

Active Learning Method and Its Effect on Developing the Performance of Some Epee Skills for Students

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ABSTRACT

The research problem showed a weakness in learning the skills of the simple attack and stabbing movement among third-year students in Shish epee. The research focused on the importance of introducing new and effective educational methods and techniques to develop the learning process among students. Including the active learning method and its application makes the learner the axis of the educational process so that it moves the learner from the negative state of the recipient to the positive state that encourage the learner and his effectiveness in educational situations by using higher thinking skills, which motivate students' interaction with the content and effective participation in developing the performance of Shish skills in the best way.

Therefore, the research aimed to identify the effect of the active learning method in learning the skills of the simple attack and stabbing movement in shish.

The two researchers used the experimental method in the style of two equivalent groups (experimental and control), and the research sample was selected from the students of the Islamic University - College of Education / Department of Physical Education and Sports Sciences for the academic year (2023-2024) numbering (60) students using a simple random method and they were divided into two groups (experimental and control) with (30) students per group. The experimental group applied the active learning method, while the control group used the method followed by the teacher. The research variables were the skills (stabbing movement, simple attack (direct straight attack, cutting, and changing direction)), and the researchers concluded that there was a positive effect on the research variables for the experimental group working according to the active learning method. In light of the conclusions, it was recommended to apply the active learning method to develop and learn other skills, and to conduct this study on other sports activities and age groups.

Keywords: fast learning, stabbing movement, simple attack, Shish epee.

Introduction and importance of research

Fencing is one of the Olympic games that has great importance in the field of sports, so it is not just a physical exercise, but rather the development of skills of concentration, speed, body control, and mental ability tactics.

Learning methods play a big role in developing the skills of athletes, especially in fencing such as shish epee. Among these methods is the active learning method, which is one of the methods that contribute to developing the abilities of learners effectively by relying on making the student the axis of the educational process and transferring him from the negative side, i.e. the recipient only, to the positive side, i.e. targeting creative thinking skills.

This method depends on educational situations and different activities that use self-learning or group learning, experimentation, and providing constructive feedback, and using models and realistic examples. Therefore, conveying information from the teacher to the student is the means on which the educational process depends, as the more appropriate this means is, the better and faster the educational process will be. Education is greatly affected by the learning strategies and methods followed by the teacher, and since the teacher is primarily responsible for the educational process, he must have a general idea of the method and method. Developing the appropriate educational or training strategy for learners and ways to develop it, as well as the right choice of the method or style that suits their abilities so that they can achieve the best results with the least effort and the shortest time. Therefore, active learning helps develop and improve players' response and make the right decisions during the learning process. This method enhances the competitive spirit and insistence on progress in the sports field. Hence, the importance of the research is evident in that the student reaches a certain level of learning that cannot be exceeded except by using new exercises, methods and strategies, as it makes it essential in developing the performance of skills among students in shish epee.

Research problem

Through observation and teaching, the research problem was identified, which was manifested by discovering weakness among students in foil skills, including the stabbing movement and simple attack, as the research indicates that students face challenges in developing their skills and understanding their performance well. The research shows the importance of introducing new and effective educational methods to enhance student learning. These methods can include the use of interactive techniques such as active student participation and making them self-reliant during the learning process, using videos to improve understanding and techniques for correct skill paths, and applying active learning by making the student the focus of the educational process and enhancing students' interaction with the content and developing their skills comprehensively.

3- Research objective: The research aims to show the effect of the active learning method in developing the performance of some skills in shish epee for students.

4- Research hypothesis: The researchers assume that there are statistically significant moral differences between the pre- and post-tests in favor of the post-test in learning shish epee skills for students.

5- Research fields:

Human field: Third-year students / Department of Physical Education / Islamic University / for the academic year 2023-2024.

- places scope: Fencing Hall in the Department of Physical Education and Sports Sciences - Islamic University.

- Time scope: From 12/22/2023 to 1/5/2024.

Field procedures for the research

Research methodology

The researchers used the experimental method with two equivalent groups because it is suitable for the nature of the research problem, which has pre- and post-tests, which is "the closest and most reliable to solve many scientific problems practically and theoretically" ^{“Muhammad Hassan Alawi and Osama Kamel Rateb: 1999 AD, p. 217”}.

Research community and sample

The research community was determined and the sample was chosen randomly, numbering (60) students, third stage / Islamic University - College of Education, Department of Physical Education and Sports Sciences for the academic year (2023-2024) and they were divided into two groups (experimental and control) with (30) students for each group. At least equal groups should be formed with regard to the variables related to the research, so that the difference between the research results, if any, is due to the independent factors. The equivalence between the two research groups was verified using the (T) test and for the variables of the stabbing movement and the simple attack (direct straight attack, cutting attack, attack with a change in direction) as shown in Table (1).

