

# EFFECT OF INVERTED GRADE AND PRESENTATION STRATEGIES IN LEARN THE TRANSMISSION SKILL FACING FROM THE BOTTOM VOLLEYBALL FOR STUDENTS OF THE FIRST AVERAGE

Samir Lifta Hamza

Prof.Dr. Mohamed Hassan Helil

University of Baghdad / College of Physical Education and Sports Sciences

DOI: 10.37648/ijrssh.v10i01.020

Received:04<sup>th</sup> October 2019; Accepted:23<sup>rd</sup> November, 2019; Published: 04<sup>th</sup> December, 2019

## ABSTRACT:

*The importance of research in diversity lies in the learning process through the use of educational alternatives that give the learner an active role in the learning process and help to excitement and excitement of the educational process, through the application of inverted class strategies and presentation in the learning of volleyball skills, where the world is witnessing extensive progress in the field of technology The information covered all areas of life and this is evident in the tremendous and rapid developments in scientific knowledge represented by new and successive discoveries in a global system characterized by rapid changes in order to reduce the effort and time to reach the goals, and in light of these changes Rat incident had to be a review of the strategies and teaching methods that are commensurate with these technological developments in order to provide a learning environment that meets the desires and needs of learners.*

*As for the research problem: the apparent weakness in the level of performance of skills as a result of relying on traditional and non-diversified teaching strategies and the lack of use of strategies that will help in the process of developing the skill side to suit the student, and the achievement of education outcomes consistent with the development in the field of instructional technology.*

*The aim of this research is to prepare educational units to be applied in accordance with the inverted classroom and presentation strategies, as well as to identify the impact of the inverted classroom and presentation strategies in learning some basic volleyball skills.*

**Keywords:** *Inverted grade, learning, volleyball.*

## INTRODUCTION

Modern learning strategies are one of the main pillars and pillars in the production of physical education lesson, and these strategies have been remarkably

numerous in order to meet the different levels, classes and desires, to achieve an exciting and stimulating learning takes the hands of students to effective learning, since the school is one of the cornerstones based The process of learning and form the

cornerstone of the educational process it is necessary for specialists teachers or teachers to use new strategies commensurate with the capabilities of students that help in the development of events to be applied, as it became necessary for educators to face the challenge Modern strategies and methods to overcome the problems they face and push learning to do its responsibility in the development of society, where modern strategies are based on interaction and cooperation between students and the teacher by making them interact with the educational material on the one hand and with colleagues on the other hand, this method develops students' attitudes Volleyball is a team game that includes many skills and diverse and entertaining movements that represent an important aspect in the educational processes in the lesson of physical education, and that learning basic skills takes a long time To replicate and perform during the learning process, and using modern strategies that rely on interaction in the learning environment, including inverted classroom and presentation strategies can be able to follow the stages of learning these skills in a short time which helps to save time as well as taking into account the individual differences of students The lesson is more interesting, exciting and enthusiastic.

#### **MATERIALS AND METHODS:**

To achieve the objectives, the researchers used the experimental method in the method of three groups (experimental and control). Because of the availability of all the requirements for conducting the main experiment, the school administration cooperates with the researcher, and the availability of a hall equipped with a smart board, and the physical education teacher has the experience and competence being a volleyball practitioner and a trainer in the specialized volleyball center of the Department of sports activity and school / One of the divisions was selected to be the first experimental group to implement the inverted class strategy, from students who have internet service, social media, computers and mobile phones. Parents' consent will be obtained. The third was left as a control group practicing the method followed by the teacher, and the repeaters and practitioners of volleyball were excluded, the sample ratio to the community (33.64)%, and then the researchers

processed the results in the winning section to get the net The researchers reached some conclusions, the most important of which is that the inverted grade strategy led to improved level of learning of volleyball skills, and the researcher recommended the need to conduct similar studies on research variables.

Choose search variables:

Downward transmission test: (Wally, 2006, p. 208)

After determining the skill used in the research and access to many sources and scientific studies that rely on the evaluation of experts in measuring the level of performance of skills in volleyball, the final assessment of the performance was determined from (10) scores and evaluation scores were presented to a group of experts (□ ) To determine the validity of the measurement.

First: The name of the test: the skill performance of the transmitter facing from the top.

Purpose of the test: To measure the skill level of the transmitter facing from the top by experts.

Tools: Volleyball court legal, three volleyball.

