



ISSN: 2456-0057

IJPNPE 2023; 8(1): 361-364

© 2023 IJPNPE

[www.journalofsports.com](http://www.journalofsports.com)

Received: 25-04-2023

Accepted: 20-05-2023

**Dr. Bashar Hameed Abdal Majeed**

Lecturer, Faculty of Physical Education and Sports Sciences, Al-Qadisiyah University, Iraq

**Ali Raad Ismael**

Assistant Lecturer, Faculty of Physical Education and Sports Sciences, Al-Qadisiyah University, Iraq

## The effect of Wheatley's strategy to learning some gymnastic skills for students

**Dr. Bashar Hameed Abdal Majeed and Ali Raad Ismael**

**DOI:** <https://doi.org/10.22271/journalofsport.2023.v8.i1f.2746>

### Abstract

The importance of the research was to prepare an educational curriculum according to Witley's strategy to learn some gymnastic skills, as well as to identify the impact of the curriculum prepared by the researchers on learning these skills. The researchers used the experimental method appropriate to the nature of the problem, and the research community was determined by the students of the third stage in the College of Physical Education and Sports Sciences, Al-Qadisiyah University, whose number was (215) students represented by the experimental group, and division (e) of (26) students represented by the control group of (26) students. Where the experimental group works according to Wheatley's strategy, while the control group works according to the traditional method, where the selected gymnastics skills are (the skill of the front jump on the ground movements device, the skill of the front jump on the jump platform device, the skill of ascending with the back roll on the parallel device). The researchers concluded that The command method used by the teacher and the Wheatley strategy had a positive impact on learning some gymnastic skills and it was more effective Wheatley's strategy, as it was noted that the three stages of Wheatley's strategy contributed effectively to the nature of work and performance in learning gymnastic skills. The teacher will have a major and effective role in increasing motivation towards learning.

**Keywords:** Wheatley's strategy, gymnastic skills

### Introduction

The current era witnessed rapid developments in the educational and scientific fields, and many variables and theories whose results contributed to the need for interaction and active participation of the individual in the educational process by linking the new knowledge with the basic knowledge of the learner, and due to the development taking place in all fields in general and the sports field in particular, which is one of the fields Which uses a variety of strategies that have a positive and effective impact on the speed of learning and saving effort and time in the situations of the educational process consisting of the student, the teacher and the curriculum.

As a result of the scientific development that has taken place, many methods have emerged that the teacher can benefit from in preparing the experience for the learners in order to prepare them with a good degree of efficiency. Learning and educational means to achieve goals.

Among these strategies is Wheatley's strategy, which is one of the types of learning that helps the learner to understand what they learn, build meaning for it, and develop confidence in their ability to solve problems (1:43). This strategy consists of three stages (the task stage, the collaborative groups stage, the Participation) (2:65), through the teacher who seeks to create a positive environment for the learner, as giving the learner enough space during the learning process and giving the freedom to present ideas. And learning when the learner is able to access the educational content that he wants to learn, and this is an important matter and has a positive role in achieving the goals of the educational process. The importance of the research lies in the use of Whitley's strategy and its impact on learning some gymnastic skills, which contribute to reaching the basic goals of the educational process, understanding its content, and achieving the set goals.

**Corresponding Author:**

**Dr. Bashar Hameed Abdal Majeed**

Lecturer, Faculty of Physical Education and Sports Sciences, Al-Qadisiyah University, Iraq

### Research problem

The researchers noticed that many of those involved in the educational process do not give enough freedom to the learner to present ideas and actively participate in the educational process and give him enough space in the lesson, because this is due to most teachers relying on old methods in the learning process, where the teacher is the one who explains, presents and clarifies And performance, and the student is not allowed to give his ideas and opinions and presents what he learned during the educational units, where his role is only a receiver. And thus makes the lesson boring and undesirable for most of the students because the lesson falls mostly on the teacher and the learner's lack of interaction is significant and essential. Therefore, the two researches decided to use the Wheatley strategy, in which the learner is the focus of the educational process, as the teacher's role is to organize, guide and guide as it fits with the directives And recent developments in the educational process. This strategy contributes to cooperation between students and non-compliance in ideas and opinions through many educational stages.

### Research Objectives

1. Preparing an educational curriculum according to Wheatley's strategy to learn some gymnastic skills.
2. Recognizing the effect of the curriculum prepared by the researchers and the traditional method used by the lesson in learning some gymnastic skills.

### Research hypotheses

1. The researchers assume that there are statistically

significant differences in the pre and post tests between the experimental group and the control group in learning some gymnastic skills and in favor of the post tests.

2. There are statistically significant differences in the results of the post-tests between the two pools and in favor of the experimental group.

### Research field

**The human field:** students of the third stage, College of Physical Education and Sports Sciences - University of Al-Qadisiyah.

**Time field:** from 4/2/2023 to 22/4/2023.

**The spatial field:** the gymnastics hall in the College of Physical Education and Sports Sciences, Al-Qadisiyah University.

