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The impact of the Parmennes model on improving the analytical and practical abilities of students of the faculty of physical education and sports sciences

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Abstract

The aim of the research is to identify the effect of the (Parmennes) model in improving the analytical and practical abilities of students. The researcher assumed that there were no statistically significant differences between the mean scores of the experimental group and the mean scores of the control group. The researcher used the analytical and practical abilities test to complete the research procedures. And the statistical bag (Spss) a statistical means to extract the results of the research and by discussing the results of the research, the researcher reached a number of conclusions Including: The researcher's use of the (Parmennes) model has an impact on improving the analytical and practical abilities of students. Through the conclusions, the researcher reached a number of recommendations, including: the need to use contemporary teaching models, methods and strategies in teaching according to age and experience.

Keywords: Parmennes model, analytical, practical abilities, students, physical education, sports sciences

Introduction

Few of the teachers who adopt the provision of teaching skills in terms of their type and how they are presented, aiming to improve the mental abilities of all kinds. Therefore, educational thinkers with responsibility in the field of educational and psychological sciences in the countries of the developed world paid attention to preparing and qualifying the teacher, through improving the theoretical and practical preparation programs for him. And appropriate models and strategies as a goal for the authorities responsible for its preparation and their means in that are educational programs through teaching, and among these teaching models is the (Parmennes) model from the tertiary to quaternary stage and its stages (concept exploration, concept interpretation, application stage, and evaluation).

This model represents a cycle of teaching in a circular form according to which the teaching process proceeds dynamically during which the student practices research, investigation and experimentation Teaching. (Atiyah, 2015) ^[1] The researcher intends to improve the dependent variables through effective teaching using this teaching model, through his experience of the events of the impact of these variables, which are the analytical capabilities and practical capabilities of sports science students.

Where (Salem and Al-Khawaldeh 2018) ^[2] mention that analytical abilities are the key to successful intelligence and is concerned with a set of mental processes by finding solutions to a problem, in addition to containing the skills of analysis, comparison, balance, recognizing and deepening individual differences, while the importance of practical abilities is that the individual adapts to his environment and adapts with it He uses his skills and exchanges roles by applying them with the members of this environment and interacts with them with appropriate alternatives in order to adapt to their environment successfully through his analytical and practical abilities. Mentioned by (Al-Harbi 2021) ^[3] on the authority of (Sternberg, 2003) ^[10] who developed the theory of successful intelligence when he noticed that some students are easy to learn while others are on the contrary, and the reason lies in the existence of a problem and explained this problem to the lack of consistency of the strengths and weaknesses of the student with the teaching methods of the teacher In the classroom, the theory of successful intelligence was developed, which focuses on preparing the individual for

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harmony, compatibility, adaptation to the environment, its use, and learning through experience.

The researcher believes that through the application of the models of the teaching cycle, the (Parmennes) model, one of which has different stages, and the learner's practice of different teaching positions, whose target is as outcomes of experimentation, which are the analytical capabilities and the practical capabilities that are the subject of the research. And practical for students of the Faculty of Physical Education and Sports Sciences.

Method

Participants

The research community consisted of students of the (Fourth) stage of the Faculty of Physical Education and Sports Sciences for the academic year (2022, 2023), the researcher chose them by the intentional method, with a total number of (25) students, and the researcher chose the number of the sample by the lottery process through the random method to form the two experimental research groups And the control, by (16) students (8) students for each research group, and the researcher used the (Parmennes) model to teach the experimental research group, while the subject teacher used his method to teach the control research group (9) students were excluded to form the exploratory experiment group, so that the total number of students who formed the percentage of the experimental and control research groups was (64%) of the research community, as shown in the table.

Table 1: Shows the research community and the two research samples

Research community	Experimental sample		Sample Research	Sample Percentage
	Control	Experimental		
64%	8	8	9	25

Measurement

After the researcher looked at the studies and sources related to abilities and their types, he found that the successful intelligence test included these abilities in addition to the creative abilities, which built by (Sternberg, 1993) ^[11], as mentioned by (Abu Hammed, 2016) and translated by (Ghanem, 1998).

Table 2: It shows the arithmetic mean, standard deviation, calculated (t) values, and (sig) values for the analytical abilities and practical abilities of the control group in the pre and posttests.

