

# The Effect of Woods' Model on Learning Shooting Skills from Jumping Forward and Handling from Above Shoulder Level in Handball for Students

Ruqaya Sabar Ghali<sup>1</sup>, Emad Kazem Thajeel<sup>2</sup>

<sup>1</sup> Scientific Research Center, Thi-Qar University, ThiQar, 64001, Iraq

<sup>2</sup> Education Directorate of Thi-Qar Ministry of Education Iraq

E-mail: [emadsport85@utq.edu.iq](mailto:emadsport85@utq.edu.iq)

E-mail: [alashalaad@gmail.com](mailto:alashalaad@gmail.com)

## Abstract

The importance of the research lies in the importance of the research and the need for it, as it is a serious scientific attempt by the researcher with her experience at the (university) stage to benefit from the Woods model in learning the shooting skills of jumping forward and handling over the shoulder level with handball for students and the ability to use it in a correct scientific manner in student learning with the aim Enriching the educational process. As for the problem of the research, it lies in the fact that the use of the methods used may lead the student to boredom and aversion from the lesson. This model is the constructive learning model (Woods). From jumping forward and handling from above shoulder level in handball to students? As for the objectives of the research and the preparation of an educational curriculum according to the Woods constructivist model in learning the skills of shooting from jumping forward and handling from above the shoulder level with handball for students, as for the population and sample of the research, it was from the students of the second stage in the College of Physical Education and Sports Sciences at Al Ain University, as the sample included 20 students for the group The experimental and 20 students of the control group were prepared. An educational curriculum was prepared according to the model. The application of the curriculum continued for six weeks. The most important conclusions were that the use of educational units according to the John Woods model had an effective effect on increasing learners' motivation and self-reliance through thinking, prediction and observation. As for the recommendations, the most important of them was the use of educational units according to the Woods model in learning hand skills, to benefit from this study to develop teaching methods in hand reel.

**Keywords:** shooting skills; handball for students; sport

## 1. Introduction

### Introduction and the importance of the research

Many researchers and teachers tended to renew and diversify by finding educational alternatives for the purpose of developing and achieving the best level of education through educational models, which are considered one of the basic pillars from which the most important projects related to the future of students that include encouraging them to learn according to consistent steps for the purpose of translating the educational goal into A clear attitude to the learner with their behavior, which helps them increase their learning speed. Where he interacts with it and acquires through it the desired behavior, so we see that most educators emphasize the need to find teaching models and strategies that suit the age group and capabilities of students in order to conform to the requirements of the model and its steps to reach the desired goal. The Woods model is considered one of the models of constructive education, as Professor John suggested Woods is a model for teaching based on the constructivist

theory, which is considered one of the modern educational models that fall under the roof of the constructivist theory, as the teacher must, from John Woods' point of view, predict information for the purpose of enabling learners to deal with new learning. Perhaps the most important characteristic of this model is its emphasis on the necessity of providing Information in its total form, and then presents its parts, as the general rule is given And its emphasis on refining information and concepts through its application, and that understanding information needs to discover the subtle differences between the content of new learning and previous learning, which gives the learner an insight and begins to reorganize the information he has, and that the main role played by the John Woods model is to help learners raise their academic achievement. The handball subject is one of the important and vital practical lessons due to the abundance and multiplicity of its skills, which necessitate the one in charge of the educational process to multiply and diversify in the use of appropriate educational models based on effective interaction between the teacher and the student or appropriate strategies, and the handball game is one of the sporting events that occupies an important position among Other

sports, the level of learning the performance of its skills and what is related to its teaching and the art of playing the game requires learning and the optimal use of the sound stages of learning. The skills of shooting from jumping forward and handling over the shoulder level with handball for students in a way that works to achieve the goals set in the vocabulary of the educational curricula and this is what it seeks his researcher Hence, the importance of the research and the need for it is evident as it is a serious scientific attempt by the researcher with her experience in the (university) stage to benefit from the Woods model in learning the skills of shooting from jumping forward and handling from above shoulder level with handball for students and the ability to use it in a correct scientific manner in student learning with the aim of enriching The educational process by finding an effective means of learning and teaching and thus achieving the desired goals of the educational process.

