

# THE IMPACT OF COGNITIVE DISCIPLESHIP STRATEGY IN THE PERFORMANCE OF SOME DUTIES WITHIN THE DEFENSIVE FORMATIONS OF THE REGION FOR HANDBALL PLAYERS AGE (15-17) YEARS

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## ABSTRACT:

*The cognitive apprenticeship strategy aims to find learners with intellectual and performance abilities by encouraging them to shape their ideas and help them to be more aware during their integration with educational and training activities, collaborate with each other in groups and work within real tasks to apply what they have learned in actual situations, especially when learning and performing defensive duties. Handball, and to overcome the difficulties faced by players in the performance of those duties and deviate from the stereotypes and routine in the learning process, and to apply the principles of a new knowledge strategy that exploits the capabilities and capabilities of players to the extent possible E study to identify the impact of cognitive apprenticeship strategy in the performance of some duties within the defensive formations of the region for handball players age (15-17) years, the researchers have used the experimental method by the method of tight control with pre-test and post-test on a sample of (24) players from the center The national team for the care of sports talent handball of the Ministry of Youth and Sports / Baghdad for the season (2018-2019) and the ages (15-17) years and the number (34) players, the researchers conducted a handball match before the implementation of the program and then the implementation of educational units for (6) ) Weeks (3) units per week, after you are E. From the implementation of all educational units, a post-match was conducted, and the appropriate statistical methods were used to process data, and the researchers reached an effective impact of the cognitive apprenticeship strategy in the performance of some duties within the defensive formations of the region and recommended the adoption of this strategy to learn and perform handball skills, specialized educational centers And faculties of physical education and sports sciences.*

**Keywords:** Cognitive apprenticeship strategy - Handball defensive duties.

## INTRODUCTION

The current era is witnessing wide changes, especially the flow of knowledge, which started at an accelerated and successive pace as a result of technical and information development in all fields, which posed a difficult challenge, and made an urgent need to shift the

educational process from the mere acquisition of knowledge and testing the learner, to move towards the development of his skills in Thinking and self-search for information, and interaction with them and employ them within the limits of practical application organized in a way that enables them to invest in the development of skill performance while learning different skills, so sought

educators and specialists to take advantage of this development to improve reality To create a more effective and effective teaching methods and strategies for learners that are appropriate to their abilities and capabilities and meet their needs. The cognitive apprenticeship strategy is an instructional learning strategy that gives a deeper understanding of the different meanings of the diversity of methods that make up it (such as modeling, scaffolding, training, meditation, expression, discovery) and works on learning events based on understanding and thinking, and reduces individual differences between learners to reach them To a high degree of efficiency and ability to deal with different situations, and tries to put the learner in real practices representative of the goal to be achieved through activities and interaction and social (20: 155-156), as based on the principle of acquiring knowledge through an atmosphere of intimacy and uncertainty Participatory, aims to support learners to develop their logical analytical abilities by making the way the thinking of the teacher phenomenon to them, and to make them away from inactivity in accessing knowledge by stimulating the process of thinking and provoke mental skills, and to find a better link between theoretical materials and practical application, which calls for the transformation of the role The learner to the active initiator and the search for solutions himself (21: 353), and the defensive duties of the main pillars of the game of handball therefore must focus on helping players to exploit their fullest potential to get them to the state of creativity to achieve themselves, and follow the methods and methods h It is clear that the need to use the cognitive apprenticeship strategy is of particular importance to reach the player to the level that allows him to act correctly within the limits of the defensive formations of the region towards positions. Different gameplay according to variables of competition conditions to prevent the opposing team from penetrating the rows and score a goal.

### Research Objectives

- to identify the impact of the strategy of cognitive discipleship in the performance of some duties within the defensive formations of the region for players handball age (15-17) years.
- identify the success rates and failure in the performance of some duties within the defensive formations of the region for players handball age (15-17) years.

Research hypotheses:

- There is no impact of the strategy of cognitive discipleship in the performance of some duties within the defensive formations of the region for the players of the National Center for the care of sports talent handball age (15-17) years.

