



EFFECT OF COOPERATIVE LEARNING ACCORDING TO PRINCIPLE (DIRECT INTERACTION AND INDIVIDUAL MATTER) LEARNING BASIC SKILLS OF FOIL WEAPON AT AGE (12-14) YEARS

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Abstract:

Importance of research to raise the level of skill performance learning with foil weapon for learners through the use of the appropriate educational method, which is cooperative learning and according to its required principles, especially the principles of (direct interaction and the important individual matter) in evaluating the learner and raising the level of weak performance mixed with feedback for this method, which is cooperative education. Either the research problem that was discovered through the experience of researchers in learning and the game of fencing by noticing the level of learning in the basic skills of foil weapon does not rise to the level of ambition as a result of the application of the application required to the necessary principles in cooperative learning, especially the direct interaction and the individual matter for the purpose of setting the appropriate evaluation of the level of learning And then feedback and then correcting the learning course for the better, and this is what made the researchers investigate the facts of this learning and its principles in learning and its role in learning the basic skills of foil weapon. . Most important objectives of the research were:

1- Learn about the effect of cooperative learning according to the principle of (direct interaction and individual issue) in learning the basic skills of foil weapon at the age of (12-14) years.

Research conclusion was:

1- Cooperative learning according to the principle of (direct interaction and individual matter) has an impact and a great role in learning the basic skills of foil weapon at the age of (12-14) years.

2- principles of cooperative learning, especially the direct interaction and the individual matter, gives the appropriate feedback as a result of cooperation and gives excitement and pleasure to the matter in the difficult application.

3- Cooperative learning adopting according to the principle of (direct interaction and individual matter) because it has an impact and a great role in learning the basic skills with foil weapon at the age of (12-14) years.

4- Emphasizing the principles of cooperative learning, especially direct interaction and the individual matter in the application of educational programs because it gives the appropriate feedback as a result of cooperation and gives excitement and pleasure to the matter in difficult application.

Keywords: Cooperative Learning; Direct interaction; individual matter. Foil Weapon

1. INTRODUCTION

1 -1 Introduction and Importance of Research:

Societies are progressing as a result of interest in education and education to build a civilized generation capable of creativity and development in all specialized fields, including educational, educational, social, economic and even sports. Therefore, interest in physical education, which is one of the main branches of public education is important and essential to building a sports generation capable of achieving various sports results and achievements. Here it requires us to pay attention to education, its necessary methods and methods that serve this specialized aspect,

which is athletic as well as the privacy of the game, as there are various educational methods and methods, including the cooperative, which has proven successful in many sports events that help to cooperate between learners in directing the right lesson. Therefore, cooperative learning, as Mohamed Mahmoud Al -Haila, sees (1999), is "finding an organizational structure to work a group of students so that all members of the group indulge in learning according to clear and specific roles, while emphasizing that every member of the group learns the educational material" (Mohamed Hammoud: 1999).Smith Karla (1999) also sees cooperative learning is "the educational use of small groups so that students work together to raise the level of their learning and learn others" (Smith Karla: 1999). Cooperative Learning is "Activity of a small group of learners who work together to solve a problem, complete mission or achieve a general goal" (Garfid. Johnson: 1993).Cooperative learning succeeds when it is applied according to its important principles, including the principle of direct interaction, which requires the method of cooperative learning if the interaction between the learners is a face "for a face, through which they are proud to teach each other" and their success in that, and in order to ensure that the interaction is a "effective face" that must be The size of the groups is small "from (2-6) educated, so that there is no decrease in the effort that the group's individuals exert this on the one hand, and on the other hand, the pressure that the peer can exercise on the members of the group is not motivated. (Nahida Al-Dulaimi: 2009). As well as the principle of the individual issue, which this principle depends on the learner's accountability or the individual issue that is done by evaluating the performance of each learner from the learners to be learned, in addition to that, every group of whose individuals needs to be more assistance, correction and support to complete the duty or the costly task (Nahida Al -Dulaimi : 1993). Therefore, the application of these principles in cooperative learning with the privacy of a game such as the shish weapon game, which is one of the fencing games, will help to learn the required skills in the correct way. Hence the importance of research to raise the level of skill performance learning with the foil weapon for learners through the use of the appropriate educational method, which is cooperative learning and according to its required principles, especially the principles of direct interaction and the important individual matter in evaluating the learner and raising the level of weak performance mixed with feedback for this method, which is cooperative education.

1-2 Research problem

was discovered through the experience of researchers in learning and the game of fencing by noticing the level of learning in the basic skills of foil weapon does not rise to the level of ambition as a result of the application of the application required to necessary principles in cooperative learning, especially direct interaction and the individual matter for the purpose of setting the appropriate evaluation of the level of learning And then feedback and then correcting the learning course for the better, and this is what made the researchers investigate the facts of this learning and its principles in learning and its role in learning the basic skills of foil weapon.

