

THE EFFECT OF SPECIAL EXERCISES USING GLASSES TO LEARN SOME BASIC SKILLS OF VOLLEYBALL GAME FOR STUDENTS OF THE FIRST AVERAGE

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ABSTRACT:

The use of advanced virtual reality glasses and technology and modern technologies that are in line with the development witnessed by the world in the field of learning is of great importance in the development of basic skills of volleyball for beginner students, researchers found there is a lack of learning and lack of interest in learning basic skills of volleyball and through the experience of researchers and very There is a weakness and difficulty in learning the basic skills of volleyball, so the researchers considered the development of special exercises using the glasses of virtual reality, and the research community of the Directorate of Education of Baghdad, the second Karkh (3200) students for the academic year 2018-2019 The research sample used the experimental method in the method of one group with the pre and post test. The first was average, and the curriculum was applied by (8) weeks, and the conclusions were the emergence of a positive development of special exercises in the performance of the skills of passing skills from the top and bottom volleyball followed by the researchers, the researchers recommended the need to conduct similar studies on other variables.

Keywords: *Virtual Reality Glasses, first students average.*

INTRODUCTION

The kinetic learning and work in the field of volleyball game depends on the factors of creativity and innovation with new educational means, which are interested in the researchers in the field of physical education because of its importance in learning and acquiring the new motor skills in the least effort, therefore, kinetic learning, which has a variety of methods and multiple methods Throughout these years, the skills of volleyball are difficult to learn in middle

school students. They need a lot of time and repetition of performance and need modern technology, including the use of virtual reality glasses because of their positive impact on the speed of learning. Optimal investment of the learner's effort and time as well. Here the importance of research through the researcher to prepare exercises using the use of virtual reality glasses, the effectiveness of learning by looking without the need for explanation and interaction by young age groups, especially students beginners first intermediate.

The basic skills of volleyball are somewhat difficult at the beginning of learning and need to repeat a lot to master and stabilize the skill, therefore, the researchers resorted to the use of modern concepts and methods of use of virtual reality glasses and learn basic skills of volleyball for students of the first medium, and the researchers found there is a weakness in learning and lack of interest in learning skills Through the experience of researchers and working as teachers of physical education and through watching most of the teachers of physical education found there is a weakness and difficulty in learning the basic skills of volleyball and not using modern technology in learning So Arty researchers use virtual reality glasses learn from scrolling my skills up and down the ball for the first plane average students.

Hashim, 2012, p. 137) states that the choice of the experimental method to suit the nature of the problem is an accurate, precise and controlled scientific activity and a procedure to control the factors influencing the experiment except one factor is the independent variable for the purpose of measuring its impact on the dependent variable, so the research methodology was the system of one experimental group equivalent For its convenience solving the problem.

Associated studies:

- Study (Suha Hafez Mahdi 2008), (the effect of a proposed program using the use of graphic means and signal in the development of some of the motor capabilities of the deaf mute age (6-8) years). The use of sign language with the graphic means within the educational program used in the help of individuals The sample develops better search variables than the control group that adopted only sign language.

- Study (Raad Khalil Khammas, 2014), ((the impact of special exercises using the use of three-dimensional video photography in learning the skills of passing and transmission in volleyball for middle school students)(A positive effect of exercises using 3D video imaging was demonstrated in learning the skills of passing and transmitting to the experimental group.

Table (1)

Sample details

Approach	The number of the sample in each group	First grade average	Aggregates
m)30 (time applied side	(10) students	Division B	The experimental

- 3- study (Randa Fouad Ali, 2019) (the impact of exercise, especially for visual perceptions and virtual reality glasses in learning some basic skills fencing for people with disabilities category (deaf mute) age (13 - 15) years

The use of virtual reality and perception exercises has a great positive impact in learning the technical performance of some basic skills fencing.

- Study (Raad Khalil Khammas, 2019), (the impact of exercises especially the use of virtual reality glasses and teaching aids positive impact of the use of virtual reality glasses and teaching aids appeared in some perceptions of the ocean in learning the basic skills of volleyball) Virtual reality glasses and teaching aids modern and perceptive periphery to learn the basic skills of volleyball can benefit for the purpose of learning for students of the first average .

MATERIALS AND METHODS:

The researchers used the experimental approach to suit the nature of the problem.

The research community was selected from (3200) students of Baghdad Education Directorate of Karkh the second year for the academic year 2018-2019, and the middle school of martyrs for boys in Al-Resala area was chosen in the deliberate way to provide the internal hall for the differential games for volleyball, basket, hand and sports arenas. Requirements and research requirements for the purpose of conducting the experiment in a correct and scientific way, where the research sample was selected from the students of the first stage average and the total number of rows (6) and the number of students (180) students randomly where the lottery was conducted for all rows (6) and the researchers came out one row and was The selection of (10) students out of (30) students randomly (by lot), where the students who fail and do not want to study before the draw were excluded to be with the researcher committed to the study period. The percentage (33%) of the research community.

of the educational unit (2) watching the virtual reality glasses and (5) m application of what he saw the basic skills of the plane			group (one group) learns to scroll from the top down using the VR glasses
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The exploratory experiment was a special exercise using the virtual reality glasses on a sample of ten students who are from the research community and outside the research sample and by an educational unit on Sunday (24/2/2019) and at exactly nine o'clock in the morning the second lesson, was the tribal tests to evaluate the performance in the history of 26 After the tests were evaluated to evaluate the performance on the date of 28/4/2019, the researchers applied the educational curriculum on the research sample for the duration of (3/3/2019), and until (25/4/2019), and the duration of the curriculum) 8) weeks (24) units of instruction (3) units per week at the time of the educational unit which is the main section (30) m, and was given special exercises For one experimental group by watching the virtual reality glasses for the skills of scrolling from the top and scrolling from the bottom in the virtual reality glasses by (4) exercises will be given time (2) minutes watch and (6) minutes applied to the exercise, and presents the students to learn the skills of scrolling from Top and bottom.