- There is no difference in the rates of success and failure in the performance of some duties within the defensive formations of the region for the players of the National Center for the care of sports talent handball age (15-17) years.

:Research Areas

- The Human Field: - Players of the National Center for the Talent Handball Sports / Baghdad, Ministry of Youth and Sports for the season 2018-2019 (15-17 years).

. Time domain: - for the period from 17/1/2019 to 27/3/2019 -

- Spatial field: - Hall of the National Center for the care of sports talent handball / Baghdad.

### MATERIALS AND METHODS

#### Research Methodology:

The researchers used the experimental method using a controlled method (an experimental group and a control group) with pre- and post-test of suitability and nature of the problem.

#### Search community and sample:

The research community was determined in a deliberate way, which represented the players of the National Center for Handball Talent Care / Baghdad, the Ministry of Youth and Sports for the season 2018-2019 with the ages of (15-17) years, and the number of (34) players \* to form the community of origin, has been taken the whole community As a sample after excluding (7) players for the purpose of conducting the pilot experiment, two goalkeepers and one player who is not committed to attendance have been absent from the performance of the tests. Thus, the number of members of the main experiment (24) players and the percentage (70.5%) of the research community, and divided equally to Two groups (12) players for the experimental group and (12) players for the control group and penguin Although the selected sample is of a similar age group, the researchers attempted to find homogeneity in the variables (age, body mass, height, educational age) and show that the research sample is distributed naturally and indicates its

homogeneity in these variables, table (1). This shows, the researchers have conducted parity between the two groups as shown in Table (2)

Table (1): Specifies the specification of the sample in the variables for homogeneity

Torsion coefficient	Coefficient of variation		Control group		Experimental group		Variables	sequence
	Z	T	P	s	P	s		
0.337	3.55	3.81	0.576	16.22	0.678	16.20	Age (years)	1
0.485	5.48	5.62	3.28	56.08	3.19	56.75	Body Mass (kg)	2
0.107	2.99	2.64	0.47	156.8	0.042	158.5	Length (cm)	3
0.472	8.10	7.59	0.150	1.85	0.142	1.,87	Age (years)	4

Table (2): Shows the equivalence of the members of the two groups (experimental and control) for the variables in question

Statistical significance	Degree sig	Calculated value	Control group		Experimental group		measuring unit	Variables
			P	s	P	s		
Non - moral	0.544	0.616	0.492	1.33	0.798	1.50	Number	the interview
Non - moral	0.514	0.663	0.718	1.17	0.492	1.33	Number	Delivery and receipt
Non - moral	0.670	-0.432	0.603	1.00	0.289	0.92	Number	Coverage
Non - moral	0.430	0.804	0.522	0.50	0.492	0.67	Number	Repelling wall
Under the significance level (0.05) and the degree of freedom (22), the calculated C is not significant if the sig score is > 0.05								

**Field research procedures:**

Define individual and collective defensive duties within the confines of the defensive formations of the handball area

The researchers presented a set of handball defensive duties (interview, monitoring, passage cut, individual and collective wall, defense against attachment, defense against deception, ball cutting and dispersal, ball cutting or possession, delivery and receipt, coverage, accompanying, exchange, disposition) During the seizure (on experts and specialists), the researchers adopted an agreement rate of 80% and above and accordingly identified the defensive duties of the age group (interview, individual wall, coverage, delivery and receipt).

- Determination of observation form to measure individual and collective duties within the defensive formations of the handball zone:

The researchers used a special codified observation form to observe the individual and collective defensive duties of the handball during the game, designed by (Kamal Darwish et al. 1999 (3: 245) and some modifications have been made and presented to experts and specialists in the field of testing, measurement and training - Handball Appendix. 1), to make sure the form is appropriate.

**Exploration Experience**

To reach the best results, the researchers conducted two experimental experiments on (7) players from the

National Center for Talent Care, who were randomly selected from outside the main experiment.

- The first exploratory experiment to find the scientific basis for the defense duties observation form within the defense formations:

The two researchers conducted a match between the members of the sample of the reconnaissance experiment and a sample of the players of the training center of the Central Iraqi Handball Center (the late Khalid Ahmed Mansour Center) in Baghdad on Saturday 2/2/2019 and the game was filmed by a video camera and the game was repeated after (4) Days and the same individuals, which was intended to verify the appropriateness of the form to analyze some of the defensive duties of the handball, has been shown to be appropriate for the problem of research.