## 2. Research problem

The teacher has a major and influential role in choosing the most realistic and appropriate model, strategy, or method to achieve the objectives of the educational lesson, especially in the physical education lesson, which depends on the diversity of sports skills. By observing most of the practical educational lessons, especially the lessons related to the effectiveness of handball, he noticed that most teachers try to deliver However, there is a large discrepancy in the students' learning of the basic skills, as the methods used in learning the skills are the teacher's explanation of the skill and developments in the law of the game because of the method that relies on self-experience, which leads to the repetition of ideas and information for the learners, unlike when using various educational models that work on Stimulating the mental processes of students and allowing students to participate in the process of effective participation of skillful performance and cognitive answers that are related to the skill to be learned. Based on the foregoing, the idea of research stems from the need to improve the teaching of basic handball skills to students. On the one hand, it improves students' performance of basic handball skills. Through the foregoing, the researcher sought educational models that achieve the goals of the educational process, which is what he seeks, and among these models is the Woods model. Therefore, the researcher formulated her problem by asking: Is there an effect when using the Woods model in learning the shooting skills of jumping forward and handling Above shoulder level handball for students?

### 1-3 Research Objectives

1. Preparing educational units according to the Woods model to learn the skills of shooting from

jumping forward and handling from above shoulder level in handball for students.

2. Recognizing the effect of Woods' model and the method used by the teacher in learning the shooting skills of jumping forward and handling over the shoulder with handball for students.

3. Identifying the differences between the results of the post-tests between the control and experimental groups and learning the shooting skills of jumping forward and handling from above the shoulder level with handball for students.

### Research Hypotheses

1. There are statistically significant differences between the results of the pre and post tests of the control and experimental groups, in favor of the post tests.

2. There are statistically significant differences between the results of the post-tests for the control and experimental groups, in favor of the experimental group.

### areas of research

**The human field:** students of the second stage in the College of Physical Education and Sports Sciences / Al Ain University for the academic year 2022/2023.

**The temporal field:** (15/8/2022) to (12/2/2023).

**Spatial field:** handball court in the College of Physical Education and Sports Sciences / Al Ain University.

### Research methodology and field procedures

**Research Methodology:** The researcher used the experimental approach due to its suitability to the nature of the problem to be solved in order to achieve the objectives and hypotheses of the research.

### The research community and its sample

The research community was determined from the students of the second stage in the College of Physical Education and Sports Sciences / Al Ain University for the academic year 2022-2023, whose number is (60) students. It is divided into two divisions: Division (D) represents the control group, which number (20) students, if this group operates in the manner used by the teacher, and Division (C) represents the experimental group, numbering (20) students, which works according to the Woods model prepared by the researcher. If the sample reached (66.6%) of the original population, the results of some irregular students were excluded, then the researcher conducted homogeneity in the variables (height, age, weight) for the control and experimental groups, and the following table shows that:

### For all search variables of the research sample

**Table (1). It shows the arithmetic mean, standard deviation, and relative coefficient of variation**

Relative coefficient of difference	P	s	measruing unit	Variants
2.85 %	3.349	170.3	cm	Height
5.15%	0.438	22.3	in years	Age
9.88 %	6.84	69.2	kg	Mass

Then the researcher conducted equivalence in the research variables under study (shooting from jumping

forward and handling from above the shoulder level in handball), and these results were considered as pre-tests through the following table:

Table(2). It shows the equivalence of the two research groups in the research variables under study

Variables	Officer		Experimental		Calculated T value	Sig	Level of significance
	Going to	on	Going to	on			
Frontal Ground Strike	13,500	2,783	13,879	2,338	0.567	0.583	Aiming from-jumpiAim
Rear Ground Strike	11,116	1,722	11,998	2,280	0.134	0.889	Over-the-Over-the-shoulder-

D at significance level ( 0.05 )

From Table (2) we note the lack of significance of the differences between the two groups, which indicates their equivalence.

