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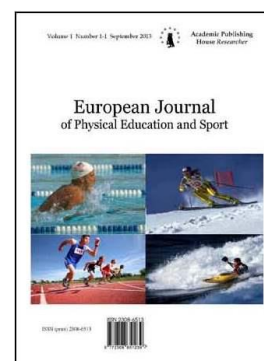
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### The Effectiveness of the Usage of the Interactive Method in the Development of Certain Basic Competencies in Handball for Pupils (12-13) years old

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#### Abstract

This study's aim is to identify the effectiveness of the Interactive Method in the development of some competencies related in Handball (normal transmission, the reception of transmissions, done until the zone of the opponent), where an experimental method with its two types (pre-test and after-test) has used for the pupils of middle school in Mostaganem – Algeria. The 24 pupils (12-13) years, were divided into two groups, a basic group of 12 pupils and an experimental group of 12 also. The second group was divided into two groups of six and each one we have three categories: the weak, the average and the good ones. In order to collect information, researchers have used competencies tests and the formation program suggested in order selecting a referee from the teachers. The results have shown that the Interactive Method helped in the progress of competencies mentioned in the study. Therefore, researchers recommend giving a higher importance in the new methods of teaching related to skills.

**Keywords:** interactive method, basic competencies, handball.

#### 1. Introduction

Learning is considered as the most important way to develop populations due to its positive role in preparing the new generation for the future by providing a new, solid, scientific base. Many ways, tools and teaching theories have been suggested and presented in order to help these populations to progress and fulfill their aims (Mauston, Ashworth, 1994: 9)

As for the teacher's role in this study, they must push the pupils to learn by using many different ways and methods which require his full attention to their effectiveness in the learning process of each pupil (Affaf Abdelkarim, 1994: 3)

It is known that the learner is the main part in the learning process and it is very important to develop his capacities which require the teacher's full attention in order to give him the opportunity to progress his sports abilities and performance.

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Singer (1995) and Affaf Abdelkarim (1994) have indicated that the teacher should deal with many learning methods and strategies in order not to be shackled with one method which has a negative impact on his outcome.

Interactive Method is considered as a modern way of learning because it helps the learners to work in pairs. During his process, pupils learn to work with their classmates by exchanging roles and taking the full responsibility of their learning in order to process and succeed. Learners influence each other's behavior by exchanging roles (Salvin, 1995: 13).

Handball is one of the collective games that dealt with the modern way of learning which develops the team's skills. These skills have become dynamic and exciting especially with the defense and the offense skills. It is viewed as a very rich game known for its artistic skill such as passing on, hitting, shooting and taking the ball in which feet play a big role.

The goals of learning are set of the strategies of education in which the nature of humans and the changes that happen in the society are taken into consideration. The influence of the pressure of technology and the scientific progress in the educational field also takes a major role in preparing the future generation to be functional members in the modern life (Buschner, 1994: 4).

Handball takes part in the learning takes based on the body movements which goes from the easy to the difficult and from the simple to the complex. These skills rely on each other in Handball in which each skill outcome depends on the other. The teaching strategy helps to make the learning process successful due to the positive way of dealing with those movement skills needed to teach and develop (Hamdan, 2011: 2).

During our observation inside middle schools, we found that there is a weakness concerning pupil's competencies, and there is no application of certain pedagogical aims of the program in relation to the program which use to teach Handball competencies. This weakness has a relation to time limitation and the short period of the semester or the learnt itself, in addition, the huge number of pupils has an effect on the teacher who is obliged to control pupil's practices and correct their mistakes, that is why he needs much time to do all these (Smith, 1991: 14).

Some researches viewed that the use of Interactive Method strategy is more important in teaching as an act of facing certain circumstances related to learning according to physical competencies in general.

The use of this strategy will help to rich the learning operation and help pupils in mastering certain basic competencies in Handball in order to have an excellent level of practice to face the practical part of society.

## **2. Methodology**

### **2-1- The method of the study:**

This study, based on the experimental method as a strategy by using two groups. One is basic and the other is experimental.

### **2-2- Sample:**

In the study, there is a selection of 24 pupils from the population of fourth year middle school in Wilaya of Mostagenem – Algeria. This sample is chosen at random.

### **2-3- Instruments of the study:**

In order to have an accurate result, the study based on test and the use of certain competencies in the field. Then, it used some materials as Plyometric exercises and pedagogical tools to practice the educational units which proposed. In addition, some Arabic, French and English references are used in this study.

### **2-4- Statistic instruments:**

\*Student Equation - Person Coefficient of simple connection – Normative Aberrance – Arithmetic Medial

**Test:** this study used three different tests concerning Handball.

Dribbling the ball 30m – The Shoot on the goal - Scrolling and receiving.