:Second Pilot Survey for Educational Units

The researchers conducted a second exploratory experiment on the same survey sample on Friday 8/2/2019 to ensure the safety of the program and suitability of the sample and avoid obstacles that may arise when the implementation of educational units prepared according to the cognitive apprenticeship strategy and work to overcome it.

### Main experience

- counting educational units using the cognitive apprenticeship strategy

The researchers prepared (18) educational units for the experimental group Appendix (2) according to the steps of the cognitive apprenticeship strategy (modeling, educational scaffolding, meditation, clarification, exploration and training) units were applied for (6 weeks), and by (3) units per week, duration of the educational unit) 90) d, and each unit of (4-5) exercises graded in difficulty for different periods of time. The two researchers adopted the defensive duties of the players of the National Center for the Talent of Sports, to organize the content of educational units, namely interview, delivery, receipt, coverage and the individual repelling wall, these defensive duties were distributed to the educational units prepared by the researchers within the defensive formations (6-0), (5-1) Based on the relative importance and specific weight of the defensive duty: (5) an educational unit for the interview, (3) an educational unit for coverage, one educational unit linking the interview and the defense coverage (4) a unit for delivery and receipt, one educational unit linking the interview and

the defense coverage; Delivery and hand reel, (3) units for the wall of repulsion, the last educational unit comprehensive to train all the educational assignments given.

:Pre-test

The researchers conducted a handball match between the two groups (experimental and control) on Saturday 9/2/2019 and on the hall of the National Center for the care of sports talent handball was filmed with a video camera and transferred to CD (CD) for the purpose of analysis by the competent arbitrators and extract the results of duties Defensive within the confines of the defensive formations of the handball area of the research sample.

- Steps in the implementation of educational units for the cognitive apprenticeship strategy.

The educational units prepared according to the cognitive apprenticeship strategy were carried out on the experimental group by the instructor and under the supervision of the researchers, while the members of the control group continued on the method followed by the instructor and by (3) units per week for both groups, the first module began on Wednesday The last educational unit was implemented on Saturday 23/3/2019, and these units included a variety of skill exercises as well as some activities, and some questions based on the classification of Bloom in the development of these questions, and the units were applied according to the steps of cognitive discipline after the division of players into Aa as an organization rather than as a method, each group comprising of (2-4) players change with members of these totals from one unit to another, and the strategic steps shows the following.

Modeling: This step is applied by explaining the skill adequately (in the overall way) and show the typical performance by the instructor in the first and second units of each skill, but in subsequent modules is a simple clarification of the skill by the instructor and show performance by him Or a player

- Scaffolding: In this step, the trainer will provide temporary support to the players through the use of illustrative images that represent the division and performance of each of the duties examined by the hand, in addition to the presentation of illustrative films through the projector (Data Show) in some units As well as some activities, and guiding the players and help them to implement, in order to identify the correct performance of

the duty and increase the level of understanding, and this support is gradually increased through the educational units, so that the player continues the rest of his learning on his own.

- Reflection: In this step, players compare the information received from the trainer with the presentation model and mental image that they have theoretically formed in the first and second units. In subsequent units, the players review and compare their performance steps with the performance of their teammates or the model in the applied part.

- Exploration: This step is applied by asking a coherent series of exploratory questions during the educational units on the question of assignment and graded in difficulty by the coach, which in turn encourages players to reach final answers to those questions contribute to the learning and performance of the assignment by assembling components Sub and main and organized in a component that is deduced by the players.

- Expression (Articulation): After the trainer to present the questions to be answered and given an opportunity for members of each group to discuss, discuss and exchange views and ideas about the assignment to be learned, and one player is selected from each group to answer his group and the players express the knowledge they have reached Or the results of their learning by illustration or verbal expression.

- Coaching: This step is applied by teaching players how to apply theoretical information and the correct technical

performance of the duty in practical situations through a variety of exercises while observing the players during the implementation and provide hints, feedback to support the process of learning and performance and enhance.

