



The effect of repeating the feedback and its times on the acquisition of some basic skills in volleyball

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2661

Abstract:

The aim of the research is to identify the effect of the frequency of feedback and its times in the form of performance KP and performance outcome KR on learning and acquiring some volleyball skills, and to identify the best feedback times that are commensurate with the acquisition of some volleyball skills. For its relevance and the nature of solving the research problem, the research sample was selected from the students of the Department of Physical Education and Sports Sciences at Al- Turath University College, the second stage (beginners), as volleyball is taught at this stage with two educational units per week and during the semester, where the researched skills were selected. Serving from the top and bottom and receiving the serving. The duration of each educational unit was (90 minutes). The researchers chose the sample in a deliberate way because they take two educational units per week to teach the skill of serving and receiving.

The lottery was conducted to test the experimental and control group. The number of students in the second stage was (22) students, of which the repeaters from last year and those who had previous experience in volleyball from players of clubs and national teams were excluded, as (18) students underwent the experiment. They were divided into two groups, the experimental group was 9 students and the control group was 9 students, where skill tests were conducted, including the serving test from top and bottom, receiving the serving tests, where the researchers reached the following results that the frequency of feedback was a major factor in the superiority of the experimental group over the control group in developing the level of performance of the skills of receiving serving and serving from top and bottom in volleyball, that the use of feedback It enhances the amount of skill acquisition and this is confirmed by the results of the study, that the educational curriculum has an important effect in increasing the percentage of skill acquisition for the experimental group compared to the control group in the skills of receiving serve and serving from top and bottom in volleyball.

Keywords: feedback, acquisition, serving and receiving serve.

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Introduction:

The core idea of learning depends on the ability, willingness, and the amount of time that the individual needs to learn, and this would provide positive opportunities in the learning process. Therefore, students with low ability in a particular type of learning take longer to reach the stage of mastery or to the level of their peers. Those with high capabilities, and accordingly, it is necessary to confirm the methods and methods that take

into account the individual differences among learners in order to reach their abilities to the maximum level of performance. On the use of different educational methods and methods and an effective contribution to providing learners with different dimensions and types of feedback. The feedback has attracted the attention of many researchers, because it "offers the learner the opportunity to identify his mistakes, enhance his good performance, increase his motivation, and



overcome weaknesses in his performance through what the learner sees in Optimal performance by the teacher, which is reflected in the level of progress of the learner, and feedback is involved in all sports activities in the area of skill learning.

The basic principle of volleyball is the need to use feedback of several types and it has a role in learning it and mastering its skills better.

Research problem:

The prevailing method of learning gives varying percentages of success. Some people get excellent grades, while others get low grades. The reason for this is due to not taking into account the individual differences that appear when applying the educational curriculum. Therefore, most of the methods of learning basic skills It does not take into account the aspect of individual differences. All learners are subject to the same educational units and the same repetitions, which leads to the emergence of differences in learning ability and performance. Hence the need for feedback emerged as it is of great importance in the field of physical education and is an important and decisive factor in determining the learner's performance and the teacher uses it to identify and correct learners' mistakes, enhance good performance and increase motivation and enthusiasm.

Research Aims:

- 1-Recognizing the effect of the frequency of feedback and its times in the form of KP performance and KR performance output on learning and acquiring some volleyball skills.
- 2- Recognizing the best times of feedback that are compatible with acquiring some volleyball skills.

Hypothesis:

There are statistically significant differences in the effect of the frequency of feedback on the form and output of performance between the pre and post tests and in favor of the posttests among the research groups.

Research Methodology:

The researchers used the experimental method in a controlled manner (experimental + control) for its suitability and the nature of solving the research problem, as this method is one of the most accurate, best and most efficient types of methods in reaching accurate results.

The research sample:

The research sample was selected from the students of the Department of Physical Education and Sports Sciences at the College of Al- Turath University college, the second stage (beginners), as volleyball is taught at this stage with two educational units per week and during the semester, where the skills studied were chosen to serving from the top and bottom and receive the serving, and the duration of the study was Each educational unit (90 minutes). The researchers chose the sample in a deliberate way, because they take two educational units per week to teach the skill of serving and receiving. The lottery was conducted to test the experimental and control group. The number of students in the second was (22) students, of which the repeaters from last year and those who had previous experience in volleyball from players of clubs and national teams were excluded, as (18) students underwent the experiment. They were divided into two groups, the experimental group was 9 students and the control group was 9 students.

Equipment, tools and means used in the research:

- Arab and foreign sources.
- Information network (Internet).
- Skill tests.
- Regular and experimental observation.
- (10) Balls.
- A metal metric tape measure (15 m).
- chalk.
- Tape width (5 cm).
- Legal volleyball court with net.