RESULT AND DISCUSSION:

Table (2)

Shows the arithmetic media and standard deviations and their differences for the pre- and post-tests to evaluate the performance of the single experimental group that used (Virtual Reality Glasses)

نوع الفرق	المعنوية الحقيقة	قيمة ت المحسوبة	ف هـ	ف ت	الاختبار البعدي		الاختبار القبلي		المتغيرات
					ع	س	ع	س	
معنوي	0.00	34.69-	0.15	-5.30-	0.31	6.90	0.31	1.60	اعلى
معنوي	0.01	-5.15-	0.93	-4.80-	0.24	7.35	2.98	2.55	اسفل

Significant <0.05 at freedom degree (9)

By following the table above and since the statistical significance level was (0.00) which is less than 0.05, this indicates that there are significant differences between the pre and post tests of the one experimental group of pre and post tests to pass from the top and bottom, the method used by the researchers to virtual reality glasses in learning The skills of passing from the top and the skill of passing from the bottom of the game of volleyball for one experimental group of students I average.

The use of feedback to exercise exercises for the use of virtual reality glasses contributed and to effectively

develop the skills of passing from the top and bottom of volleyball, the use of feedback through the glasses of virtual reality and help to establish the experience of learners, as it increases The effectiveness of the educational process, and become the role of the learner is positive and not recipient.

He states (Khamas, Sabhan and Hassan, 2012, p. 25) should be the definition of children on the ball, playground and network by teaching them the positions of the standing and motor forms of skills and basic movement in the stadium and on several types of balls

and different weights (volleyball), and the use of different mini-games.

The researchers concluded the following: There is a positive impact of exercises for the use of virtual reality glasses and learn the skills of passing the top and scrolling from the bottom to the first students average, and there is a positive effect in the exercises prepared by the researcher in the use of virtual reality glasses in learning the skills of scrolling from the top and scrolling from the bottom, for the first students Mean they were highly effective in posttest tests. The need to use special exercises to use virtual reality glasses to learn the skills of scrolling from the top and scrolling from the bottom to the students of the first average, and the need to add training courses for all physical education teachers in the game of volleyball.

Special exercises for teaching aids:

Give an idea of the skill of scrolling from the top and bottom of the experimental group. Give an idea of the game of volleyball and explain the skill of scrolling from the top and bottom of the application to one group and give exercises how to catch the ball and push and spread on the fingers correctly and give scrolling exercises from the top and bottom and how to feel the ball and give exercises Feeling the ball on the wall caught the ball and pushed on the wall and with the correction of mistakes.

Exercise (1):

Students stand along the side lines of the volleyball court and each student performing the movement of the pass from the top without a ball from standing on a straight line trying to sense the ball. It should be emphasized that the arms are relaxed and unconnected and the height of the chest level. * It should be emphasized that the weight of the body is distributed evenly on the legs.

Exercise (2):

Lying on the ground with the arms extended forward The students hold the ball and push it to the opposite colleague Students in the form of two rows in a distance (2) m from which to hold the ball with fingers correctly and full spread Every student tries to perform this exercise (36) Repeat within (5) minutes (5) Rest balls (30) seconds. * Each student should be asserted to move under the ball as soon as it bounces off the ground * Emphasis should be placed on bending the

legs from the knee joint * Emphasis should be placed on flexing the fingers around the ball * Arms should be level in front of the front during contact with the ball. * The ball should be touched by the fingers only and not by the palm of the hand * The process of stretching the legs, hip joint and arms should be emphasized smoothly when handling the ball on the wall.

): Exercise (3)

Standing one line against the wall and, for each student pass the ball from the top (1) m students hold the ball and push the ball on the wall as each student tries to perform (30) pass, this exercise is performed within (6) minutes. Rest (30) seconds * must be stressed to pass the ball high in order to bounce from the ground high to be able to move underneath * must emphasize the movement of flexion and tide in the knees joint when receiving and passing the ball. * It should be emphasized that the arms are level in front of the front when touching the ball.

): Exercise number (4)

Students stand in the form of a row along the side line of the volleyball court and each student pass the ball from the top and then let the ball fall to the ground and after the rebound move the student to reach under the ball in order to pass up the second time and thus let the ball fall to the ground after each pass and perform the exercise of Walking until reaching the other side line, each student tries to perform this exercise (6) repeat back and forth during (6) minutes rest (30) seconds model of teaching units

Exercise(5)(scrolling from the bottom):

Students stand along the side lines of the volleyball court and each student implements the bitter skill of the bottom without a ball of walking from the side line to the other side line, each student tries to perform this exercise (6) back and forth during (5) minutes rest the same exercise the previous.

Exercise (6) (scroll from the bottom):

Students stand in the form of a row along the side lines of the volleyball court and each student throws the ball high in the level of the head almost and let it fall on the forearms and then received from the bottom for once and thus repeats the throwing and reception, each student tries to perform this exercise (60) repeat during (5) Rest minutes same as the previous exercise).

Exercise (7) (scroll from the bottom):

Students stand in the form of a row in front of the wall and at a distance of (3) m from him and each student has a ball and the exercise is implemented by throwing the ball strongly on the ground and after the rebound lead the student towards the wall and thus repeats the exercise constantly, each student tries to perform this exercise (36) repetition during 6) Minutes of rest The same exercise should be emphasized on holding the ball after the performance of each movement and then throw it to the ground strongly again and then perform the reception.

Exercise (8)(scrolling from the bottom:
Same as the previous exercise.

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