### **2-5- The Experiment:**

During the lectures, all the materials and tools are used except the program of learning certain Handball competencies (which is our aim) by following the Interactive Method strategy for the experimental group and shed the light on the age of this group members unlike the basic group under the supervision of a teacher.

Researchers have divided the experimental group into two groups; each group is composed of two pupils with different roles for each member as follows:

**1-the leader of the group:** is the responsible who guides his classmates to realize their aims.

**2-An exemplar (the model):** who practices the competence model for the others.

### 3. Results

We note from the table (01), the presence of significant differences between the pre and post measurement in favor of telemetric in the normal transmission test with the experimental and control samples where the estimated calculated T is respectively 3.26 and 2.82. It is the largest of the estimated tabular by 2.201 at the level of 0.05 and the degree of freedom 11.

**Table 1.** Descriptive table statistical comparisons between the pre-test and post-test results in Dribbling the ball 30m

Statistical measurements Sample	Post-test		Pre-test		T Tabular	T Calculated	Statistical significance	Percentage of progress
	X1	Y1	X1	Y1				
Experimental	<b>8.1</b>	<b>1.41</b>	<b>6.4</b>	<b>0.82</b>	<b>3.26</b>	<b>2.201</b>	Significant	37.17%
Control	<b>8.8</b>	<b>1.4</b>	<b>5.6</b>	<b>0.7</b>	<b>2.82</b>		Significant	11.42%

We note from the table (02), the presence of significant differences between the pre and post measurement in favor of telemetric in the dome until the zone of component test with the experimental and control samples where the estimated calculated T is respectively 4.74 and 3.53. It is the largest of the estimated tabular by 2.201 at the level of 0.05 and the degree of freedom 11.

**Table 2.** Descriptive table statistical comparisons between the pre-test and post-test results in the Shoot on the goal

Statistical measurements Sample	Post-test		Pre-test		T Tabular	T Calculated	Statistical significance	Percentage of progress
	X1	Y1	X1	Y1				
Experimental	15.3	2.6	17.8	3.4	4.74*	<b>2.201</b>	Significant	35.71 %
Control	12	1.8	19.2	2.6	3.53*		Significant	10 %

We note from the table (03), the presence of significant differences between the pre and post measurement in favor of telemetric in the reception of transmission test with the experimental and control samples where the estimated calculated T is respectively 5.71 and 3.72. It is the largest of the estimated tabular by 2.201 at the level of 0.05 and the degree of freedom 11.

**Table 3.** Descriptive table statistical comparisons between the pre-test and post-test results in Scrolling and receiving

Statistical measurements Sample	Post-test		Pre-test		T Tabular	T Calculated	Statistical significance	Percentage of progress
	X1	Y1	X1	Y1				
Experimental	36.16	1.42	40.7	1.14	5.71*	<b>2.201</b>	Significant	48.82%
Control	37.7	1.42	42.7	2.27	3.72*		Significant	12.5%

It is observed from the table 4 after the use of test T student that ranges between 3.82 and 4.63, the largest values of tabular T are estimated at 2.07 at a degree of freedom 22 and the significance level is 0.05. It confirms the existence of significant differences between the averages of any developments, which means that the differences between the averages have statistical significance.

**Table 4.** Illustrates the significance of the differences between the menstruations the remoteness of control and experimental samples

Statistical measurements Tests	Experiment al sample		A control sample		T Tabular	T Calculated	Statistical significance
	X1	Y1	X2	Y2			
Dribbling the ball 30m	7.9	0.54	10.3	3.06	3.95	2.07	Significant
The Shoot on the goal	17.8	0.04	14.2	0.06	4.63		Significant
Scrolling and receiving	39.7	2.74	32.7	2.67	3.82		Significant

#### 4. Discussion

This study's aim is to identify the effectiveness of the Interactive Method in the development of some competencies related in Handball (Dribbling the ball 30m – The Shoot on the goal – Scrolling and receiving).

The use of this new strategy for learning helped in motivating pupils to learn and to have an idea about how to form groups based on their competencies and background in this field. In this sense, Johnson. D.W said that pupils learn more when they exchange the learning roles with each other.

Researches view that the Interactive Method strategy based on the practice with the help of the more competence learners to the less competence ones in order to have a good level of learning. They also view that the uses of new strategies in learning help learners to understand, to apply their competencies freely, being creative and the most important thing to develop the collective work.

To sum up, Slavin (1995), Majed Abid (2006) and Smith Karl (1991), the cooperative learning strategy has a positive effect on the relation between pupils of high competency' level.

#### 5. Conclusion

In the light to tools and instruments which have been used in this study and from the results and findings, which have been found, we conclude to the method of the Interactive Method program had a good affection on this research. There are differences between both tests for the experimental group rather than the basic group. There are differences between both groups in after the test for the experimental group. The interactive method is the best method in the development of certain basic competencies in handball.

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