### Research Methodology and Field Procedures

**Research Methodology:** The researchers used the experimental method appropriate to the nature of the problem.

### Research community and sample

The research population was determined by the students of the third stage in the College of Physical Education and Sports Sciences, University of Al-Qadisiyah, whose number is (215) students distributed into seven divisions (A, B, C, D, E, F, and J), e) Where the number of students in Division C is (26) students, represented by the experimental group, and Division (E), which is (26) students, represented by the control group, whose number is (26) students.

### Homogeneity and equivalence of the sample in the research variables

**Table 1:** Shows the homogeneity and equivalence of the sample in the research variables:

Variables	Measuring unit	Control group			Experimental group			T value	Sig level	Sig type
		Mean	Std. deviation	D	Mean	Std. deviation	D			
Length	Cm	168.27	1.31	0.78	168.16	1.14	0.68	0.45	0.65	Non sig
Weight	Kg	63.54	2.12	3.34	63.88	2.53	3.96	0.53	0.59	Non sig
Age	Year	21.42	0.50	2.33	21.46	0.51	2.87	0.27	0.79	Non sig
Two hands jump front ground movement device	Degree	2.81	0.40	14.23	2.69	0.47	17.47	0.95	0.35	Non sig
Two hands forward jump on the vaulting platform device	Degree	2.58	0.50	19.38	2.77	0.51	18.41	1.362	0.18	Non sig
Rolling back on the parallelepiped	Degree	2.85	0.46	16.14	2.81	0.40	14.23	0.319	0.75	Non sig

Significance level (0.05) and degree of freedom (50)

### Tools and methods used in the research

#### Research tools used:

- Personal interviews
- Arabic sources
- Testing and measurement
- 3-3-2 The devices used in the research:
- Ground movement rug
- Jumping platform device
- Parallel device
- camera
- Balance
- Measuring tape (10) m

### Field Research Procedures

#### Skills used in the research

The researchers adopted the skills of the curriculum for the

third stage in the College of Physical Education and Sports Sciences, University of Al-Qadisiyah, where the skills were as follows (the front hands jump on the ground movements device, the front hands jump on the jump platform device, the back roll on the parallel device).

#### Pre-test

The teacher of the subject explains the skill and presents it to the students, and then the students perform by giving them repetitions for each student for the purpose of knowing the students about the skill and how to perform, depending on what they possess of physical and motor characteristics, and then the performance is done again for the sake of photography.

**Performance Evaluation:** After filming the pre-test with a

camera, the performance discs were distributed to four experts and specialists for the purpose of evaluating performance, where the evaluation is out of 10 degrees after deleting the highest and lowest degrees and taking the average of the two middle degrees.

**The educational curriculum:** The educational curriculum was prepared by the two researchers according to Witley's strategy, after which it was presented to experts and specialists in teaching methods and gymnastics to benefit from their experiences in correcting and modifying the curriculum, as the curriculum included (12) educational units, as the number of educational units reached For the skill of the front hand jump on the ground movement machine (4) units, the number of educational units for the front hand jump on the jumping platform was (4) units, and the number of educational units for the skill of ascending with a back roll on the parallel device was (4) educational units and the time of each unit was 90 minutes, and the curriculum was prepared according to Wheatley's strategy, which includes:

- **Preparatory section:** the general warm-up, the special warm-up, which contains exercises that develop physical attributes that serve the skills used in the research.
- **The main section:** where it represents by:
- **The educational side:** the researchers relied on the stages of the strategy by asking a question or a problem during the first stages of the strategy, which is the stage of tasks to raise students' perceptions through explanation and presentation by the teacher, which could be in the form of a dialogue between the teacher and the student.

#### Application side

- The collaborative groups axis: in which the students are divided into groups of equal number as possible (where they are cooperative groups) according to the skill.
- The work is represented by the performance of the skill by the group members.

#### Presentation, analysis and discussion of results

##### Results presentation.

**Table 2:** Shows the arithmetic means, standard deviations, and the calculated (T) value for the pre and post test for the control group:

Variables	Measuring unit	Pre-test		Post-test		T value	Sig level	Sig type
		Mean	Std. deviation	Mean	Std. deviation			
Two hands jump front ground movement device	Degree	2.81	0.40	5.08	0.69	14.88	0.00	Sig
Two hands forward jump on the vaulting platform device	Degree	2.58	0.50	5.04	0.59	19.40	0.00	Sig
Rolling back on the parallelepiped	Degree	2.85	0.46	5.15	0.73	12.27	0.00	Sig

Through the results that appeared in Table (2), we notice that there are statistical differences in favor of the post-test.

##### Presentation and analysis of the results of the pre and post experimental group tests.

**Table 3:** Shows the arithmetic means, standard deviations, and the calculated (T) value for the pre and post tests of the experimental group.