Performance Specifications: The laboratory stands behind the final line and performs the transmitter facing from the top to cross the ball to the other side of the stadium, where each laboratory is given three attempts.

Registration: Laboratory performance is evaluated in all three attempts by experts.

Main Experiment Procedures:

Tribal tests:

The researchers conducted the pre-test and the experimental groups on 20/2/2019 and tried hard to facilitate the conditions of all the tests in terms of auxiliary team, time, place, tools and devices so that similar conditions or approach can be made available when conducting post-tests.

Preparation of educational foundations according to the strategies of the classroom and presentation:

The researcher prepared educational units according to the inverted grade strategy and the educational units were distributed during the time period of the main experiment for the inverted grade strategy, where the teaching units were applied in relation to the inverted grade strategy ,as follows:

First: (Outside the lesson) Learning is self-reliant on computer technology and social media, where it was agreed with the students on the identification of one

of the appropriate means of communication for students (Facebook and Telekram), and was prepared a lecture for each lesson consists of a video clip (3-5) A minute in which the model of the skill was presented at normal and slow speed, splitting the skill and introducing some effects, drawings and explanation. The video should be sent 2-3 days before the lecture in order to give the students enough time to watch the video and see its content and review it.

Second: (inside the lesson) In this part, the main section of the educational unit is implemented in both its educational and applied parts. The video is discussed with students, asking questions, applying skills in practice, giving feedback to students and evaluating their performance. The researcher's work in the main section was as follows:

The main section: Time (30) minutes.

A - The educational part: the time (10) minutes during which the clarification of what has been shown in the video, and ask some specific questions implicitly in the video lecture to work to create an atmosphere of thinking and interaction and to make sure students are aware of the lecture and understand, and answer students' questions.

B. Practical Part: (20) minutes during which the skill is applied by the students and the role of the teacher is the head of a workshop that monitors performance and corrects mistakes and focus on weak pupils

With regard to the preparation of educational units using the presentation strategy:

The researcher has prepared instructional modules according to the presentation strategy and the steps of applying the educational modules for the presentation strategy will be as follows:

The main section: Time (30) minutes.

## RESULT AND DISCUSSION:

Presentation and analysis of the results of the pre and post tests of the three research groups in the test of the transmission skill faced from below:

Presentation of the results of the test attempts and performance evaluation of the transmitter skill facing from the bottom of the volleyball tribal and post-test experimental and control groups and discussed:

Presentation of the results of the test of the transmitter skill facing from the bottom of the volleyball tribal and dimension to the totals of the experimental and control totals and analysis:

Table (1)

Shows the arithmetic media and the standard deviations to test the performance attempts of the transmission skill facing from the bottom of the tribal and post volleyball of the experimental and control groups

A - Educational Part: Time (10) minutes in which the video clip prepared in the inverted class strategy on the skill on a special screen display (smart board) inside the classroom and after the completion of the presentation is done as well as the teacher to ask some questions about the skill and stomach in Video clip.

B - Applied part: The time (20) minutes during which the application of special exercises by the students, and the role of the teacher to emphasize the correct performance and distribution of vision and feedback.

Expert performance assessment by experts:

After the identification of the basic skills tests used in the research and access to many sources and scientific studies that rely on the evaluation of experts in measuring the skill performance of the basic skills of volleyball, the final evaluation score was determined from (10) scores according to a special form) Especially:(The following division

.Preparatory Section / (3) degrees -

.Main Section / (5) degrees -

.the final section / (2) degrees -

After the pre- and post-test tests used for the selected skills were photographed, they were transferred to CDs and presented to experts and specialists (1) in order to assess the skill performance of the research sample.

Tests:

The researchers conducted the post-test on the three experimental and control groups and with the assistance of the assistant team (29-4-2019) in the medium echo knowledge of outstanding students, the researcher took into account the tests under the same test conditions and the way that the tests were conducted before.