### 2-3 Research Tools:

2.3.1 Means of collecting information, devices and tools used:

- 1- Arab and foreign sources and references.
- 2- Personal interviews<sup>(\*)</sup> .
- 3 - Previous studies and research .
- 4- Information network (Internet).
- 5- Skill tests .
- 6- Medical scale.
- 7- Tape measure.
- 8- Chinese whistle.
- 9- Legal handball court.
- 10- Columns.
- 11 - handballs number 10.
- 12- Slings.
- 13- Registration form.

### 2.4 Field Research Procedures

2.4.1 Identification of skill tests used

2-4-1-1 First: test the accuracy of aiming from jumping forward: [1]

Objective of the test: To measure the accuracy of aiming close to jumping forward.

Tools: handballs (10), handball goal drawn on the walls inside five circles with a diameter of (60) cm, four of which are drawn in each corner and the fifth is drawn in the center of the bottom of the crossbar.

How to perform the test: The tester stands with the ball in his hand behind the seven-meter throw line, he aims (10) balls to the circles suspended in the goal after taking three steps, then jumping, then throwing, starting with the circle in the upper right corner, then the left, then the middle, then to the lower right corner, then the left corner.

Rules:

- Each laboratory is given ten attempts to insert balls into the circles and by two balls for each circle, knowing that each circle has a test value
- Two attempts are allowed to experiment before the test begins.
- Aiming is after taking three steps and then jumping and it is not allowed to touch or exceed the line of execution of the shooting, which is 7 m away before throwing.

Orientation and Registration:

- 1- The laboratory grants two degrees for each ball entering the circles in the upper right and left corner, and grants one degree for each ball entering the middle circle, and grants three degrees for each ball

entering the lower right and left circles.

2- The total number of ten attempts marks represents the total accuracy scores of the laboratory, which range between (zero – 22) degrees.

Second: Passing test (handling) on the outer limits of the free throw line: [2]

Objective of the test: Measure the passing and receiving speed of four players

Tools used: handball, stopwatch, handball court.

Performance description: The players stand distributed starting from one of the two side lines to the other side line on the outer border only for the free throw line and then exchange passing the ball from one player to another (back and forth) until the players are (20) round-trip cycles.

Orientation and Registration: The time of the recorder is calculated for twenty sessions.

### 2-5 Exploratory Experience

The researcher carried out her exploratory experiment with the help of the assistant work team on a sample of students, numbering (5) from Division (A) on 3/10/2023, which falls on Monday, to apply the tests used in the study to perform the skills under study, and the goal of this experiment was to know the efficiency of the assistant work team in how to implement the tests, the model and the learner's guide, identify the time taken when implementing, diagnose the most prominent obstacles and the best ways to treat them.

### 2.6 Main experience

For the purpose of achieving the objectives of the research, the researcher prepared educational units according to the Woods model, using some literature, sources, the Internet and trading with the supervisor of the research, as the curriculum included educational units for the experimental group prepared according to the requirements of the Woods model, taking into account matters related to the stage of growth and development for this age group and taking into account the levels to formulate the objectives of the educational units and the time taken to perform cooperative groups, as well as how to simplify information through interactive means, One of the requirements of this model is to predict information and retrieve previous information and benefit from it in learning skills, which is what the researcher has done, and the number of units has reached 6 educational units distributed over 6 weeks and the time of each unit (90) minutes.

The work within the Woods model was as follows:  
 First, the preparatory section: It includes Introduction (3) Minute: Bring tools and general attendance of students ( Warm-up (17) mins: General (Swedish exercises) \_ Special (ball sensation exercises)  
 Second, the main section: It is divided into Educational activity (15) in the educational activity: It is on the basis that the teacher explains the skill to be learned accurately and focuses on the details of the movements required to perform the skill with mentioning all its belongings and common mistakes when performing and then the first stages of the model are applied as follows.

