The Effect of Using Competitive and Traditional Methods in Learning Some Basic Gymnastics Skills

Zaid Sami yasir[1] , Diaa Fadel Abbas[1] , Hayder Naji Habash Alshawi[2]

[1] Assistant lecturer, Ministry of education/ Najaf Education Directorate/ IRAQ, [2] Prof. Dr., University of Kufa/ Faculty of Education for Girls / Department of Physical Education and Sports Sciences / IRAQ, Haydarn.

Abstract

The research aims to identify the effect of using competitive and traditional methods on learning some basic skills in gymnastics. The research sample was selected from third stage students in the College of Physical Education and Sports Sciences at the University of Kufa. The research aims to identify the effect of using competitive and traditional methods on learning some basic skills in gymnastics. The researchers assumed that there were statistically significant differences between the pre and post-tests in favor of the post-test between the two methods separately, as well as the existence of statistically significant differences between the two methods in favor of the competitive method. In learning some basic skills in gymnastics, among the most important conclusions and recommendations made by the researchers are:

1- The group that learned the competitive method achieved an improvement in learning most skills in gymnastics than the group that learned the restrictive method.

2- Directing the attention of teachers and trainers in the sports field by using the competition method as a means of learning basic gymnastics skills.

Keywords: *competitive style, learning basic gymnastics skills*

Introduction

The effect of the teacher's style on his students is the degree of their academic achievement, so teaching methods in the field of physical education should guide their teachers to the goals [1], contents and methods that help in their success in teaching and educating students on scientific grounds because successful teaching includes a mature and useful scientific material for students It is to be alive and fruitful so that the student interacts with it and benefits from it. It is not placed in the textbooks and methodology for the purpose of the student to read it or memorize it automatically and then return it in his theoretical and scientific tests. Rather, the scientific material studied by the student to think, contemplate, experiment, conclude and evaluate the results of his experience in it and in this way may become The scientific material is a culture in the student's [2] life and not just static information stuck in his memory, and the style of competition is one of the common and necessary methods of teaching, and the effectiveness of gymnastics is one of the activities that depend on achieving achievement on individual work and has received great attention to raising the level of artistic performance, and that this level is a result The process of motor learning is imperative [3]. Much research has been conducted on the importance of competition methods in student education. Competition (self and between group members and groups) is an effective and powerful teaching method for influencing his working life.

Based on the above, Researchers decided to study one of the methods of competition, which is the method of competition and compare it with the traditional method of learning some basic skills in gymnastics, and the research problem was that the effectiveness of gymnastics is one of the individual sports activities included in the sports curriculum for the third stage in the Faculties of Physical Education and it includes a group One of the basic skills requires the student to learn them, and the researchers noted through their readings

and field observations that most of the methods used in teaching basic skills in gymnastics is the traditional method, which consists of the teacher's self-views and ideas [4], directing the student's work. From here the research problem emerged in the study of any of the two teaching styles, it is able to achieve the educational goals in a balanced manner and works to raise the level of students 'performance of basic skills in gymnastics in a better way. The objectives of the research were to identify the effect of using the competitive style and the traditional method in learning some basic [5] skills in gymnastics and to identify the differences between the competitive and traditional styles in learning Some basic gymnastics skills

Practical part

Researchers used the experimental method for its suitability in solving the research problem on students of the third stage in the College of Physical Education and Sports Sciences at the University of Kufa for the academic year 2019-2020 and the research sample consisted of students of the two divisions (B-C), which students (20 students) were randomly selected. As (10 students) from Division (B) were selected to represent the experimental group and (10 students) from Division (C) to represent the control group, and for the purpose of homogeneity, (2 students) were excluded from the research group due to absence and injury, and thus the research sample became (18 Student) and as indicated in Table (1).

Table (1). Shows the number of members of the two research groups and the teaching method used

Class	groups	Teaching method	total number	sample members
B	Experimental group	Competitive style	10	9
C	control group	traditional method	10	9
Total			20	18

For the purposes of homogeneity and parity between the two research groups in the age, weight and height variables, and in order for the researchers to return the difference to the experimental factor, the two research groups must be equivalent and homogeneous in the variables that are related to the research and which have an effect on the variable under study, so the process of parity and homogeneity between the research group was done to control the weight variables And age and height

For the purpose of achieving parity between the two groups, research some basic gymnastics skills that have been identified, as shown in Table (3):

Table (2). shows the arithmetic mean, standard deviations and the value (calculated t) for the two research groups in some basic gymnastics skills that were covered by the research.