1-3 Research Aims:

- 1- Learn about effect of cooperative learning according to the principle of (direct interaction and individual matter) in learning the basic skills of foil weapon at the age of (12-14) years.
- 2- Learn about differences between the results of tribal and post-tests and the two control and experimental groups in learning the basic skills of foil weapon at the age of (12-14) years.
- 3- Learn about differences between two controlled and experimental groups in the results of the post- tests in learning the basic skills of foil weapon at the age of 12-14 years.

1-4 Research hypotheses:

- 1- Presence of a positive effect of cooperative learning according to the principle of (direct interaction and individual matter) in learning basic skills of foil weapon at age of (12-14) years.
- 2- presence of moral differences between the results of tribal and post-I tests and for two control and experimental groups in learning basic skills of foil weapon at the age of (12-14) years.
- 3- Presence of moral differences between the two controlled and experimental groups in learning the basic skills of foil weapon at the age of 12-14 years.

1-5 Research fields:

- 1-5-1 Human Domain: Secondary students school (Al -Thawar) in Basra Governorate.
- 1-5-2 Times field: from 6/ 11/2022 and to 10 /1 /2022.
- 1-5-3 spatial area: Sports School Square Secondary (Al -Thawar) in Basra Governorate

2 - RESEARCH METHODOLOGY AND FIELD PROCEDURES:

2-1 Research Approach:

Researchers used experimental approach with equal groups (control and experimental) to solidify the research problem and achieve its aims, as Haider Abdul Razzaq Kazem (2015) sees "experimentation searches for the cause and how it occurs, and the researcher deals with the variables of the phenomenon in the study, and some of them are intended to change and control In some other relevant variables, it is controlled by the effect of this on one or more dependencies, in other words, to reach the causal relationships between both the independent variable and the dependent variable "(Haider Abdul Razzaq: 2015).

2 - 2 Sample Research:

Research community was identified by students of a secondary school (Al -Thawar) in Basra Governorate, who numbered (120) students and were chosen in the intentional way. The research sample was chosen from the research community of (20) students, and they constitute (17%) of the original community that was divided In turn, to two

groups (control and experimental) in the random way, each group reached (10) students, and the research sample was homogeneous and equivalent to each group as in Table (1).

Table (1) 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	134.21	2.542	1.894	134.35	2.647	1.846	0.114	random
Weight/ kg	56.54	0.895	1.582	55.89	0.995	1.78	1.457	random
Circular attack/ degree	2.546	0.451	17.714	2.645	0.562	21.247	0.412	random
Anti -attack/ degree	2.745	0.325	11.839	2.667	0.336	12.598	0.373	random
False attack/ degree	2.687	0.245	8.536	2.745	0.345	12.568	0.411	random

Table (T) value at a degree of freedom (18) and level (0.05) = 1.7242-3

2-3 Information collection means:

2-3-1 Data Collection Means:

- Arab and foreign sources.
- Scientific observation.

2-3-2 Devices and Tools Used:

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

2-4 Field Research Procedures:

2-4-1 Selecting Research Variables:

Resources and references have been relied upon and that determine the importance of the skills that require their learning, and accordingly, the following basic offensive skills were chosen:

- 1- Circular attack.
- 2- Counter-attack.
- 3- False attack.

2-4-2 Technical Performance Evaluation:

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: researcher conducted the exploratory experience on 6 /11 /2022 on a sample of 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 13 /11 /2022.

2-5-2 User learning application: researchers have prepared exercises for the basic offensive skills with a foil weapon and programmed them within educational units within a curriculum that prepared for students and according to the conditions of cooperative learning methods and the principle (direct interaction and individual matter), and the program was applied during application section lesson (appendix 1) for a period of eight weeks within. The program appeared on 14/11/2022 and its application ended on 9/1/2023

2-5-3 post- Tests: post- tests were conducted on 10/1/2023

2-6 Statistical Means: Using a SPSS system with statistical treatments and to find the following:

- 1- Arithmetic mean
- 2 –standard deviation
- 3- The difference factor
- 4-test (T) for interconnected samples (T) for independent samples
- 6-percentage of centenary.