**1 .Prediction:** It is a stage in which learners exchange their information and previous knowledge in cooperative working groups consisting of (3-4) students to predict the results of their experiments that they will do or an event in the future unknown to the learner and this is done in the light of the information available by the teacher or partial events related to the skill to be learned, where each student at this stage can express his ideas, perceptions and expectations of the performance of the skill, and the prediction skill is applied in the light of Three important questions are: What has been done so far? What has yet to be accomplished? And what can be done with the skill when performed in different ways?.

**1-Observation:** It is a stage in which the groups are asked to carry out experiments (performing the skill that was predicted) to verify the validity of the expectations. There is nothing left for them but to record their observations and seek the help of the teacher and inform him of what they have reached. The teacher must also monitor the learners in order to make sure that they reach the correct scientific observation. At this stage, the learner begins to link his expectations with direct experience in light of experimentation through performance, and it requires the learner to use his different senses, The use of other tools and devices to observe the scientific experiment during performance, record notes and reach the results, which is a practical mental skill that requires conscious planning by the learner and intentional, organized and controlled

attention to the skill to be learned and its belongings in order to discover its details. An axis of the educational process in which he played the role of the scientist and the seeker of knowledge, linking the theoretical side with the field practical side It required the learner to link his expectations with direct experience in the light of experimentation

**2- Interpretation:** At this stage, the members of the groups are asked to explain the results based on their previous theories that were reached in the observation stage, as the interpretation is a mental skill, which is one of the important skills related to the interpretation of information observed by the learner, and the teacher intervenes to transfer the learners to the correct understanding consistent with scientific theories by giving them some exercises that have to do with improving the skills to be learned, and accordingly the final understanding is evaluated when individuals Groups at this stage.

Third: The closing section (10) minutes and exercises are given to calm and relax

This curriculum started on (2/10/2022 AD) and ended on (15/11/2022 AD)

**2-7 Post-tests**

The researcher conducted post-tests on the members of the research sample after completing the implementation of the educational curriculum on Sunday, 11/13/2022, and the researcher was keen that the conditions be similar to the pre-tests in terms of steps, place and time of conducting the tests with the presence of the assistant team to reach the achievement of the research objectives.

**2.8 Statistical methods**

The Statistical Bag for Social Sciences (SPSS) was used in the analysis of research data.

**Presentation, analysis and discussion of the results**

**Presentation and discussion of the results of the evaluation of the skill tests of the control group in the pre- and post-tests**

Table ( 3 ) Shows the arithmetic means, standard deviations, calculated t-value, and sig value ) And the type of significance in the skill search tests for the control group

Variables	Pre-test		Post-test		Calculated value (t)	Sig	Statistical significance
	Going to	on	Going to	on			
Aiming from jumping forward	13.500	1.732	23.333	2.503	3.694	0,004	Moral
Over-shoulder handling	11.116	1.722	21.833	2.639	1.683	0.011	Moral

**3-2 Presentation and discussion of the results of the evaluation of the skill tests of the**

**experimental group in the pre- and post-tests**

Table ( 4 ) Shows the arithmetic means, standard deviations, calculated t-value, and sig value ) And the type of significance in the skill search tests of the experimental group

Variables	Pre-test		Post-test		Calculated value (t)	Sig	Statistical significance
	Going to	on	Going to	on			
To shoot from jumping forward.	13.879	2.338	28.43	1.974	7.070	0,000	Moral
Over-shoulder handling	11.998	2.280	25.833	1.690	10.686	0.000	Moral

**3. Discussion of the results**

Through the presentation and analysis of the results of tables (3) and (4), it was found that there are significant

differences between the results of the pre- and post-tests for both groups and in favor of the post-tests and the two skills under study, as the researcher believes that the reason is due to the fact that both groups have

undergone a prepared educational curriculum that works to include educational objectives that help in learning students and preparing them to practice the teaching profession, so these programs occur tangible learning among the research sample in the field of skills surveyed "that learning if applied within an educational curriculum characterized by clarity and objectivity that leads to increased learning and thus the development of skill in both the cognitive and skill aspects" ([3]).