N	Variables	Pre-test		Post-test		The value of (T)	Significance (SIG)	Level
		P-+	s-	P+-	s-			
1	Analytical abilities	1.500	15.13	1.915	13.75	0.290	2.416	
2	Practical abilities	2.187	13.38	1.746	12.38	0.048	2.148	

* Significant if the level of significance (SIG) < (0.05)

Table 3: It shows the arithmetic mean, standard deviation, calculated (t) values, and (sig) values for the analytical abilities and practical abilities of the experimental group in the pre and posttests.

N	Variables	Pre-test		Post-test		The value of (T)	Significance (SIG)	Level
		s-	P+-	s-	P+-			
1	Analytical abilities	14.63	1,500	23.25	3,022	8,973	0,000	
2	Practical abilities	13.13	2.125	18.81	1.870	8.347	0.000	

* Significant if the level of significance (SIG) < (0.05)

The researcher adopted this test and conducted the scientific transactions for it, where he presented the analytical abilities items by (29) items and the scientific abilities by (28) items to the teachers specialized in the subject of sports psychology and the methods of teaching physical education, motor learning, testing and measurement to benefit from their opinions about the use of these capabilities, and The researcher limited himself to presenting these two types of abilities because it aims to improve the student's analytical and practical abilities by analyzing, comparing and balancing teaching positions and then use these attitudes by applying them in a way that is compatible and interacts with the teaching environment. And after reviewing the opinions of the specialized professors, coupled with the modification of what has been modified with the preparation of the performance verbs according to Bloom's levels and with the agreement of their opinions by (85%) or more on the same number of abilities for each of the analytical and practical abilities, the modification was made and the preparation of the performance verbs to suit the sample and the research environment.

Procedures

The researcher applied the experimental group program with two educational units per week, on (Tuesday) and (Thursday) of each week, for a period of (6) weeks, from 1/11/2022 to 13/12/2022 , and the application was done by the subject teacher in cooperation with the researcher, By using the (Parmennes) model to improve the analytical and practical capabilities of the experimental group in the yards and playgrounds of the college, according to the day, time and place allotted with the availability of requirements related to the application of this model, while the program of the control group was implemented in the manner prepared by the subject teacher.

Statistical means

The Statistical Bag for Social Sciences (SPSS) was used using the statistical methods below to process the data obtained, namely: (percentage, arithmetic mean, standard deviation, T-test for correlated samples).

Results

Table 4: It shows the arithmetic mean, standard deviation, calculated (t) values, and (sig) values for the analytical abilities and practical abilities of the control and experimental groups in the post-tests.

N	Variables	Pre-test		Post-test		The value of (T)	Significance (SIG)	level
		s-	P+-	s-	P+-			
1	Analytical abilities	15.13	1.500	23.25	3.022	11.907	0.000	
2	Practical abilities	13.38	2.187	18.81	1.870	6.789	0.000	

* Significant if the level of significance (SIG) < (0.05)

Discussion

The researcher attributes the results of table (2) to the fact that the subject teacher of the control group used what written in the teaching plan and its sequence, taking into account some of the foundations on which the teaching methods are built, which include the gradient to obtain learning, which starts from the easy to the difficult and from the simple to the complex and from the part to the whole, as this The gradient used by the teacher of subject proved knowledge to some degree regardless of the level of his program prepared and presented by him to teach the control group compared to the level of the experimental group program.

Also, the usual teaching process is a series of recommendations and actions that are gradual and managed by the teacher, often on his own, and works through that to help the learners to obtain the required knowledge in a manner appropriate to their age and experience (Al-Muhaisen, 2007) ^[9].

It appears to the researcher through table (3) that the reason for this is due to the use of the (Parmennes) model, which relies on one of its foundations on the principle of cooperative work in teaching through the subject teacher preparing students into small groups and presenting the teaching unit, then reviewing the students' opinions and dealing with them and finding solutions to the results And teaching situations that use the arrangement of information and ideas to know the details of the study material, whether it is theoretical or practical, which passes through its various stages, which is centered around the student to discover, interpret and expand, then collects the teaching positions that interact with it, and this is what he referred to (Al-Khudairi, 2009) ^[8]. This model has been enriched with its four stages, dealing with the treatment and development of the teaching process for the purpose of achieving the research objectives by improving the dependent variables through the stages (exploration, interpretation, expansion, and evaluation), which were documented by Martin and his group (Martin: et: 1994) ^[14] in the (Parmennes) model, where it is centered Work in the first three stages around the student.

