

# THE EFFECT OF USING STYLISTIC THE CONSTRUCTIONAL LEARNING ON EDUCATION SOME MOTOR SKILLS ON THE BALANCE BEAM IN WOMEN'S GYMNASTICS

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## ABSTRACT

The aims of the research are Identifying the effect of the constructional learning On education Some Motor Skills on the Balance Beam In Women's Gymnastics , The researcher used the experimental method The subjects were Two Year College of physical education students 2014were divided two groups, experimental group was applied the constructional learning and controlling group was applied method of learning. After data the researcher concluded following the Learning Motor Skills of Using Stlistic the constructional learning have apositve effect on the students motor skills as shown in pre and posttests.

KEYWORDS: EFFECT. WOMEN. GYMNASTICS. CONSTRUCTIONAL LEARNING. MOTOR SKILLS.

## 1. INTRODUCTION

The style of constructive education considered one of these methods that make the learner is the axis of the educational process and aims to "intervention the teacher in the preparation the learner and his awareness that there is a problem requiring a solution and he needs an appropriate strategy to achieve that effort, the effort of the learner which achieve it by himself to get deeper learning and more useful than if he forced than if forced to make this effort to get the knowledge."(6:34), and the collaborative learning is a process based on the philosophy of construction which emphasizes on an importance of that learning is meaningful and to get to it , the learner has to use all his knowledge and his past experiences that found in his structure of knowledge to be able to understand the knowledge of new construction and are in this education there is a help for students for building their scientific knowledge according to successive stages (integration, exploration, explanation, and expansion and correction). (121: 6), and the process of learning skills of the artistic gymnastics still depend on the conventional methods used in the lessons and characterized often by neglecting the aspects that urges thinking and linking the past experiences with new information to enable the learner to enrich his knowledge and development of skills and teaching him the methods of right thinking. the researcher sees that the style of constructive learning is one of the modern methods which depends on the active participation of the learner through raising his mind and discovering the concepts by itself and its interaction with the new situation by depending on the subjective experiences and thus the development of mental abilities and increase experiences and this in turn is reflected in the learning process in a positive way. Through the above, the importance of research lies in the identification of the impact of the structural style of learning in the education of some motor skills on a balance beam in the women's artistic gymnastics.

## 2. RESEARCH GOAL

The research aims to identify the impact of the structural style of learning in the education of some motor skills on a balance beam in the women's artistic gymnastics for the two sets of the research

### 3. RESEARCH METHODOLOGY

Experimental method has been used for its suitability with the research problem

### 4. RESEARCH SAMPLE

The research sample was selected from the second grade students in the Faculty of Physical Education / Baghdad University for the academic year (2012-2013m) and the number of its members (34) students were divided into two experimental (17) has been asked to use the constrictive education, and the control (17) was asked the use of the traditional style of learning (Prince) in teaching motor skills.

Table (1) shows equality of the research sample of skills under discussion

Rank	Skills	The experi- mental group		The control group		Value of calculated (t)	The difference
		A	SD	A	SD		
1	The back- ground	0.73	0.614	0.76	0.627	0.14	Random
2	The saddle shaped ascent	0.970	0.650	0.969	0.590	0.370	Random
3	The landing	1.3	0.60	1.05	0.527	0.83	Random

Significant at  $\leq (0.05)$

Shown in table (1) that the value of calculated (t) is less than the tabulated value of (t) this means that the two groups are unequal in the test of motor skills under discussion

### 5. DETERMINATION THE MOTOR SKILLS

Motor skills have been identified based by depending on the curriculum of the second stage students of the College of Physical Education / University of Baghdad, as has been chosen three motor skills specific to the balance beam to be taught on a balance beam, and these are the skills (the skill of saddle shaped ascent- skill of rolling background the skill of landing).

### 6. PRETEST

Were given induction unit of the two sets of research (experimental and control) before doing tribal tests where included explanation of motor skills and displayed them by the subject teacher, then the tribal tests conducted at (Wednesday), corresponding to (02.05.2014) and the researcher filmed the tribal tests and displayed them on four elements which are experts in the game of artistic gymnastics to calculate the final score and the final score was calculated for each student according to the international law of gymnastic.