Statistical Method: The statistical package SPSS was used to process the research data.

standard deviation	Arithmetic mean	The first pilot	measruing unit	the exams	sequence
<b>0.77850</b>	<b>1.6667</b>	Tribal	Attempt	Transmission facing from below	<b>1</b>
<b>1.56428</b>	<b>5.9167</b>	after me	Attempt		
standard deviation	Arithmetic mean	Second pilot	measruing unit	the exams	sequence
<b>0.79296</b>	<b>1.5833</b>	Tribal	Attempt	Transmission facing from below	<b>1</b>
<b>2.03753</b>	<b>4.1667</b>	after me	Attempt		
standard deviation	Arithmetic mean	Control	measruing unit	the exams	sequence
<b>0.83485</b>	<b>1.8333</b>	Tribal	Attempt	Transmission facing from below	<b>1</b>
<b>1.62369</b>	<b>3.5000</b>	after me	Attempt		

The results of Table (1) indicate that there is a difference in the values of the arithmetic media between the pre- and post-tests of the transmission skill facing from the bottom and the experimental and control groups.

Table (2)

It shows the calculated value of (T) and the significance value of the pretest and post test to test the performance attempts of the transmitter skill facing from the bottom of the volleyball for the experimental and control groups.

Significance value	The value of T	Kh- f	e- f	s- f	the group	Capacity	sequence
<b>0.000</b>	<b>-15.252</b>	<b>0.27866</b>	<b>.96531</b>	<b>-4.25000</b>	First	Transmitter facing down	<b>1</b>
<b>.0000</b>	<b>-8.096</b>	<b>.699930</b>	<b>2.42462</b>	<b>-5.66667</b>	the second		
<b>.0000</b>	<b>-5.697</b>	<b>1.66742</b>	<b>5.77613</b>	<b>-9.50000</b>	Control		

) \*Significant below the level of significance <(0.05

Presentation of the results of the performance assessment tests of the basic skills of the pre and post volleyball of the experimental and control groups.

Table (3)

Shows the arithmetic media, standard deviations and torsion coefficient to test the performance evaluation of the transmitting skill facing downward in the tribal and post volleyball of the experimental and control groups

standard deviation	Arithmetic mean	The first pilot	measruing unit	the exams	sequence
<b>0.98903</b>	<b>3.5175</b>	Tribal	Attempt	Transmission facing from below	<b>1</b>
<b>1.07422</b>	<b>6.3317</b>	after me	Attempt		
standard deviation	Arithmetic mean	Second pilot	measruing unit	the exams	sequence
<b>0.36117</b>	<b>3.6950</b>	Tribal	Attempt	Transmission facing from below	<b>1</b>
<b>0.73039</b>	<b>5.4717</b>	after me	Attempt		
standard deviation	Arithmetic mean	Control	measruing unit	the exams	sequence
<b>0.51144</b>	<b>3.0733</b>	Tribal	Attempt	Transmission facing from below	<b>1</b>
<b>0.60003</b>	<b>3.6125</b>	after me	Attempt		

The results of Table (3) indicate that there is a difference in the values of the arithmetic media between the pre- and post-tests for the performance evaluation tests for some basic skills in volleyball and for the experimental and control groups.

Table (4)

It shows the calculated value of (T) and the significance value of the pre- and post-test tests to evaluate the performance of the transmitting skill facing from the bottom of the volleyball for the experimental and control groups

Significance value	The value of T	Kh- f	e- f	s- f	the group	Capacity	sequence
<b>.0000</b>	<b>-6.159</b>	<b>.45692</b>	<b>1.58280</b>	<b>2.81417-</b>	First	Transmitter facing down	<b>1</b>
<b>0.000</b>	<b>-7.500</b>	<b>.23690</b>	<b>.82066</b>	<b>-1.77667</b>	the second		
<b>0.037</b>	<b>2.369-</b>	<b>.22756</b>	<b>.78831</b>	<b>-0.53917</b>	Control		

\*Significantly below the significance level <(0.05)

Discussion of the results of attempts tests and performance evaluation of the transmission skill facing from the bottom of the volleyball tribal and post-experimental and control groups:

Through the results of the tables (2), the researchers found that there are statistically significant differences between the pre- and post-tests and in

favor of the dimension in the test of performance attempts for the transmission skill facing from the bottom. The facts and experiences that qualify them to learn skills as videos sent to students via social media Facebook helped in the process of student learning, where students can watch the video at home and re-watch more than once to suit their abilities and extent

Assimilate them as they clarify and explain the details of the technical stages of the performance in a simplified and interesting and this is confirmed by (Huda Eidan Mohammed). "Reverse learning provides an opportunity for learning and progress in performance. Reverse learning enables students to use the programmed learning material in the form of video at a time they like and at their own pace. Time to absorb the educational material "(Mohammed H., 2018, p. 113), as well as the feedback received by students from the teacher or classmates during their discussion and inquiries through social media, and that (Munther Mahmoud Khalifa) said that" reverse classroom videos It has a great positive impact in the world The skills and consideration of individual differences have not given the feedback they provide anytime and anywhere and supports their motor memory with everything you need for motor performance " (Khalifa, 2019, p. 115)