Nahida Abed Zeid (2008) believes that most of the changes that occur during the learning process are through the information provided by the learner through learning the skill, and this information, which takes several forms (theoretical or practical) must be essential with the use of teaching methods, methods and field experience in the delivery of information ([4]).

In addition, the experience enjoyed by the subject teacher and his ability to do it with the possibility of achieving the goals set by him and the process of explanation, clarification and segmentation for all students and then doing the required performance "that the learning carried out by educational institutions has a clear impact if it is based on the idea of education through prior experience and activity prepared through the educational unit" ([5]). Whenever the goal of the learner (student) is to seek to learn any of the events or any specific skill, he must practice it and this practice comes through the ability of the teacher and his philosophy to make the student have the ability, ability and ability to perform the skill to be learned and try to practice it by following many steps and contexts drawn and developed by the student to reach the desired learning and this is confirmed by Mohamed Khairy and others "The individual cannot learn a game From games or a skill of skills only by practicing it, the learner does not increase his efficiency and his mastery of the skill grows only by practice, the self-effort alone is responsible for the cognitive development of students by the amount of effort expended in learning is the amount of proficiency and retention and benefit from it knowledge and

application" ([6]).

As for Saad Mohsen Ismail, he believes that "the educational curriculum, if it is scientifically prepared for teaching beginners, works to develop and accelerate the learning process in the cognitive and skill aspects, under the supervision of a teacher specialized in his field of work" ([7]), and that the superiority was evident through the improvement in the results of the pretests And the post-test of the experimental group in terms of improving scores for the skills researched (shooting from jumping forward and handling from above the shoulder level) between the pre and post test. This group also benefited from the prepared curriculum, but to varying degrees because of its effectiveness in saving effort and time and speeding up the learning process. This is due to Taking into account the educational curriculum, the scientific foundations in learning the skills studied, as well as the adequacy of the time period allotted for the curriculum, the number of instructional units that were given to students, gradation in learning skills, and giving appropriate repetitions for each exercise, as Don (2004) indicated that gradation and giving appropriate repetitions to the learner for appropriate periods of time, and taking into account factors Security and safety increases the ability to perform it better ([8]). Also, the researcher believes that the nature of the philosophy on which the curriculum is built for both groups has A clear effect on learning the two skills. The curriculum prepared by the teacher according to the commanding method has an impact on learning the two research skills, since this method gives an opportunity to control the management of the lesson and identify skills and activities, which is almost the most common method in teaching skills.

### Presentation and discussion of the results of the post-tests of the control and experimental groups of the research variables

**Table ( 5 ) Shows the arithmetic means, standard deviations, calculated (T) value, (sig) value, and the type of significance of the research variables in the post-test of the control and experimental groups**

Variables	Control Group		Experimental Group		Calculated value (t)	sig	Statistical significance
	Going to	on	Going to	on			
Aiming from jumping forward	21.43	2.503	28.436	1.974	7.070	0,000	Moral
Over-shoulder handling	21.833	2.639	25.833	1.690	10.686	0.000	Moral

### Discussion of the results

Table (5) shows the results of the post-test of my shooting skills from jumping forward and handling from above the shoulder level with a handball for the research sample, as the results showed a statistically significant difference with a probability of error (0.05) and in favor of the experimental group, and the researcher attributes this difference to the members of the group Experimentalism refers to students' positive interaction with teaching models that work

according to the constructivist theory (Woods model) and that focus all their attention on the student and make him the focus of the educational process during the lesson by involving him in various activities, taking into account the presentation of the educational material in an interesting and exciting manner that has meaning for the students and according to Their abilities and their ability to understand the information related to the two skills studied, and this is what Abdul Rahman Al-Saadani and Thana Al-Sayed Odeh mentioned that "the

teaching models according to the constructivist philosophy generally emphasize the active role of students in the learning process so that meaningful learning takes place based on understanding" ([9]). The researcher also attributes the progress achieved in the level of skill performance of the research sample in the experimental group to the effect of using the John Zahorik model in learning the handball skills under study. This model begins with presenting a real problem faced by the learners, and then works on analyzing it and finding appropriate solutions to it through the knowledge and skills that are acquired. between the pre and post tests in terms of planning, preparing and implementing the educational units, and the importance of educational tasks is evident in presenting the educational material as a problem that arouses the interest of students or through a question that needs an answer, also "cooperative groups and because of their great positive role in increasing the student's self-confidence and encouraging him to ask Ideas and opinions on everything related