### 7. THE CURRICULUM

include (18) educational unit and the style of constrictive education was applied on the experimental group of the research while the control group was left to the style used in the lesson by two learning units in the week, and the time of learning unit (50 minute) and the curriculum was implemented starting from (6 / 2/2014) until (04/08/2014) and the work of a researcher was limited to the main part only as began by explaining the motor skill and displayed it in front of the students and ask questions about the previous skills that have a relationship or that are close in terms of technique or performance of the new skills to be learned and this phase called : calling phase which means the teacher calls the students to learn new skills . After this step the teacher begins by asking questions about the skills which are wanted to be learnt to know about what they have of information about the skills to be learned to get to the good level of a good. Then the exploration phase starts after through the implementation of the skills by the students under research and training based on the information who received them from the teacher during the explanation and presentation of skills and what they have of previous experience as

that the teaching skills under discussion in the second semester. Finally, the final stage is called the explanations and solutions stage where the students are able to perform the skills in seriousness and activity and the role of the school here is limited to give feedback to the students in time of need. Then the student starts the performance of the skill by itself without the intervention of the school and its dependence on internal feedback in correcting the mistakes.

## 8. POSTTEST

Post-test was conducted on a research sample on (04/10/2014).

## 9. STATISTICAL METHODS

Was used the statistical bagful (SPSS) for data processing for research

## 10. DISPLAYING RESULTS, ANALYZING AND DISCUSSING THEM

Showing the results of tests before and after psychomotor skills under discussion for the experimental and control groups, analyzed and discussed:

Table 2 shows the results of tests before and after the control group.

Rank	Skills	Pre-test		Post-test		Calculated(t)	The difference
		A	SD	A	SD		
1	The background rolling	0.73	0.614	4.573	1.065	19.090	significant
2	The saddle shape ascent	0.970	0.650	4.580	1.040	15.060	significant
3	landing	1.3	0.60	6.520	1.055	17.060	significant

Significant at  $\leq (0.05)$

Table 3 shows the results of tests before and after the experimental group

Rank	Skills	Pre-test		Post-test		Calculated(t)	The difference
		A	SD	A	SD		
1	The background rolling	0.76	0.627	5.2	1.004	16.234	significant
2	The saddle shaped ascent	0.969	0.590	5.320	1.2	19.069	significant
3	landing	1.05	0.527	5.90	1.099	22.670	significant

Significant at  $\leq (0.05)$

Through the results show that the experimental and control groups may have learned motor skills under discussion and that is due to the commitment of the research sample by the educational units and training on skills through repetition accompanied by feedback through performance and correcting it in each stage of learning led to the stability of the level of learning and progress it positively and that's what was clearly evident in the arithmetic means, which raised in the post-test as the "the feedback increases the energy of individuals and their motives and enhance the right performance." (282: 8). As the diversity in performance of skills and through the principle of

gradual learning from easy to difficult helped students to learn skills and their excellence in the performance to suit their abilities as "the level of practitioners of the game can be improved by defining what is appropriate for their abilities." (126: 5) and thus achieved the first hypothesis that there were statistically significant differences between pre and post- tests in learning skills under search.

SHOWING THE RESULTS OF A POSTERIORI TESTS OF TWO EXPERIMENTAL AND CONTROL GROUPS IN MOTOR SKILLS UNDER RESEARCH AND ANALYZED AND DISCUSSED

Table 4 shows the results of a posteriori tests of two experimental and control

Rank	Skills	The control group		The experimental group		The calculated value of (t)	The difference
		A	SD	A	SD		
1	The background rolling	4.573	1.065	5.2	1.004	5.430	significant
2	The saddle shaped ascent	4.580	1.040	5.320	1.2	5.676	significant
3	landing	6.520	1.055	5.90	1.099	5.56	significant

Significant at  $\leq (0.05)$

Table (4) noticed the presence of statistically significant differences between the experimental and control groups and in favor of the experimental group and the researcher attributes that due to adopting the style of constructivist learning in its approach as the constructivist learning helped the student to interact directly with the school to learn the skills under discussion by exploring ideas and depending on the past experiences stored in the motor memory which act as internal feedback given to them to correct the error thus helped in controlling the skill and access to the required motor synergy that "the constructive learning approach helps students to build their knowledge and connect them with the previous knowledge and through the ability to retrieve information and linking the new knowledge with the previous knowledge and the development the skills of higher-order thinking and problem solving skills "(383: 1), as well as the style of constructivist learning helped to develop the intellectual and sensuous of the learner and depending on itself in correcting mistakes which means that it reduces the proportion of dependency thus reduced the burden on school material and it has achieved the goal of research.

11. CONCLUSIONS

1. Learning skills under research using constructivist learning has achieved positive results for the experimental group.
2. The use of constructivist learning in the learning process has led to an increase in the desire of students to learn motor skills and giving them the opportunity for dialogue with their colleagues and with school and thus led to the formation of positive attitudes toward gymnastic lesson.
3. Superiority of the experimental group on the control group in learning the skills in under search.

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