The emergence of the results of the second group, the group with which the researchers used the presentation was careful through the use of several illustrative and useful means in order to clarify all the skills required by the research in terms of movements and performance and technical conditions "It should be noted that education and e-learning in general," is This is the educational situation in which any electronic device, device or electronic equipment is used in teaching and learning, regardless of whether or not the Internet is used. "(Hussein, 2009, p. 190)

E-learning is one of the most important modern methods that contribute in one way or another to the development or learning of skills. The researcher believes that such methods or methods will affect the ideas of learners and direct them to the weaknesses that are discovered through the presentation by the researcher. A collection of films, models, motion analysis, focusing on their parts and explaining each part of the skill. Eman Mohammed points out that e-learning "is learning in which many media are used such as CDs, multimedia that use audio and video through computer and other Different software, as well as e-mail and remote meetings as well as various online educational sites "(Mohammed A., 2003, page 26)

As for the control group, the researcher also found through the table (6) that the sample has the latest differences in the post-test. The researcher attributes that each curriculum or educational program is based on sound scientific bases and implemented in a sufficient, specific and organized time by the teacher in charge of the educational units. That took the education of the control group sufficient to make a moral difference between the pre and post tests.

Based on the results of Table (4), the researcher shows that there are statistically significant differences between the pre- and post-test tests in favor of the dimension in the performance evaluation test for the transmitting skill facing from the bottom. The researchers attribute this to the educational units, both for the first and second experimental group. From the bottom as well as the strategy of inverted classroom or presentation As the researchers mentioned above, it used the best and most sophisticated method in dealing with the student and the use of everything that will develop the educational process as a result of the use of images and Videos that show in one way or another the technical stages of performance in a detailed and focused manner on each of these stages, as the continuation of regular sports activities positively affects the technical level of students (Sumaidi, 2000, p. 6)

In addition, the researchers are keen to include the educational units sufficient time for theoretical explanation as well as the application of the main part to master the technical stages of the performance of the transmission skill facing from the bottom as well as giving a variety of additional educational units until the student reaches the correct technique of the skill with emphasis on parts of the skill and detailed The researcher believes that the research groups have taken the time to focus on the technical stages of performance and thus have shown good results. Presentation, analysis and discussion of the results of the test attempts and the evaluation of the dimensional performance of the downward transmission skill of the experimental and control groups. View and analyze the results of the test of the post-performance attempts of the downward transmission skill of the volleyball for the experimental and control groups.

Table (5)

Shows the results of the analysis of variance in the research totals

Experimental and control in the post tests of the transmitter skill facing from the bottom

error ratio	Significance	Calculated (F) value	Average squares	Degree of freedom	Total squares	Contrast Source	Variables	sequence
moral	0.006	6.073	18.694	2	37.389	Between totals	Transmitter facing down	1
			3.078	33	101.583	Within the totals		
Below the significance level (0.05)								

To identify the differences in the post tests of the transmitter skill facing from the bottom of the volleyball and the experimental and control groups, the researchers used to use the least significant difference (LSD), as shown in tables (6)

Table (6)

Shows the value of the least significant difference (LSD) between the variables in the post test to test the downward facing transmitter and for the experimental and control groups.

Statistical significance	Error proportions	Circles teams	Aggregates	Variables
moral	<b>0.020</b>	<b>1.75000*</b>	Experimental 2	Experimental 1
moral	<b>0.002</b>	<b>2.41667*</b>	Officer	
Not significant	<b>0.359</b>	<b>0.66667</b>	Officer	Experimental 2

\*Below indication level (0.05)

Table (6) shows the following:

- There were significant differences between the first and second experimental group and in favor of the second and between the first experimental group and the control group in favor of the first experimental test transmitter facing from the bottom.

