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The Effect of the Method of Input and Inclusion (Inclusion) In Learning and Improving the Performance of Closed Skill for Middle School Students

Dr. Hussein Nour Abbas

Department of Theoretical Sciences, College of Physical Education and Sports Sciences, Al-Muthanna University, Iraq

Email: almosawihussein9@gmail.com

Introduction and Importance of Research

Research problem

The physical education lesson is one of the basic rules in achieving educational goals. Taking care of the physical education lesson is the first and important step by which the benefits found in the prescribed curriculum are reaped, and because of the importance of studying physical education in the preparatory stage, which is one of the most important basic stages in the educational system. Students pass through the stage of adulthood, at this stage students appear to develop in the physiological, physical, mental, emotional and social aspects, so they have the ability to learn and acquire skills and information and a sense of independence and maturity, as the student becomes able to understand and draw relationships and draw conclusions, and his ability to analyze and synthesize with the required skill increases Learn it. Despite the recent trends that have emerged in the teaching of physical education, we lack their application in our schools, which are almost non-existent, and from this stems the necessity to use modern methods in teaching physical education that are consistent with the students' preferences and desires and reach a level of mastery and a high level of competence. And effectiveness, and modern education emphasizes the individual differences that exist between learners, so it is necessary to pay attention to and take into account them in various ways, and the multiplicity and diversification of teaching methods are concerned with the growth of learners to the maximum of the capabilities of each of them, and building the objectives of the lesson on the real needs of learners by making the teaching positions stemming from the goals based on their needs They interact with the teacher on the one hand and with their colleagues on the other hand in a deep, continuous and influential way, as the teaching method is the means that transmit knowledge and knowledge to the learner, and whenever it is appropriate to the educational position and consistent with the learner’s age, intelligence, ability and inclinations, the educational goals achieved through it are broader, more profound and useful.

Because of the existence of individual differences between students during the implementation of the lesson for this transitional stage, which constitutes an obstacle for the subject teacher in his ability to achieve the objectives of the lesson, for this is the method of insertion and inclusion (inclusion) through which individual differences are taken into account between students in the same class and the satisfaction of their desires and each according to his capabilities and needs And their differentiated roles and self-evaluation, which the method used lacks, through this method all students are effectively contained within the work in the lesson session in line with their abilities, instead of removing weak students, as well as the student's ability to exercise his right to evaluate his performance by choosing his level From which he begins to work. This is why the researcher proceeded to study this method because of its importance in upgrading students' abilities during practical lessons.

Research problem:

The need to raise the level of teaching physical education in our schools in general has become an urgent necessity for the importance of this lesson in the growth of mental, physical, psychological and social capabilities, because this stage is important as it is a transitional stage that has a specificity in the stages of growth for students, considering it one of the critical stages in his life as well as the existence of differences Individualism and its failure to take into account the method followed when teaching physical education and not to exploit the tremendous energies of students during the lesson, and that most students face difficulty in learning the closed skill (that skill whose environment is known or known, so every movement program in the brain without a competitor is called a closed skill such as Serving by volleyball, discus throwing, jumping, long and high jump.) In comparison with other activities, its difficulty lies in the fact that it requires special high physical and mobility capabilities in the approach stage and the process of upgrading and its impact on the rest of the stages. This requires finding another method in teaching, through which the teacher can reach students to the best possible level in developing cognitive, physical and psychological performance, satisfying his desires, understanding his needs, and building social relationships between them by giving them an opportunity to make decisions during the implementation of movement tasks and taking into account individual differences. From here the problem becomes evident Research in a new attempt to uncover the experimentation of using the method of input and inclusion in the teaching of physical education.

Research aims

1. Method of preparing the input and inclusion (containment) to teach the effectiveness of the high jump for middle school students
2. Identify the effect of the curriculum according to the method of insertion and inclusion (containment) in the skill of closed learning (high jump effectiveness) and improving it for middle school students.

Research hypotheses

1. The method of insertion and inclusion (containment) has a positive effect on learning the effectiveness of high jumping for middle school students.
2. There are statistically significant differences in the effect of the method of input and inclusion (containment) and the method used by the teacher in learning the effectiveness of high jump for students.

Research areas

- The human field: Fifth intermediate grade students at Al Khaleej Al Arabi Preparatory School in Al Muthanna Governorate.
- Date range: 5/2/2018 8 through 10/5/2018.
- Spatial domain: The stadium of the preparatory school for the Arabian Gulf in Al-Muthanna Governorate.