#### 4. Conclusions and recommendations

##### Conclusions

- 1- The use of educational units according to the John Woods model had an effective impact on increasing the motivation of learners and self-reliance through prediction, observation and interpretation.
- 2- The model contributed to increasing social and educational relations between learners on the one hand and between them and the teacher on the other hand.
- 3- The educational model had a role in creating suspense and enthusiasm during the educational units, which gave opportunities for learners to learn with greater enthusiasm .

##### Recommendations

Benefiting from this study to develop teaching methods in handball.

Using educational units according to the John Woods model in learning special skills by hand.

Giving greater opportunities to learners during the educational units to interact with each other on the one hand and between them and the teacher on the

other hand

#### Arab and foreign sources

##### Arabic sources

Saad Mohsen Ismail: The effect of training methods for the development of explosive power of the legs and arms on the accuracy of long shooting by jumping high in handball, PhD thesis, University of Baghdad, College of Physical Education, 1996.

Nahida Abd Zaid: Fundamentals of Motor Learning, 1st Edition, Dar Al-Diaa for Printing, Iraq, 2008.

Muhammad Khairi (et al.): Experimental Psychology, Al-Ahlia Offset Press, Riyadh, 1978 .

Afaf Al-Kateb and Najla Abbas Al-Zuhairi: Effective Strategies and Models for Teaching Physical Education, 1st Edition, Baghdad, Al-Qaws Press, 2011.

Jamil Qasim Muhammad Al-Badri, Ahmed Khamis Radi Al-Sudani: World Handball Encyclopedia, 1st Edition, Baghdad, Dar Al-Kitab Al-Arabi, 2011.

Qasim Lazam Jabr: Topics in Motor Learning, Baghdad, Friday Press, 2005.

Abdul Rahman Muhammad Al-Saadani and the praise of Mr. Odeh: Scientific Education: Its Approaches and Strategy, Egypt, Dar Al-Kitab Al-Hadith, 2006.

Abdel Moneim Mohamed Hassan: Studies and Research in Curricula, 1st Edition, Egyptian Renaissance Library for Publishing, Distribution House, 1988,

Mohamed Sobhi Hassanein: Measurement and Evaluation in Physical Education, Part 1, 3rd Edition, Cairo, Dar Al-Fikr Al-Arabi, 1995.

##### Foreign Sources

Don, L (2004). clinical kinesiology, 8th Ed, Thomas publisher UAS, p22

A model of an educational unit that illustrates the work of the Woods model of history:

**Week:** Educational Objectives: Spreading the spirit of teamwork

**Stage:** Second

**Educational Objectives:** Teaching the skill OF handling from above shoulder level with handball .

Time: 90 minutes

**Tools and means used: handballs, whistle, flags, stopwatch**

Sections of the educational unit	TimeMinutes	Module Details	marshalling	Notes
Preparatory section Introduction and warm - up Physical exercises	15 7 8	Standing in one straight line to record attendance and start the lesson with the agreed shout, and then general preparation exercises for the body in all its details. (Front support) Bend and extend the arms as quickly as possible for (10 seconds). (Standing, wasting) twisting the trunk to the sides (4 times). (standing, wasting) bending and extending the legs (two kits). (Standing) Evasion in the shop.	<p>xxxxxxx</p> <p>xxxxxxx</p> <p>xxxxxxx</p> <p>xxxxxxx</p>	<p>-Emphasize attendance, calm and regular performance of general exercises. -</p> <p>Emphasize the performance of special exercises correctly.</p>