Devices, tools and means used in the research

The researchers used the following devices, tools and means:

- Head Hold.
- Fencing suit.
- Camera.
- Stopwatch.
- Evaluation form.
- Results recording form.
- Legal fencing field
- Shish weapon, number (10)

the skills used in the research

The skills of stabbing and simple attacking movements (direct straight attack, cutting attack, attack with a change of direction) were determined, which are part of the approved fencing skills curriculum.

Performance evaluation of the stabbing and simple attack skills

The performance was evaluated by photographing the skills under study and distributed to three specialist judges. The evaluation scores were collected and the arithmetic mean was extracted for each of the simple attack skills, as the stabbing score was (30) points and the simple attack skills (10) points.

Preparing educational units according to the active learning method

The educational units were prepared according to the active learning method through the active and positive participation of the student during performing the skills and acquiring the correct information and developing his thinking ability.

The units contained multiple educational situations that increase the student's motivation towards learning.

The time and divisions of the educational unit were (8) educational units, each unit lasting (90) minutes, at a rate of one educational unit per week. The program took (8) weeks for the two research groups. Each educational unit also included a preparatory section (15) minutes, the main section (65) minutes, and the final section (10) minutes.

Exploratory experiment

The exploratory experiment was done on Monday (15/1/2024) on (15) students from within the research community. The purpose of the exploratory experiment was as follows:

- To identify the suitability of the time-out to be applied on the educational units.
- To inform the work team on how to implement the educational units.
- The suitability of the tools used.

Pre-test

The pre-tests for the research sample were done on Monday (12/2/2024) at exactly three o'clock in the afternoon. All variables (time, tools and devices) were adjusted to be applied when conducting the post-test. The researchers, along with the assistant work team, applied the educational units for the skills under study (stabbing movement, direct straight attack, attack with a change of direction, cutting attack) for the two research groups, as shown in the table below, through which the equivalence of the research variables was extracted.

Table 1: shows the equivalence of the research variables.

Significance	Sig	Calculated T value	Control group		Experimental group		Unit of measure	variables	series
			ع	س	ع	س			
Non-moral	.32	3.18	2.21	14.96	2.53	15.36	degree	stabbing movement	1
Non-moral	.14	2.26	2.76	6.87	3.23	7.12	degree	, direct straight attack	2
Non-moral	.27	2.69	1.45	5.21	2.27	6.51	degree	attack with a change of direction	3
Non-moral	.21	3.87	2.22	5.11	3.46	6.27	degree	cutting attack	4

Under the significance level (0.05) and degree of freedom (58)

It is clear from the table above that the research sample is equivalent, and this is through the significance level that appeared to us to be greater than (0.05), and this indicates the absence of significant differences between the variables under study.

Application of educational units

The educational units were applied according to active learning prepared by the researchers after completing the application of the pre-tests at a rate of one educational unit per week and two educational units for each skill, and emphasis was placed on the main section in the educational unit.

Post-tests

After completing the implementation of the educational units, the post-test was done for the research sample members at exactly three o'clock in the afternoon. The time and place conditions and means of the pre-test were taken into account, with the help of the assistant work team.

Statistical devices

The statistical package (SPSS) was used for statistical processing.

3- Presentation, analysis and discussion of the research results as in the tables below:

Table 2: shows the arithmetic mean, standard deviation and t value calculated between the pre- and post-tests of the experimental group in the research variables

Sig	Sig	Calculated T value	Control group		Experimental group		Unit of measure	variables	series
			ع	س	ع	س			
moral	0.04	2.72	3.36	19.87	2.53	15.36	degree	stabbing movement	1
moral	0.02	3.65	3.46	8.89	3.23	7.12	degree	, direct straight	2

								attack	
moral	0.03	2.65	2.68	7.72	2.27	6.51	degree	attack with a change of direction	3
moral	0.03	3.75	3.82	7.34	3.46	6.27	degree	cutting attack	4

At a significance level of (0.05) and a degree of freedom of (29)

Table 3: shows the arithmetic mean, standard deviation and calculated t value between the pre- and post-tests of the control group in the research variables

Sig	Sig	Calculated T value	Post - test		Pre- Test		Unit of measure	variables	series
			ع	س	ع	س			
moral	0.03	2.93	2.68	16.96	2.21	14.96	degree	stabbing movement	1
moral	0.01	3.82	2.91	7.87	2.76	6.87	degree	, direct straight attack	2
moral	0.02	2.51	2.25	6.54	1.45	٥.21	degree	attack with a change of direction	3
moral	0.02	3.49	2.76	6.31	2.22	٥.١1	degree	cutting attack	4