Research Methodology

The researcher used the experimental approach to the nature of the suitability of the problem to be solved, as it is the experimental method (it means more insufficient access to knowledge of the problem, through which it is possible to predict the event, study control and explain the causes(1)

Research and sample community

The goals that the researcher sets for his research and the procedures he uses will determine the nature of the community or sample he chooses (2). Accordingly, the current research researcher community was identified as represented by the fifth stage literary students in the central Gulf region, and their number was 133 students divided into 4 people. N and repeaters, their number (6), where the total sample number became (30) students, they were divided into two groups, and each one of them consists of 15 students (the method of input and adjustment) and a control group (the method used). The students were distributed randomly through the pumpkin,

Tools and devices used in the research

- Leather tape measure.
- Electronic medical scale.
- Japanese-made stopwatch, count (2)
- High jump tools.

Choice of tests

The physical tests under consideration were selected

1. The vertical jump test to measure the explosive force of the two men (3)
2. Torso flexion test to measure the flexibility of the spine and congenital quadriceps muscles (4)
3. Knee bending and extension test to measure the characteristic velocity force ((5))
4. Technical performance test for high jump effectiveness (under study) (6)

Exploratory experience

The exploratory experiment was conducted on 9/2/2017 with the aim of exploring Miley

- Knowing the time taken to give the teaching method.
- Knowing the validity of the devices and tools used.
- Avoid mistakes that can occur in the main experiment.
- Ensure that the location of the main experiment is valid.
- Knowledge of the assisting work team of the nature of work.

Pre-tests

The pre-tests were conducted for the research sample on 27/2/2017 after implementing two primary units, the educational elite, which included explaining the effectiveness of using the high jump after living with the model with ideal display efficiency. Then P high was applied during the two elite educational units, and at the end of the second unit, pre-tests were conducted for some physical abilities and technical performance for the effectiveness of the high jump.

Educational curriculum

The curriculum included eight educational units in addition to two introductory units of two educational units per week [•], the duration of the educational unit is (45) minutes, as the preparatory section generally consisted of (12) minutes divided into three parts, the introduction and its time during the unit two minutes, and the general warm-up (3) minutes for preparing body parts, and a special warm-up time (7) minutes, as it included a variety of exercises serving the main section, whose time was (28) minutes because of its great importance in one educational unit. It was divided into two main aspects, the educational aspect and its time (10) minutes, and the practical side and its time (18) minutes, and the final section took (5) minutes, interspersed with exercises with general calm. Body relaxation as well as welcome leave.

Dimensional Tests

After completing eight educational units, the post-test was conducted on the research sample on 17/4/2019 on Sunday at nine o'clock in the morning, as the researcher was keen to prepare the conditions for the same test in terms of time and place and the assistant of the team itself. In the pre and post tests, tools and devices, three legal attempts were made for each of the sample members, and at the end of the experiment, the necessary and special data were extracted in the variables that were searched for comparison with the pretest.

Presentation, analysis and discussion of results

After applying the proposed approach, taking the tests, and obtaining the results, they were treated statistically

The researcher reached the following results:

Table (1)

Indication level	Values t Calculated	Dimensional		Tribal		measuring unit	Variables	No
		P	S	P	S			
moral	3.93	1.2	1.28	0.12	1.20	meter	High jump (xD)	1

moral	6	0.65	5.65	0.97	5	Degree	High jump (performance)	2
moral	3.84	0.22	41.5	0.40	35.08	cm	Vertical jump	3
moral	4.82	0.56	21.05	0.21	20.35	Repetition	Bend and extend the knees	4
moral	3,74	0,27	22.2	0.22	18.7	cm	Torso flexion and extension	5

It illustrates the arithmetic mean, standard deviations, and (T) values and their importance between previous and post measurements of the search variables for the control group.

Values (T) Tabular (2.14) with a degree of freedom (14) and less than a level of significance (0.05). Table No. (1) Shows that there are statistically significant differences between the pre and post tests for the control group and in favor of the post test for the study variables, because the calculated value of “t” is greater than the tabular value. From "t" at the level of significance (0.05) and at the degree of freedom (14) which is (14) 2.1 4.

Table (2)

Indication level	Values t Calculated	Dimensional		Tribal		measuring unit	Variables	No
		P	S	P	S			
moral	3.67	1.4	1.45	0.12	1.21	meter	High jump (xD)	1
moral	8.21	0.55	6.8	0.81	4.57	Degree	High jump (performance)	2
moral	5.78	0.67	44.5	.400	36.08	cm	Vertical jump	3
moral	3.07	0.43	25.60	0.22	20.3	Repetition	Bend and extend the knees	4
moral	4.19	1.6	30.00	1.9	20.00	cm	Torso flexion and extension	5

It shows the arithmetic means, standard deviations, and (T) values and their importance between the previous and post measurements of the research variables of the experimental group. Table No. (2) shows the existence of statistically significant differences between the pre and post test for the experimental group and in favor of the post test for the study variables because the calculated value for “t” is greater than Table “t” at the level of significance (0.05) and the degree of freedom (14) which is (14) 2.14.