Variables	unit of measurement	experimental group		control group		(t) calculate	Significant	Statistical Result
		mean	standard deviation	mean	standard deviation			
The forward roll opens	Degree	3.5	1.98	3.21	1.49	1.82	1.025	random
Rolling rear open	Degree	3.62	2.09	3.18	1.98	1.47	0.142	random
Handstand	Degree	3.63	1.26	3.58	1.35	1.20	1.210	random

Note that the value of (tabular t) is (1.74) with a degree of freedom (17) and a level of significance (0.05) greater than the value of (calculated t), and this indicates that there are no statistically significant differences between the two research groups, which indicates the parity of the two research groups,

Tests used in the research

Several basic motor skills have been selected in artistic gymnastics that are part of the gymnastics curriculum for third-stage students in the College of Physical Education and Sports Sciences. The most important of these skills are:

1- **Roll forward**:

It is the rotation of the body around its transverse axis so that its parts touch the ground from the shoulders to the pelvis and then the feet and lead in front of the body in a state of ball or curve and from stability or movement and that the centre of gravity of the body is close to the ground, which helps in the speed and ease of rolling.

2- **Roll back**:

It is the rotation of the body back around the axis of width and it is more difficult than rolling in front of the movement backwards and the presence of the head as an obstacle in this rolling and the movement leads backwards and the body is rounded or with the legs and they are extended and from different initial positions.

3- **Standing on the hands**:

Standing on the hands is one of the difficult movements because of the small base of support and the distance of the centre of gravity from the ground and the movement leads to either individual or doubles rise.

Motor skills evaluation:

Researchers relied on the opinions of experts specialized in artistic gymnastics on how to evaluate or give the final grade to students when they perform the motor skills assigned within the educational program, as it was agreed to take the degree of the subject's professor (i.e. the final score that students obtain in the final exam when performing the motor skills).

On this basis, basic motor skills were evaluated in the students' gymnastics hall

Exploratory Experience

Researchers intended to conduct the exploratory experiment on a group of students from the same research community, but they did not enter the basic

experiment and the number reached (10) students. The experiment aimed to identify the obstacles and errors that could occur during the application of the program to avoid them, as well as the time taken for the tests.

The main part of conducting research

The pretest

Researchers intended to conduct the pre-test on the research sample in the gymnastics hall of the College of Physical Education and Sports Sciences at the University of Kufa, and Researchers intended to establish the conditions for testing from place and time and the assistant work team to achieve the same conditions or similar as possible when making the post-selection.

Main experience (tutorial)

The program included (12) educational units distributed into (3) basic skills in gymnastics, and each skill was allocated (4) lessons. Thus, the educational time for each skill reached (360) minutes, thus the total time for each group of the two research groups reached (1080 minutes), i.e. what Equivalent to (18) hours, and the main experience (the educational program) lasted (45) days from (10/15 - 1/12/2019) and in the two teaching methods (competitive and traditional) knowing that the physical education study time takes (90) minutes in this program (The 90 minutes) broken down into: -

- 25 minutes prep (warm-up)

- 45 minutes main part (tutorial application)

- 20 minutes closing part (calming down)

This division is applied to the two research groups and the implementation of the program was supervised by the assistant working group.

Post-test

After completing the application of the main experiment (the educational program), the post-test was conducted on the research sample on Thursday 3/12/2019 and under the same conditions or similar as possible for the test.

Statistical means

Researchers used statistical methods in the (SPSS) program

Results

Table (3). shows the arithmetic mean, standard deviations, and the value of (t) calculated in the pre and post-tests of the control group in some basic skills in gymnastics.