<p>Mainsection Educational activity Applied activity</p>	<p>70 30 40</p>	<p>(15) minutes: The teacher explains the skill of the Tabtaba to be learned accurately and focuses on the details of the movements required to perform the skill with mentioning all its belongings and common mistakes when performing and presenting a good model of the skill and then the first stages of the model are applied as follows:                  1- Forecasting stage (10) minutes: At this stage, learners exchange their new information and previous knowledge in cooperative working groups consisting of (3-4) students to predict the results of their experiments that they will carry out, and this is done in the light of the information available by the teacher or partial events related to the skill of Tabtaba where each student at this stage can express his ideas, perceptions and expectations of the performance of the skill, and the skill of prediction is applied in the light of three Important questions are: What has been done so far? What has yet to be accomplished? And what can be done with the skill when performed in different ways? The teacher provides students with information about the history of the game and some subjects of the law.                  2- The observation stage (20) minutes: It is a stage in which cooperative groups are asked to implement the skill that has been predicted to verify the validity of the expectations and students try to be their performance of the skill of Tabtaba the same performance that predicted it, if the results are consistent with the predictions enhanced students' confidence in their knowledge, but if the performance is different from what was predicted, their observations are recorded and the teacher is used and told him what they have reached, and the teacher monitors the students' monitoring in order to make sure that they reach the observation Sound scientific and the use of other tools and devices to observe performance, record observations and access to results, the learner here plays the role of the scientist and the seeker of knowledge, in which the theoretical side is linked with the practical side of the field, as the learners perform the skill of Tabtaba exercises they choose freely with the possibility of using the teacher and consulting him about anything that is not clear about the skill of Tabtaba.                  3- Interpretation stage (25) minutes: At this stage, the members of the groups are asked to explain the results based on their previous concept that was reached in the observation stage, as interpretation is a mental skill, which is one of the important skills related to the interpretation of information observed by the learner, and the teacher intervenes to transfer learners to the correct understanding by giving them some exercises that have to do with improving the skills to be learned through the following:                  1. Two groups of students opposite each other, a distance of (7 m), with one of the two groups a ball, where the one with the ball bounces to the group in front of him until reaching the first group and handing him the ball and</p>	<p>x x x x x x x x x x                  x x x                  x x x x                  x x x x x x x x                  x x x x                  x x x x                  x x x x</p>	<p>- The teacher displays a model Good for all joints of the skill of Tabtaba and learning and the teacher explains the stages and how it can be used as an offensive weapon.                  - Students are divided into groups and each group includes (3-4) cooperative students.                  -Emphasis on the performance of the skill of accurate forecasting and their assistance by the teacher.                  - The correct performance is emphasized with repetition.                  -Flexion in the arms and correct body position. The role of the teacher in correcting errors at this stage.                  -Students help their other classmates. Accurate registration of salts. The skill is performed in any exercise chosen by the student.                  -Pay attention and focus on the teacher's guidance while giving corrections to performance                  -Commitment to calm and performance through a system that ensures the participation of all students in the performance of the skill of Tabtaba.                  1- Emphasizing the correct performance of the skill of the drum, as the movement must be from the forearm and wrist joint.                  2- Opening the hand of the one who is doing the tatabah with the fingers loose while they are stretched.                  3 The patting is done at the height of the basin.                  4 The patting is done on the side of the body.</p>
--	-------------------------	--	--	--

		<p>returning behind the group.</p> <p>2- Bounce around a flag placed at a distance of (10 m) and then rotate around it and return behind the group.</p> <p>2- Bounce around the handball court behind the flags placed in the corners of the field and return behind the group.</p> <p>3- Providing the opportunity for players to examine their capabilities in performing the skill of Tabtaba through the questions he asks himself. Accordingly, the final understanding of the members of the groups is evaluated at this stage.</p>		
Concluding section	5	<ul style="list-style-type: none"> <li>- Doing the tabtaba along the field.</li> <li>- Mini game .</li> </ul>	x x x x x	Emphasize correct performance