Tests:

1- Serving test from top and bottom⁽¹⁻²⁰⁵⁾:

Purpose of the test: To measure the accuracy of the serving test from top and bottom.

Tools: Divide the court as shown in the below figure, ten balls, a legal volleyball court, a measure tape.

Performance Specifications:

a-The tester performs five successive serves from bottom, trying to direct the ball to the area in which the highest score was written.

b-Then the tester again performs five more serves from the top, successively from the top, trying to direct the ball to the area in which the highest score was written.

the conditions:

c- Each laboratory has ten attempts.

d- Points are calculated according to the ball falling in the specified area of the court, so that the tester gets the score within the area in which the ball fell.

e- If the ball touches the net or goes outside the field, the tester gets a zero.

f- If the ball falls on the line, it is counted as if it fell in the area specified by this line.

Registration: The laboratory records the grades obtained in the ten attempts it has made, bearing in mind that the final grade is 50.

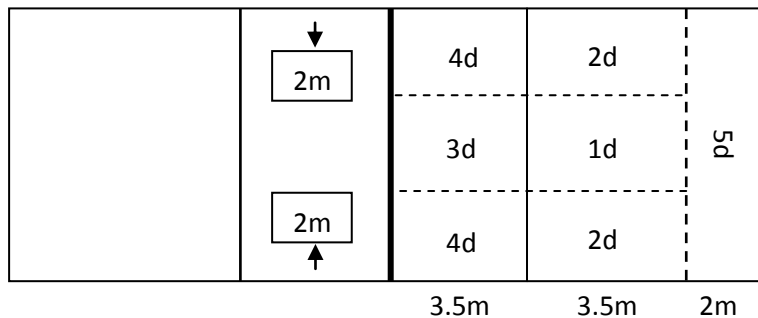


Fig (1)

2- Serve Receiving Test⁽²⁻⁸⁶⁾:

- Purpose of the test: To measure the skill of the player in receiving the serve.

- Equipment: a volleyball court, a net of legal height and a balls. Two circles (A and B) are drawn in the corners of the court so that the distance between the center of the circle and the side line is 1.5 m, while the distance between its center and the finish line is 3 m.

- A sign (X) shall be placed in the opposite half of the court, 3 meters from the finish line and 4.5 meters from the side line.

Performance Specifications: The tester stands inside the circle (A) and is facing the net, and the coach must serve the ball to him while he is in this place to receive it, provided that he directs it into area (1) and so on in the subsequent five balls so that he is directed to area (2) as well as with the subsequent five

balls so that he is directed to area (3) the work is repeated with the same number of attempts from circle (B).

the conditions:

- Each laboratory has (15) attempts from inside circle (A) and (15) attempts from inside circle (B).

- In all attempts, the skill of receiving is used from the bottom with the hands.

- The attempt in which the ball is serve from the coach to the laboratory in an inappropriate manner or outside the circle in which the laboratory stands is canceled.

- The sequence of performance of attempts must be adhered to, so that they are:

A- From Circle (A):

Five attempts for the area (1).

Five attempts for the area (2).

Five attempts for the area (3).



B- From Circle (B):

Five attempts for the area (1).

Five attempts for the area (2).

Five attempts for the area (3).

Register: The laboratory records the total points it obtains from the 30 attempts granted to it (15 attempts from each circle) according to the following method:

- Falling the ball inside the specified area gives the tester 3 points.

- The fall of the ball outside the specified area and inside the adjacent area gives the laboratory 2 points.

- If the ball falls outside the specified area and inside the court, the tester gets 1 point.

- Except for the above, the laboratory gets a zero.

Thus, the final score for the test is 90.

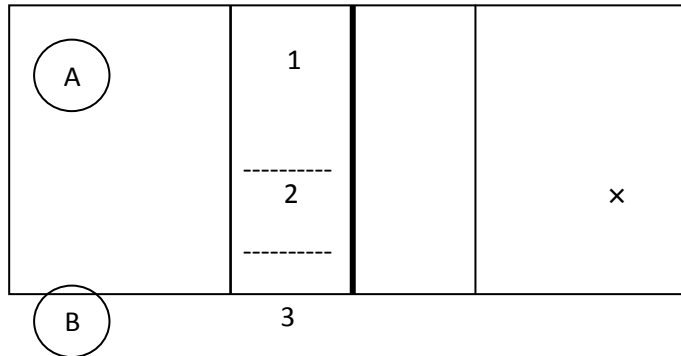


Fig (2)

Survey experience:

In order to obtain accurate and reliable results, the researchers conducted an exploratory experiment, which is “a preliminary study carried out by researchers on a small sample before conducting the research in order to test the research methods and tools.