Presentation, analysis and discussion of the results of the PAD tests for the experimental and control groups:

Table (7)

Shows the results of the analysis of variance in the research totals

The two experimental and control subjects in the post test of the transmitting skill facing from the bottom

error ratio	Significance	Calculated (F) value	Average squares	Degree of freedom	Total squares	Contrast Source	Variables	sequence
moral	<b>0.000</b>	<b>33.964</b>	<b>23.180</b>	2	<b>46.360</b>	Between totals	Transmitter facing down	1
			<b>.6820</b>	33	<b>22.522</b>	Within the totals		
Below the significance level (0.05)								



To identify the differences in the performance assessment test of the transmitter skill facing from the volleyball post-volleyball and the experimental and control groups, the researchers used the least significant difference (LSD), as shown in Table (8)

Table (8)

Shows the value of the least significant difference (LSD) between the variables in the post test to test transmitter facing from the least and for the experimental and control groups

Statistical significance	Error proportions	Circles teams	Aggregates	Variables
moral	<b>.0160</b>	<b>.86000*0</b>	Experimental 2	Experimental 1
moral	<b>0.000</b>	<b>2.71917*</b>	Officer	
moral	<b>0.000</b>	<b>1.85917*</b>	Officer	Experimental 2

\*Below indication level (0.05)

Table (8) shows the following:

□

There are significant differences between the first and second experimental group and in favor of the first experimental in the test transmitter facing from the bottom, either between the first experimental group and the control there are statistically significant differences and in favor of the first experimental. For the transmitting skill facing from the bottom.

Discussion of the results of attempts tests and performance evaluation of the transmission skill facing from the bottom volleyball after the experimental and control groups:

Through the results show that the first experimental group is the best learning groups and make significant differences and attribute these differences to the inverted learning strategy, because this model aims to use all the modern conditions of this method modern techniques and the Internet and this method allows the learner Review the skills or information received through the modules through videos, audio files, motion clips, or other media, for students to view at home or anywhere else using their computers, smartphones or tablets before attending the unit If we analyze these techniques and the benefit they give to the educational process as well as shorten the times of educational units and allocate them to discussions of vague things that may be eluded to the learner, as to communicate between the teacher and the learner through the application shown to students and explain everything necessary for the student and clarify some Questions and participation by everyone in solving and expressing opinions about them, "ie the use of

technology of all kinds in the delivery of information to the learner in the shortest time and the least effort and the most useful and able to manage and control the educational process" (Hassan, 2016, page (10)

The re-skill or information more than once based on individual learner differences have a positive role in creating moral differences as inverted learning is one of the patterns that is fundamentally changing the educational context and educational institutions. The nature of the sample of non-practicing students in particular and the game in general made them a bit of excitement and excitement and curiosity and what helped to win these feelings towards skills is by using a method such as inverted class, which depends on that the student is familiar with the skill and all its requirements through The application is available to the student for a long time, which gives him the greatest opportunity to learn and see and prepare questions and discover errors that may have occurred during the performance and promote all movements and correct performances and repeat them mentally and mentally and researchers attribute the differences in favor of the experimental group The (inverted grade) because of this strategy of high acceptability of the research sample by more than the second experimental and control groups The researchers mentioned when discussing the results of the tests after the attempts to perform the skills of the importance of this strategy as it seems that the use of the method of follow-up of the skill and home knowledge of the skill and how to learn misguided



The methods affect the speed of learning and the degree of saturation in learning, and the correct and appropriate adaptation of the method or method depends on a sound understanding of the relevant factors and principles to prove Impact and value in certain educational positions "(Allawi, 1987, page 40)

#### REFERENCES:

Arshad Wissam Hassan. (2016). Educational technology and audio. Qadisiyah.-

- Eman Mohamed. (2003). E-learning is an introduction to non-traditional training Cairo: Arab Organization for Administrative Development.

- eiwadhayayn. (2009). taknlujyaaltaelim, mustahthawatatlbaqatha. alqahirat: daralkutb.

- lawiyghanimalsamidei. (2000). tathirbarnamajmuqtarah.biastikhdamwasayilmubtakar at fi tatwirdiqatal'ada' limaharatalairsal fi alkurataltaayirat. baghdad.

#### ANNEX (1)

The names of experts and specialists who have been offered the test evaluation score:

a. Hussein Sabhan / volleyball

a. Dr.. Ali Yousef / Volleyball

a. M. Tariq Ali Yousef / Volleyball

#### ANNEX (2)

An educational unit model according to the inverted grade strategy of the transmission skill facing from below

The first educational unit using the inverted grade strategy

Educational Unit (1) Volleyball / Inverted Grade Strategy Date 25/4/2019

Grade / First Intermediate Educational Goal / Teaching Time Transmitter / 45 Minutes

- muhamadhasanealawi. (1987). saykulujiataltadribwalmunafasatu. alqahirat: daralmuearif.