Variables	Measuring unit	Pre-test		Post-test		T value	Sig level	Sig type
		Mean	Std. deviation	Mean	Std. deviation			
Two hands jump front ground movement device	Degree	2.69	0.47	5.65	0.75	17.34	0.00	Sig
Two hands forward jump on the vaulting platform device	Degree	2.77	0.51	5.54	0.51	17.32	0.00	Sig
Rolling back on the parallelepiped	Degree	2.81	0.40	5.77	0.86	14.03	0.00	Sig

Through Table (3), it is noted that there are statistical differences and the validity of the post-test

##### Presentation and analyzing the results of the post-tests for the control and experimental groups

- Within the group where ideas are exchanged and some mistakes are corrected.
- The role of the teacher is to organize, direct, exchange ideas, correct and encourage work.
- This work is followed by the distribution of roles among the members of the same group, where there is an exchange of roles where the individuals feel the fun and the leadership.
- There is a joint work among the members of the group to achieve the desired goal of the educational unit through the exchange of opinions and ideas among the members of the group.
- Configure the dialogue image to identify what has been achieved and activate the opinions and ideas of the group members.
- After that, the final stage is reached, when the group is in the form of one class and works in the form of one group, everyone participates and interacts in the work through dialogue and discussion and under the supervision of the teacher.

#### Post-test

After completing all the educational units, the two researchers conducted the post-test on the research sample and under the same previous conditions that were conducted in the pre-test in the gymnastics hall in the College of Physical Education and Sports Sciences, Al-Qadisiyah University.

#### Performance Evaluation

The researchers filmed the performance with a video camera, and the imaging discs were distributed to the residents, as the evaluation score was 10 degrees, after deleting the highest and lowest score, and taking the average of the two scores.

**Statistical Methods:** The researchers used the spss statistical package to process the results.

**Table 4:** Shows the results of the post-tests for the control and experimental groups:

Variables	Measuring unit	Control group		Experimental group		T value	Sig level	Sig type
		Mean	Std. deviation	Mean	Std. deviation			
Two hands jump front ground movement device	Degree	5.08	0.69	5.65	0.75	2.900	0.006	Sig
Two hands forward jump on the vaulting platform device	Degree	5.04	0.59	5.54	0.51	3.25	0.002	Sig
Rolling back on the parallelepiped	Degree	5.15	0.73	5.77	0.86	2.77	0.008	Sig

From the above table, it appeared that there were statistical differences in favor of the experimental group.

### Discussing the results

Through table (2, 3) it was noticed that there was a development in the performance of the two groups through the post-results that appeared, and the researchers believe that the development that occurred through the adoption of multiple and effective teaching methods contributed greatly to achieving the basic goals of the learning process, that the success of the lesson and the educational units and access to Achieving the goals depends on the motivation of the learner, as the successful teacher seeks to achieve his goals when he works hard, drawing on his experience in using any kind of teaching method in order to provide the learner with information that affects improving their physical and intellectual capabilities and increases their motivation (88:3). As the multiplicity of methods and means during the educational units and the ability of the learners and their intellectual and physical preparations, which are presented and applied in a transparent manner, give better results in learning and achieving goals in an objective manner (136:5). When it is observed that there is a development in the experimental group that used the Wheatley strategy, as this is due to the fact that the strategy includes three stages and each stage has its own characteristics and conditions, and thus this was reflected on the learners, which led to the emergence of those positive results, where the Wheatley strategy contributed to solving the problems facing the learners and this strategy helped to Organizing ideas well and sequentially away from adherence and adherence to ideas and made him search for solutions and make decisions with the guidance and guidance of the teacher. It was found that this strategy develops self-confidence and builds knowledge through dialogue and discussion between groups that go through stages (tasks, collaborative groups, participation) and then searches for solutions to intellectual and physical duties while acquiring other tasks such as time management and dialogue with others (15:4).

### Conclusions and recommendations

#### Conclusions

Through the results reached by the researchers, the following was found:

1. The commanding method used by the teacher and Wheatley's strategy had a positive impact on learning some gymnastic skills, and Wheatley's strategy was more effective.
2. It was noted that the three stages of Whitley's strategy contributed effectively to the nature of work and performance in learning gymnastic skills.
3. Teamwork gave the role of cooperation and leadership among the students, thus enhancing their self-confidence.

#### Recommendations

1. Adopting new and varied strategies by the teacher will have a significant and effective role in increasing motivation towards learning
2. Conducting similar studies using Wheatley's strategy on other activities.

### References

1. Ahmed Al-Najdi, Ali Rashid. Modern trends in learning science in the light of scientific standards and naming thinking and theory, Dar Al-Fikr Al-Rabi, Cairo; c2009.
2. Hossam Abdel-Hay Ibrahim. The effectiveness of a teaching program based on the use of the modified learning cycle and the Wheatley strategy in raising the academic level and developing reflective thinking skills in science, unpublished doctoral thesis, College of Education, Damascus University; c2015.
3. Hamdan Rahim Al-Kubaisi. Learning and Training in the Gymnastics Game, Baghdad; c2008.
4. Kholoud Younes Salman. The Impact of Employing the Learning Strategy Centered on the Problem in Developing the Mathematical Thinking Skill of the Ninth Grade Students in Gaza, Master's Thesis, unpublished, The Islamic University, Gaza; c2016.
5. Adnan Yahya, others: Technology Book for the twelfth grade, Curriculum Center, Ramallah; c2006.