.000	92.71
Passing from below	repetition	7.09	1.30	12.45	1.92	19.24	*0.000	75.59
Serving from bottom of confrontation	degree	7.36	1.36	16.27	3.47	10.14	*0.000	87.05
serving from bottom of side	degree	8.36	1.86	15.18	2.18	20.96	*0.000	81.57

* Statistically indicate at the level of significance (α≤ 0.05).

Through results of table (4) it was found that there is a positive impact statistically indicating the proposed educational program using Instructional Scaffolding Strategy in teaching some basic skills in volleyball, where the arithmetic average appeared in post measurement better than the arithmetic average in the tribal measurement in all the basic skill changes, All of them appeared statistically at (α≤ 0.05), and the percentage of improvement was as follows (scrolling from the top (92.71%), scrolling from the bottom (75.59%), sending from the bottom of the confrontation (87.05%), sending from the bottom of the side (81.57%)) .

Researcher attributes the improvement in the basic skills in volleyball, due to the use of Instructional Scaffolding Strategy that makes the student the focus of the learning process, by making the observer student perform the role of the teacher in delivering feedback through the standard paper and provides it to the student, and then the exchange of roles occurs. Which makes students attracted to the lesson and eager, which is confirmed by (Atallah Ahmed: 2006). "This in turn played the biggest role in improving basic skills significantly compared to the traditional style that all decisions revolve in the orbit of the teacher", as well as the fact that the constant educational strategy and its goal of Most of the methods that help students, especially with regard to feedback, as providing immediate and continuous feedback from the learner observed for the performer of the performer improves performance and increases self -confidence, especially his knowledge of the result of performance because it constitutes a motivation for him to do more to achieve better results, especially if it is a distinguished performance (Wajih Mahjoub:: 2001) indicates that "all the information that the learner can obtain from various sources about the performance is intended. The aim is to amend the performance to reach the required responses, which is one of the basic conditions for the process of correct education" as the highest rates of feedback can be provided For the learner, which is to provide one teacher for each learner, and this provides the colleague of the observer to his colleague, and the presence of two colleagues exchanging roles with each other creates an atmosphere of competition and compared their performance in what well optimal investment for the training time for skill.

researcher believes that improvement in the level of performance of some basic skills in the volleyball of members of the experimental group is due to the effectiveness of using educational pillars (educational software with high media - illustrative images - form and verbal explanation and correcting technical errors by the teacher) has helped to retrieve the information they studied easily and mention (Muhammad Hassanein & Hamdi Abdel -Moneim: 1997) The result of providing the necessary aid necessary for the learner during the education process by the teacher or colleagues. The effectiveness of "Khalil Ibrahim: 2003). Teaching also helps using Instructional Scaffolding Strategy to overcome the problem of the number of female students in one class and individual differences between them, which contributed to learning, and mastering the basic foals, and this result is consistent with what (Akram Zaki: 1996) The applications of pillars or scaffolding focus on the guidance towards achieving the required goals by providing assistance. Objectives and agree with (Anyat Faraj: 1998) "the importance of using the educational pillars strategy to acquire basic skills in individual and group sports." In this regard, Wang: Wang (2012)) that Instructional Scaffolding Strategy emphasizes the cooperative activity of the learner, which builds his knowledge himself, and with the help of others most experienced, as education and knowledge build through the process of communication and social interaction of the learner with his colleagues and teacher and then individually. "

Table (5)
Shows results of (T) test for the experimental and control groups of significance of differences in post-tests in some basic skills in volleyball

Skill variables	Experimental groups		control groups		T collected	indication
	M	S	M	S		
Passing from above	13.55	3.91	11.09	1.87	2.545	*0.051
Passing from below	11.45	1.92	10.64	1.63	2.297	*0.027
Serving from bottom of confrontation	14.27	3.47	12.82	1.47	3.723	*0.020
serving from bottom of side	13.18	2.18	11.73	1.62	2.896	*0.017

* Statistically indicate at the level of significance (α≤ 0.05).

   Through results of table (5), it turns out that the calculations of the post -test in all the basic skills in volleyball are under study among members of the experimental group were better than the averages of post -measuring the skill variables of members of the control group (all of which were statistically indicative at the level of significance (α≤ 0.05 This explains that teaching basic skills in volleyball using the educational pillars strategy is significantly better than the traditional method of teaching skills.

   researcher attributes the improved level of the experimental group to the strategy used by "providing feedback, correcting errors through the standard paper, increasing the number of application times, and exploiting time in application" (Mohamed Ibrahim & Mohamed Salama: 2004), how much compatibility and arrangement through the use of formations. In addition to the continued frequent performance during the lecture, from correcting errors and providing feedback to the students by the researcher in a clear way during the performance, which positively affected the skill performance of the students. The researcher also refers these results to the researcher's experience of a volleyball player and her knowledge of the correct performance of skill and identifying strengths and weaknesses During the observation and thus to correct the mistakes that students may make during the performance and (Mahdi Mahmoud, Abdel -Taif & Al -Halibi: 1998) agrees that this method is repeated by attempts and continuous training to perform the skill so that the learner reaches the stage of neurological compatibility with the performance of the skill and decreases his mistakes and the skill performance "in addition to the role of the teacher as a guide to add and the primary goal is to reach the learner to the desired level, and the goal is easy to achieve if we share the students in an actual manner in managing the education process. This result is also consistent with what is indicated by (Hassanein hisaabulaa: 1998) that Instructional Scaffolding Strategy is based on the diversification of teaching methods in educational units in response to the needs, levels, preparations and tendencies Teaching methods and learning activities (Ahmed Jameel: 2008), to meet the various needs of individual learners, and groups to achieve maximum learning opportunities for each learner in the classroom, and therefore we guarantee good educational outcomes. William (2003: William) adds that the use of Instructional Scaffolding Strategy   in teaching works to speed up education and master the support that has been learned to learners when necessary. "Support is to use the means of education technology," and by modern teaching methods such as the super -means represented in software Educational to help them accomplish the required tasks "(Kawthar Hussein: 1997), and leave them to learn alone according to their capabilities and self -speed. The researcher attributes the improvement that occurs to the most important characteristics that characterize the strategy Cooperative

5- CONCLUSIONS & RECOMMENDATIONS

5-1 CONCLUSIONS:

1- The use of Instructional Scaffolding Strategy has a positive impact on an improvement in the level of skill performance of some basic skills in volleyball among the experimental group students.

2- The impact of the traditional program applied by the curriculum used in volleyball lectures, its limited effect on the students of the control group.

5-2 Recommendations:-

In light of the results, the researcher recommends the following:

1- Using Instructional Scaffolding Strategy in teaching basic skills in volleyball and the rest of the collective games because of its effectiveness in learning and mastering some skills.

-2 Teaching methods of teaching schools in the colleges of physical education to use Instructional Scaffolding Strategy in teaching and teaching theoretical and applied courses for college students.

3- Reconsidering the teaching methods currently used in teaching and teaching basic skills in volleyball, where the learner should focus and depend on himself in learning.

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