At a significance level of (0.05) and a degree of freedom of (29)

Table 4: shows the arithmetic mean, standard deviation and calculated t value between the experimental and control groups in the post-tests in the research variables

Sig	Sig	Calculated T value	Control group		Experimental group		Unit of measure	variables	series
			ع	س	ع	س			
moral	0.03	3.93	2.68	16.96	3.36	19.87	degree	stabbing movement	1
moral	0.01	3.82	2.91	7.87	3.46	8.89	degree	, direct straight attack	2
moral	0.02	2.51	2.25	6.54	2.68	7.72	degree	attack with a change of direction	3
moral	0.02	3.49	2.76	6.31	3.82	7.34	degree	cutting attack	4

At a significance level of (0.05) and a degree of freedom of (58)

RESULTS DISCUSSION

By studying and analyzing the results in the tables above for the two research groups, which showed that there were statistically significant differences between the pre- and post-tests in the skill performance of the simple attack and stabbing movement skills under study, in favor of the post-test. The researchers attribute this development in learning skills to the learning units that were prepared according to the active method in a scientific manner based on modern teaching theories and methods.

In addition, the application of active learning requires a real change for the teacher and the learner, activating their role, and making the learner the axis of the educational process and acquiring skills by exploiting time and investing it to achieve the learning process ^(Abdullah Khamis and Huda bint Ali Al-Huwaisa: 2016, p. 25), so that the learner can perform the skills he has learned and store their information better, which helped improve performance among learners. The educational units that were prepared scientifically according to the active learning method and were repeated well and provided with appropriate feedback and appropriate rest periods given to the learners helped in reaching the goal, as "the amount of time that the learner or trainee spends practicing the exercises is not the only factor influencing the development that occurs in the level, but trainees sometimes exert great effort and for long hours in an ineffective exercise, which causes them failure and frustration, so the trainer must be skilled and organized to build the structure of the exercise in an effective way. ^(Muhammad Subhi Hassanein: 1995, p. 95).

Since collecting the ideas and knowledge that the learner acquires while practicing the skills helps him visualize the correct form of performance, because learning is the result of successful treatments that are represented in the formation of certain patterns of abilities in the learner's memory that are evident in the form of performance that makes these abilities possible. (Mahmoud Daoud Al-Rubaie: 2011, p. 123) which contributed to raising the level of learning skill performance among learners the educational objective includes learning the skill and linking its parts in a sequential manner from easy to difficult to reach the optimal performance of the skill to be learned, because the learning strategy gives the learner better opportunities to participate effectively in the educational process, as learners show enthusiasm and drive towards working to learn. (Essam Al-Shantawi and Hani Al-Ubaidi, 2006, p. 215). As for the development achieved in the control group in learning the skills under study, the researchers attribute this to the result of the teacher's role during the educational units and the total repetition of performing these skills throughout the main experiment period because "the many repetitions practiced by the learner during the practical application helped in acquiring learning" (Adel Fadel Ali, 2000, p. 95), as the role of repetition given during the educational unit has an effect on the development of the results of this skill, as continuous practice on performance for continuous periods and on a regular basis helps in improving skill performance.

Conclusions and recommendations

Conclusions

In light of the results of the research and the study, the researchers reached the following conclusions:

- 1- Active learning has a positive effect on developing and learning the performance of the skills of the stabbing movement and simple attack with the Shish weapon for the students.
- 2- The educational units prepared by the researchers according to the active learning method have a positive effect on learning the performance of the skills of the stabbing movement and simple attack.

Recommendations

According to the conclusions reached by the researchers, the following recommendations were put :

1. Using active learning to learn the skills of the stabbing movement and simple attack.
2. The necessity of committing to the educational units according to active learning for the basic skills in shish epee.
3. Adopting the active learning method in all sports activities and other fencing skills.

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Appendix No. 2

A model for an educational unit according to the active learning method

No.	Skills
1-	Performing the skills of the simple stabbing and attacking movement from moving and giving freedom to the student during the performance.
2-	Performing the simple stabbing and attacking movement with a light wooden stick with a colleague and adopting the principle of the active learning method.
3-	Performing the skills (stabbing and simple attacking movement) with the colleague in a complete manner.
4-	Performing the skills of the simple stabbing and attacking movement according to the active learning method from moving with the colleague.
5-	Performing the skills in a competitive manner with the colleague.