Observations which state that both the control and experimental groups had statistically significant differences between the results of the pre and posttests in favor of the reason for the dimensional attribute to obtain this result for using the exercise of the appropriate method to learn the effectiveness of the test. The high jump within the experimental group approach and the level of suitability of the research sample through the iterations carried out by the research sample during the education phase, as well as the control group that included the method that showed a positive and remarkably positive effect on performance and the higher technical (technical) stages jumped to the research sample (experimental, Control) also led to a preference in the kinematic performance of the high jump in telemetry.

Table (3)

Indication level	Values (T) Calculated	Experimental		Control		the group variable
		P	S-	P	S-	
moral	7.06	1.4	1.45	1.2	1.28	XD
moral	5.22	0.55	6.8	0.65	5.65	the performance
moral	4.57	0.67	44.5	0.22	41.5	Vertical jump
moral	2.53	0.43	25.60	0.56	21.05	Bend and extend the knees
moral	5.76	1.6	30.00	0,27	22.2	Torso flexion and extension

And it shows the significant differences between the post tests of the two research groups

It is noted from the results presented in Table (3) that the (T) values are computed between the post-test results of the two research groups (experimental and control), which exceed the tabular value (2.18). At the degree of freedom (28) and below the level of significance (0.05), this indicates that the boil there are statistically significant differences between the two groups in favor of the experimental group in the study variables that attribute the researcher development and improvement in the whole. The variables examined that are directly related to the motor performance, which is evidence of improvement in technical performance, which was emphasized through the use of the method of inclusion and inclusion, which gave the student sufficient opportunity to choose the appropriate level for him. The abilities that take into account the individual differences among students and work to contain them in each of the physical abilities, which led to an increase in the opportunity to practice practical exercises and increase the number of repetitions, thus increasing the chances of success and exploiting the skill of performance in real time, and states: "The increase in the skill of performance in real time. It will increase the physical ability" [7]. The mechanism for correcting performance-related errors also helped in developing the ability of the experimental group members to properly use the parts of the body participating in the

performance to achieve its goal, and this is what was confirmed by Khairia that "the use of educational methods" and the methods of direct impact that are chosen mainly according to the type of weakness and defect in performance, so that Development is specific to the type of defect, and work to improve performance (8).

Discuss the research results

It is clear from Table No. (1) that there are statistically significant differences between the pre and posttests of the control group to which the method used to teach the effectiveness of high jumping was applied, and the researcher attributed the reason for these differences to the use of the explanatory method that facilitated the process of understanding, understanding and realizing the effectiveness through a clear gradient. In presenting the technical stages of the effectiveness of the high jump and this is confirmed by some scientific sources where (the use of illustrations) that were included in the paragraphs of the educational curriculum with the help of presenting the live model of activity, it allowed the learner to understand the nature of the movement and its perception and understanding) [9] in addition to introducing some special exercises to build on the iterations made by the research sample during the educational units assigned to it within the education curriculum, and this in turn led to an increase in the technical performance acquisition of the effectiveness of the high jump and the development of some physical abilities associated with the effectiveness of the high jump, as shown in Table (2). There are statistically significant differences between the pre-tests and the dimensional tests of the experimental group that were applied by the method of insertion and inclusion, which gave sufficient opportunity for the student to choose the appropriate level of his internal units in mm, which led to the development of the accompanying physical capabilities. Effectively jumping on higher learning and improving performance while benefiting from subsequent exams, the ethical researcher attributes the reason behind these differences to the positive approach to learning in terms of using the method of input and inclusion (containment) as an effective contribution to providing the creativity opportunities that students demonstrated during the course of the lesson. Table No. (3) Shows that there are statistically significant differences between the two post-tests so that the research will return to us if there are statistically significant differences in favor of the experimental group. The researcher attributed the reason for these significant differences to the method of applying these differences. The introduction and inclusion (containment) during the lesson provokes the students of Hamas and thus their drive to continue learning, as well as allowing the student to make more attempts to perform that must be compared to other methods, and the development of speed, which came as a result of the increase in the incidence of the exercise skill as well as the movement of external phenomena to other levels that increase From the compatibility between the movements of the arms and legs during jogging, as scientific research has proven that the muscles act quickly on the strength of stimuli and increased through repeated training escalating and increasing the speed of muscle contraction "[10]

Conclusions

Based on the presentation and discussion of the results, the researcher concluded the following:

1. There are significant differences between the pre and posttests in all the tests searched for both groups (control and experimental) and in favor of the post tests.
2. That there are significant differences in the post test between the two groups (experimental and control) in favor of the experimental group.
3. Teaching using the method of insertion and inclusion (containment) contributed to improving the learning of high jumping effectiveness and improving the physical abilities associated with the effectiveness of the members of the research sample.
4. The method of insertion and inclusion (containment) was more effective than the method used in the study of physical education to learn and improve the performance of the technician for the effectiveness of high jumping and achievement among individuals of the research sample

Recommendations

The researcher recommends the following:

1. The need to pay attention to the introduction of the method of introduction and inclusion (containment) in learning the effectiveness of high jump in particular and the activities of athletics in general and in the different stages of the age.
2. The necessity of conducting more studies that use different learning methods for the purpose of learning and developing the level of technical performance effectively with high jump.
3. Designing educational curricula according to various indicators and methods, including the method of insertion and inclusion (inclusion), which led to stimulating students 'enthusiasm and thus their motivation to continue learning, as well as allowing the student to make more attempts to perform the duty compared to other methods and this was reflected positively on the level of performance and achievement of the students.
4. Conducting similar research and studies on other age groups and other sports games and events.

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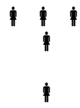
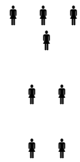
A model for an educational unit by the method of insertion and inclusion

First week, the school stage: The fifth preparatory stage, Unit time: 45 minutes

First Lesson, Time: 9 AM, Number of students: 15 students

Educational goals			Regulatory actions			The content of the event and the manner of its implementation	Lesson sections	No.
			Formations	Tools	Time			
Awareness of order, calm, and the importance of the greeting start	Knowing the correct standing	Perception of the system			1 2D. 2D.	 Create tools and attend external Lab to the scene and start repeating the greeting	*Preparatory section* Introduction	.1
Unified response to students and awareness of security and safety	Knowing the right jog	The development of walking, running and arm movement			3D.	Walk - regular jog- jog with left arm rotated - jog with arms rotated forward and backward - normal walk;	General warm- up	
Unified response Unified performance with the teacher Performance awareness	Speed of tangential bending Find out the twisting of the stem Knowing the correct timing Knowing the cruising speed	For a sense of proper functioning A sense of flexibility ablation p Sense of proper functioning Perception of movement speed			7D. 2D. 2D. 2D. 1D.	Jumping to both sides from over the blocker height 30cm Parking bend the knees with the lifting of the arms Amama 2 several The partridge on the right leg and then the partridge on the left leg (10) Tha Standing Two jumps on the spot in the third jump, knees high	Special warm -up	
-Sound awareness in response to the teacher's explanation -awareness	-Knowledge and Education Eff ectiveness -see calendar externa Lab fo r	A sense of the correct performance of the attempt -Evaluation externa Lab for their		High jump tools	2 8D. 8D.	 -explain the process of approaching displ ay with the image caption to him	*Section President* The educational part	.2

Educational goals			Regulatory actions			The content of the event and the manner of its implementation	Lesson sections	No.
			Formations	Tools	Time			
of performance	the performance of	performance				-Show the process of raising and how to pass the bar in the manner Fosbury by the school assigning more than a student to carry out the required width of movement model		

Educational goals			Regulatory actions			The content of the event and the manner of its implementation	Lesson sections	No
Emotionality	Cognitive	The same kinetics	Formations	Tools	Time			
					20D.		Application Part J	
A sound awareness of performance and cooperation among students	Learn and teach high jumping effectiveness	The sense of approaching and moving the body	[-]			The crossbar is placed at levels. The first level is 80 cm The second level is 90 cm The third level is 100 cm	First mode	
Student awareness of taking responsibility for her decision	Learn and teach at heights appropriate to ability	A sense of the level of the bar and decisiveness when the Adda E	[-]	High jump device		The crossbar is placed at levels. The first level is 90 cm The second level is 100 cm The third level is 110 cm	The second situation	
Increase self-confidence	Knowing and teaching how to perform	Sensation of body movement and crossbar height	[-]			The crossbar is placed at levels. The first level is 100 cm	The third situation	

Educational goals			Regulatory actions			The content of the event and the manner of its implementation	Lesson se ctions	No
Emotionality	Cognitive	The same kinetics	Formations	Tools	Time			
	movement					The second level is 110 cm The third level is 120 cm		
	Knowing and teaching ho w to withdraw the two men after passing	Sense of corr ect performance	[-]			The crossbar is placed at levels. The first level is 120 cm The second level is 130 cm The third level is 140 cm	Fourth mo de	
					5D.		The closin g section	.3
Increase the spirit of sports competition between externa Lab	Find out the corre ct movemen t	Maintaining the game order		Volle y ball	4D.	-Small game) pigeon hunting game(		
					1D.	-Saying a greeting to leave and then leave in a continuous row		

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