Educational Curriculum

The educational curriculum “is the applied content of the learning process, through which the written material is transformed into an executive tool while working to create the appropriate conditions for the success of the educational process and reaching the goal, and it is controlled by three basic factors which are (the student, the teacher, the theoretical content) as the These factors affect each other mutually, as they are important and essential factors for achieving any educational goal”.^(78:2)

1 .The objective of the feedback is to modify the behavior of the learner by evaluating its results, thus opening the way for the learner to practice performing the performance in a correct manner.

2 .Using the method of periodic tests to determine the effectiveness of the approach followed, and this gives the opportunity to modify the educational method and correct mistakes through feedback if the results in the tests are not satisfactory, or the adopted method is strengthened if it proves effective. After conducting the pre-test, the researchers implemented the educational curriculum used in the University College of Al- Turath, except for the frequency and times of feedback to learn the skills of serving from top and bottom and receiving serving, as the number of educational units reached (8) educational units for each group and an average of two educational units per week. The immediate and accumulated feedback,



and the control group was given the timing of the feedback according to the teacher’s personal experience and his assessment of the situation followed. The time of one educational unit was (90) minutes divided into three sections: the preparatory section (20 minutes), the main section (60 minutes), and the final section (10). minutes) per week. As for the special feedback on the performance form (KP), it was given without a specific time according to the learner’s performance and in light of his need for feedback. Models of the educational units are photographed.

Pre-tests:

The researchers conducted the pre-tests of the research sample for the skills covered by the study, and the experimental group was

given two educational units before the test for the purpose of introducing students to the skill.

Post-tests:

The post tests were conducted at the end of the learning period for each skill, if the experimental and control tests were conducted for the skill of serving from top and bottom and receiving the serve and after the completion of the educational units, As for the post test of the skill of serving from the top and bottom and receiving the serve, these tests were conducted in order to identify the effectiveness of the approach to learning the basic skills of volleyball.

Statistical means:

The statistical system (SPSS) was used.

Table 1
Control Group

#No	Test	Mean	Std	Range	Skewness	t
1	Serving	27.777	8.599	24	0.365	9.691
2	Receiving	55.777	17.512	52	0.325	9.555

Table 2
Experimental Group

#No	Test	Mean	Std	Range	Skewness	t
1	Serving	40.111	7.590	21.00	0.158	15.854
2	Receiving	76.000	12.519	42.00	0.454	18.211

The researchers attribute the rates of development that occurred to test the serve and receive skills of the experimental group to the frequency of giving feedback, which affected the level of learning acquisition for several reasons, including the role of providing feedback with different types of quantitative feedback on the output of performance and qualitative feedback on the form of performance and on an individual scale and for each learner Contributed to trimming errors and access to a smooth performance.

Introducing the learner to his mistakes has increased the rate of his learning development, and this was reinforced by what was mentioned (Schmidt, 2000) “that feedback increases the energy and motivation of individuals, enhances correct performance and avoids wrong performance, and increases the learner’s independence in relying on himself to identify mistakes and treat them and suggest a way to correct them.” For the motor path of skill (282:3).

As well as accompanying the feedback with its timing on the form of performance and its



output, which is an essential step in learning and cannot be dispensed with, "considering that feedback with its types, patterns, timings and repetitions is sensory information that we derive from the form of movement or the product of movement" (286:4).

Rather, some researchers mention that "there is no learning without the use of feedback, and it is the most powerful variable controlling learning and performance" (91:5).

The learner at this stage of acquisition needs information about the result (KR) to determine the meaning of success in movement and needs information about performance (KP) for the purpose of correcting the motor path, and in this case the importance of the two types of feedback appears (6:148).

The use of feedback about the result is information that has the ability to direct the learner's performance towards the correct response when provided, and thus has a decisive role in future performance. Performance in the end... It has been shown in many studies that (KR) has a significant impact in deciding the learning process and has a great benefit when repeated frequently" (150:7).

Many researchers, such as (Schmidt and Wrisberge 2000), Wajeh (2000), (Magill 1998, Jermyl 2000) and Yarob (2002) and others, added that the feedback stabilizes the movement form in a correct position at an early stage of the exercise, and it is given with a percentage of repetitions to install motivation and reinforcement (33:8).

Results:

1 -The frequency of feedback was a major factor in the superiority of the experimental group over the control group in developing the level of performance of top and bottom serving and receive skills in volleyball.

2 -The use of feedback enhances the amount of skill acquisition, and this is confirmed by the results of the study.

3- The educational curriculum has an important effect in increasing the percentage of skill acquisition for the experimental group compared to the control group in the skills of receiving and serving from top and bottom in volleyball.

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