- Monther Mahmoud Khalifa. (2019). The effect of the inverse class strategy on learning motivation and performance of some skills in the artistic students. Baghdad.

- nujala' eabbasabrahym. (2012). almabadaaal'asasiatlimuharatalkurataltayiratwaturuqt uelimiha. bighadad: mutbaeatalmawall.

- Nassima Ibrahim Wali. (2006). Guided discovery and teaching volleyball skills and their impact on skill achievement. Alexandria: Dar Al Wafaa for the world of obedience.

- hudanaeidanmahmud. (2018). tathir 'iistratijiataelimalmaqlub fi altawafuqaljamieililtaalibatwa'ada' altashkilatalharakiatbialkuratbialjumnasatikalaiqaeii. baghdad.






**ANNEX (3)**

Module learning module according to the presentation strategy of the transmission skill facing from the bottom

The first module using the presentation strategy






Module 1 Volleyball / Presentation Strategy Date 4/4/2019

Grade / First Intermediate Educational Goal / Teaching Time Transmitter / 45

Notes	Organization	All skill details	Time	Educational Unit Departments
		And it is a warm-up exercises	10 m	Preparatory Section
			30 m	Main section Bawshar
	***** 	- Illustrate the video that was previously given to students via social media. Questions and answers, where the teacher ask some questions about the skill: Q / Behind which line stands the student who leads the transmission? Q / On which foot distributes the weight of the body in the standby stand? Q / How to hit the hand when you hit the ball?	10 m	The educational part
		Exercises for teaching transmission skill are applied from below.	20 m	Applied part
	*****  *****	Students stand in a class along the side lines of the volleyball court.	3 m	The first exercise
	*****  *****	Students stand in a row along the side lines of the volleyball court.	3 m	The second exercise
	*****  *****	The students stand in a row along the side lines of the volleyball court.	4 m	The third exercise
	***** 	Students stand in a row along the side lines of the volleyball court.	5 m	Fourth exercise
		Performance of transmission skill completely without a ball and continuously.	5 m	Exercise 5
		This is where calming exercises or educational games are given and then leave	5 m	Final Section

**ANNEX (4)**

Performance evaluation form by experts for the transmission skill facing from the bottom  
Assess the skill performance of volleyball skills

Notes	Organization	All skill details	Time	Educational Unit Departments
		And it is a warm-up exercises	<b>10 m</b>	Preparatory Section
			<b>30 m</b>	Main section Bawshar
	***** 	Display the video clip prepared on a special display screen (smart board) inside the classroom and after the completion of the presentation is the interaction between students and teacher in answering the questions submitted by students, as well as the teacher to ask some questions about the skill and prepared in the video clip. Questions and answers, where the teacher ask some questions about the skill: Q / Behind which line stands the student who leads the transmission? Q / On which foot distributes the weight of the body in the standby stand? Q / How to hit the hand when you hit the ball?	<b>10 m</b>	The educational part
		Exercises for teaching transmission skill are applied from below.	<b>20 m</b>	Applied part
	*****  *****	Students stand in a class along the side lines of the volleyball court.	<b>3 m</b>	The first exercise
	*****  *****	Students stand in a row along the side lines of the volleyball court.	<b>3 m</b>	The second exercise
	*****  *****	The students stand in a row along the side lines of the volleyball court.	<b>4 m</b>	The third exercise
	***** 	Students stand in a row along the side lines of the volleyball court.	<b>5 m</b>	Fourth exercise
		Performance of transmission skill completely without a ball and continuously.	<b>5 m</b>	Exercise 5
		This is where calming exercises or educational games are given and then leave	<b>5 m</b>	Final Section

Name of the expert ..... Scientific title ..... Work place.....

Signature of the expert ..... Date.. .....

2 degrees		5 degrees of the final section		3 main section degrees		Name Preparatory Section
After	Tribal	After	Tribal	After	Tribal	

**ANNEX (5)**

The experts and specialists who were presented with the results of the test of the transmission skill facing from the bottom

- Prof.Dr. tariqaliyusif
- .M.D. Khalil Star Ibrahim -
- .M.D. Omar Said sabaar -