For the purpose of stimulating his cognitive imbalance to achieve the required interaction with the new knowledge through the interaction of his knowledge structure with it to make comparison, analysis and balance and use it himself to build his knowledge through cooperation in his classroom environment to link new experiences with previous experiences and find a state of adaptation with the requirements and needs of this environment and then apply the fourth stage By practicing the final evaluation of what has been done, knowing that the evaluation is continuous in all stages of this model (Al-Khudairi, 2009) ^[8].

(Abu Hammad, 2019) ^[4] indicated the importance of developing comparison and discrimination skills, acquiring new knowledge and solving problems, which are organized by analytical capabilities, which start from the depths of the student's thinking and are translated into sensory inputs and then into motor outputs, or they are mental outputs such as conclusion, planning or coding, because these components are

what constitute an asset the intelligence that constitutes these capabilities, while the practical capabilities are related to the experiences of the situations that the student faces daily during his presence within the lesson environment and the extent of his ability to adapt to the characteristics of this environment as long as these characteristics are within the capabilities available to the student.

It appears to the researcher that the results that emerged through the student's interaction with this environment and maintaining the sustainability of its quality within the limits of achieving the goals set for it through the results of the current research experiment.

The researcher said through table (4) that the reason for the superiority of the experimental group in the results of the tests of analytical and practical abilities is teaching using the (Parmennes) model to improve these abilities compared to other students who study in the style of the subject teacher Accordingly, the members of the experimental group were distinguished for the following reasons:

- The experimental group program, by employing the (Parmennes) model, provided an opportunity for effective participation in the dialogue between the groups of students applying the program, with the availability of feedback after each case that required it.
- -The circulation of the educational program in gradual and simplified stages, in addition to accompanying it with teaching situations that stimulate the student's interaction with it.
- Giving the role to the student in exchange with the teacher and with a female colleague to give him the opportunity to overcome shyness and embarrassment during the performance and to build knowledge of himself, then vary the response according to the type and quantity of motivations.
- One of the results was the improvement of the results of the tests of the analytical and practical abilities of the members of the experimental group because they tried to stage the teaching positions during their study of the stages of the model and compared these positions and acquired the skill of exchanging roles to lead the cooperation groups during the lesson, which means improving their performance of the analytical and practical capabilities. (Alwan and Abd al-Hussein, 2020) ^[6] on the authority of (SterNberg, 1998) ^[12] indicated that improving successful intelligence skills, including analytical and practical capabilities, helps to build flexible foundations that plan to work with distinct planning accurately and to know what things are so that the individual can know through them his various adequacy to benefit of the quality of these competencies.

Al-Jasem also indicated on (Sternberg 2000) ^[13] that finding the ability to solve problems through the abundance of contemporary ideas, analyzing and correcting them leads to supplementing the analytical and practical capabilities to apply these ideas within the individual's environment, its requirements and characteristics on the one hand, and its

compatibility with his capabilities and needs on the other side. For the improvement shown on his analytical and practical abilities.

Through this, it appears to the researcher that the improvement that occurred in the results of the experimental group tests for the research variables in the analytical and practical abilities was shown to the researcher as a result of experimenting with the (Parmennes) model. Through the student's analytical abilities, he analyzes the content of the study material, chooses new concepts from sports events, and differentiates between the components of these concepts of motor skills for the purpose of their performance. He also evaluates the components of the content in terms of validity. Its practice and the extent of its difficulty and ease and suitability for his age and experience are included as it seems to the researcher that the role of practical abilities is to use and apply these concepts of sporting events and their motor skills, which were processed through analytical abilities, and through practical abilities they are applied by the student by adapting to the teaching environment as it harmonizes his experience of skills. The movement stored with the subsequent ones, and the student, during the application of the practical abilities, exercises the content of the exchange skills with the teacher and with his fellow student.

Conclusion

In the light of the results of the research, its analysis and discussion, the researcher concluded that the use of the (Parmennes) model has a positive effect in improving the analytical and practical capabilities of students, and the use of the method of the subject teacher followed has a positive effect in improving the analytical and practical capabilities of students, and also the superiority of the experimental group in the results of improvement tests. The analytical and practical abilities of the control group in the post-tests; According to the conclusions, the researcher recommends the need to use contemporary teaching models, methods and strategies in teaching students according to age and experience, as well as the importance of organizing the knowledge that students provide for their knowledge structure in line with their teaching environment.

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