3- VIEWING, ANALYZING AND DISCUSSING THE RESULTS:

Table (2) Tribal and post values of the group (T) explains control group in evaluation used

Evaluation	Arithmetic medium		Standard error	T Calculated	sig
	Tribal test	Post test			
Circular attack/ degree	2.546	4.512	0.774	2.54	moral
Anti -attack/ degree	2.745	5.123	0.889	2.674	moral
False attack/ degree	2.687	5.332	0.969	2.729	moral

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

Table (3)

Tribal and post values of the group and the experimental are explained in the user evaluation

Evaluation	Arithmetic medium		Standard error	T Calculated	sig
	Tribal test	Post test			
Circular attack/ degree	2.645	6.895	1.145	3.711	moral
Anti -attack/ degree	2.667	7.123	1.324	3.65	moral
False attack/ degree	2.745	7.312	1.415	3.227	moral

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

Table (4)

Values (T) explains dimension between two controlled and experimental groups in evaluation used

Evaluation	Control group		experimental group		T Calculated	sig
	M	S	M	S		
Circular attack/ degree	4.512	0.567	6.895	0.746	7.637	moral
Anti -attack/ degree	5.123	0.784	7.123	0.869	5.128	moral
False attack/ degree	5.332	0.687	7.312	0.669	6.206	moral

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

By noticing the presentation of two tables (2) and (3) it was revealed to us that there are moral differences between the tribal and post evaluation and the two control and experimental groups in the basic skills of foil weapon and in favor of the post -evaluation under study, and this indicates that the two groups have succeeded in learning to perform the basic skills with foil weapon, and this It gives an explanation for the success of the traditional and experimental methods that include cooperative learning for the skills of the foil weapon (fencing). And that learning according to the method or curriculum must be given indicators for its success through the outputs that are obtained, which is the correct learning, and for this Muhammad Ali (1999) sees "the educational or teaching curricula are measured by their success with the extent of progress achieved by the sports individual of the type of activity practiced through the skill level And physical and physiological, and this depends on the adaptation that the individual achieves with the approach that he applies "(Muhammad Ali: 1999).

Educational method also has an effective and influential role in the educational process in the curriculum to be applied, and these methods and methods differ according to its specificity, as in the control and experimental group, and this is what Muhammad Hassan Allawi (1997) sees that "methods affect the speed of learning and the degree of gratification in learning and the correct adaptation suitability of method and the style depends on a proper understanding of factors and principles that are related to subject in order to prove its impact and value in certain educational situations "(Muhammad Hassan Allawi: 1997). Either Table (4) has indicated that method of cooperative learning according to the principle of direct interaction and the individual matter is better because it helps to interact and address individual errors as a result of correct and appropriate review cooperation and feeding, as Abdul Karim Kazem Al -Imam (1988) states that feedback is a "important and significant source of information regarding Performing such as the degree of error, and it works to direct the learner towards achieving a specific goal or standard, as well as it contributes to strengthening the link between the stimulus and the motor response, as it works to encourage the appropriate motor responses to repeat performance, because the encouragement explains to the learner what is required of him Correct "(Abdul Karim Kazem: 1988).

Also, use of the appropriate and correct educational method helps in the speed of learning and the success of the program that is subject to the privacy of the game. Individual also the use of influential educational means "(Saad Mohsen: 1996). Also, the diversification of educational exercises and their repetition in a scientific way according to the principles of cooperative learning interaction and the individual issue helped to raise the level of performance necessary for skill performance and this is confirmed by Basma Naim (2010)" The principle of diversification is in The 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 "(Basma Naim: 2010). This educational method also has a major role in the educational scientific to give excitement and pleasure and this is what Nahida Abdul Zaid (2011) sees (2011) "Several methods of provoking the learner's motives towards the event or game to learn its skills and practice. Among these

methods is to facilitate motor learning opportunities and clarity of the appropriate goal to learn and develop skill, as well as balance in satisfying the needs of the learner" (Nahida Al -Dulaimi: 2011).

4- CONCLUSION:

- 1- Cooperative learning according to the principle of (direct interaction and individual matter) has an impact and a great role in learning the basic skills of foil weapon at the age of (12-14) years.
- 2- The principles of cooperative learning, especially the direct interaction and the individual matter, gives the appropriate feedback as a result of cooperation and gives excitement and pleasure to the issue in the difficult application.
- 3- Cooperative learning adopting according to the principle of (direct interaction and individual matter) because it has an impact and a great role in learning the basic skills with foil weapon at the age of (12-14) years.
- 4- Emphasizing the principles of cooperative learning, especially direct interaction and individual matter in the application of educational programs because it gives the appropriate feedback as a result of cooperation and gives excitement and pleasure to the issue in the difficult application.

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**Appendix (1)
Model (from educational units)**

**Week: first is the top scorer of the educational unit: Learn the basic offensive skills with a foil weapon
Educational unit: 1**

Sections of unit	Time	Details and exercises	Repetitions	Notes
Main section:	50 m	1- Perform a fake duel with action	3×5	-Giving feedback Emphasizing the principles of cooperative learning individual issue and direct interaction
2- Applied		2- Performing a light wooden stick with the colleague and adopting the principle of issue and interaction.	4×5	
		3- Performing offensive skills in a totally.	4×5	
		4- Performing offensive skills in part.	4×3	
		5- Performing the three skills in a competition.	3×3	