Variables	unit of measurement	Pre-test		Post test		(t) calculate	Significant	Statistical Result
		Mean	STD.EV.	Mean	STD.EV.			
The forward roll opens	Degree	3.21	1.49	5.27	1.42	3.92	0.000	Sig.
Rolling rear open	Degree	3.18	1.98	5.96	1.46	3.55	0.000	Sig.
Handstand	Degree	3.58	1.35	3.47	1.68	3.03	0.000	Sig.

Note that the tabular value of (T) at the degree of freedom (8) with a level of significance (0.05) is evident from the results that appeared in Table (4) that the statistical differences were in favour of the dimensional test since all the calculated (t) values were greater than the values of (T) Tabular, which indicates the existence of a significant difference between the pre and post-test for the control group, which fulfils the first research hypothesis.

Table (4). shows the arithmetic mean, standard deviations, and the value of (t) calculated in the pre and post-tests of the experimental group in some basic gymnastics' skills.

Variables	unit of measurement	Pre-test		Post test		(t) calculate	Significant	Statistical Result
		Mean	STD.EV.	Mean	STD.EV.			
The forward roll opens	Degree	3.5	1.98	7.97	1.54	6.62	0.000	Sig.
Rolling rear open	Degree	3.62	2.09	6.21	1.28	5.21	0.000	Sig.
Handstand	Degree	3.63	1.26	6.75	1.74	4.56	0.000	Sig.

Note that the tabular value of (t) is at a degree of freedom (8) and with a level of significance (0.05) = (1.83). It is clear from the results that appeared in Table (5) that the statistical differences were in favour of the post-test since all the calculated (t) values were greater than Table (v) values, which indicates the presence of significant differences between the pre and post-tests of the experimental group, which fulfils the first research hypothesis.

Table (5). shows the arithmetic mean, standard deviations, and (t) value of the two research groups in the post-tests of some basic gymnastics' skills.

Variables	unit of measurement	experimental group		control group		(t) calculate	Significant	Statistical Result
		mean	standard deviation	mean	standard deviation			
The forward roll opens	Degree	5.27	1.42	7.97	1.54	2.95	0.000	Sig.
Rolling rear open	Degree	5.96	1.46	6.21	1.28	4.78	0.000	Sig.
Handstand	Degree	3.47	1.68	6.75	1.74	3.24	0.000	Sig.

Note that the tabular value of (t) is at the degree of freedom (17) and the level of significance (0.05) = (2.11). It is clear from the results that appeared in Table (6) that the calculated value of (t) was greater than the tabular value of (t), which indicates the existence of Significant differences between the two groups in favour of the experimental group that used the competitive method, which fulfils the second research hypothesis

Results

It is evident from the two tables (5 and 4) that there are significant differences between the pre and post-tests and in favour of the post-test, and the reasons for the differences between the two groups are attributed to the effect of the educational program. A proper understanding of the factors and principles that are relevant to the topic to prove their impact and value in certain educational situations. The results showed that there are significant differences in the level of students 'performance in all the basic skills chosen and in favour of the experimental group, which was trained and learned according to the competitive method among the group members. The

researchers attribute that to teaching The basic skill under the excitement and motives commensurate with the situations required by the basic skills during their practice in real competition and contribute to raising the level of skill performance which is included in the educational goal, and this is confirmed by (Lotfi Abdel Fattah) (The principle of kinetic learning calls that the practice and training must take place as much as possible. The way you will practice the skill (helping learners acquire skills more quickly). And that an atmosphere that is absolutely devoid of competition is unable to consult learners to learn and achieve, and that the atmosphere in which learners compete in friendship and sportsmanship is the best educational procedure, and (Barakat) confirms who mentions (that competition with a colleague in learning affects because it is a motivating factor and forces the learner to fully use his personality Notifying him of the results of his work, comparing him with his colleagues, and his notice of the extent of his progress or delay is one of the strongest motivations for learning and that the learner's negligence and not notifying him of his position will lead the learner to boredom and slow learning).

Conclusion

There are significant differences between the pre and post-tests for the two teaching methods and in favor of the post-tests. The group that learned the competitive style achieved an improvement in learning most of the skills from the group that learned the traditional method. Every skill has a peculiarity in learning by imposing the kinetic style of the skill to be learned.

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Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the Ministry of education and all experiments were carried out in accordance with approved guidelines.

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