The researchers used multiple methods, tools and educational activities that help players to achieve the objectives of the educational unit and make it more interesting and diversified using a computer (laptop) and data show and various educational aids that will help to increase the level of understanding of the players, in addition to Exercise utilities, charts and images illustrating the technical performance of the assignments displayed during the performance of the modules.

:Post test

After the completion of the application of educational units, the researchers conducted an experimental match between the research groups (experimental and control) on Wednesday, 27/3/2019 and under the direct supervision of the researchers.

**RESULT AND DISCUSSION**

In order to achieve the objectives and hypotheses of the research, the researchers presented their findings, analyzed and discussed as follows:

Presentation of the results of individual and collective defense duties within the limits of the region's defense formations for the control group in the pre- and post-test:

Table (4) It shows the arithmetic media, the standard deviations and the value of (T) calculated between the pre and post tests of the control group in the variables studied and the percentages of development.

Evolution rate	Statistical significance	Degree sig	Calculated value	P	P	Post test		Pre-test		Variables
						P	s	P	s	
37.5%	moral	0.007	3.317	0.522	0.50	0.937	1.83	0.492	1.33	the interview
5.71%	moral	0.017	2.803	0.515	0.417	0.515	1.58	0.718	1.17	Delivery and receipt
41.6%	moral	0.017	2.803	0.515	0.417	0.515	1.42	0.603	1.00	Coverage
66.6%	moral	0.039	2.345	0.492	0.333	0.389	0.83	0.522	0.50	Individual repelling wall
Below the significance level (0.05) and degree of freedom (11)										

Table 5

It shows the arithmetic media, the standard deviations and the value of (T) calculated between the pre and post tests of the experimental group in the variables studied and the percentages of development

Evolution rate	Statistical significance	Degree sig	Calculated value	P	P	Post test		Pre-test		Variables
						P	s	P	s	
55%	moral	0,002	4.022	0.718	0.833	0.888	2.33	0.522	1.50	the interview
50%	moral	0.001	4.690	0.667	0.492	0.000	2.00	0.492	1.33	Delivery and receipt
63.6%	moral	0,002	3.924	0.515	0.583	0.522	1.50	0.289	0.92	Coverage
75%	moral	0.007	3.317	0.522	0.500	0.389	1.17	0.492	0.67	Individual repelling wall
Below the significance level (0.05) and degree of freedom (11)										

Table (6)

Shows the difference of arithmetic media, standard deviations, and the calculated T and Tabular values of defensive duties between the results of the two post tests of the two research groups

Statistical significance	Degree sig	Calculated value	P	Control group		Experimental group		measruing unit Number	Variables the interview
				P	s	P	s		
moral	0.005	3.129	0.75	0.515	1.58	0.651	2.33	Number	Delivery and receipt
moral			0.417	0.669	1.58	0.00	2.00	Number	Coverage
Non - moral	0.042	1.159	0.083	0.669	1.42	0.522	1.50	Number	Repelling wall
moral	0.737	0.340	0.333	0.389	0.83	0.389	1.17	measruing unit	Variables
Below the significance level of 0.05 and the degree of freedom 22									

From what has been presented from the results in the previous tables (4, 5, 6) it was found that there are significant statistical differences between the pre and post tests for both groups and for the benefit of the post test. In the light of this result, the zero hypothesis is not achieved to achieve the results of learning and performance of the control and experimental groups in the post tests. The researchers attribute the reason for the development of the control group to the commitment of the players to the perpetual, and the information provided by the trainer during the explanation and presentation of duties, as well as the repetition of exercises and give feedback, as repetition in the exercise leads to correct the course of motor performance and increase (Hanafi Mahmood, 1980) "The tactical exercises must be repeated over and over until the players have mastered them and proved

their movements on the field are well studied and performed with a mechanism" (17: 126), in addition to the desire of the players in this group to compete with The players of the experimental group upon completion of the curriculum prepared for them is a motivation to increase the learning among the players. (Student and Lewis, 1993) states that "the level of learning is directly proportional to the degree of motivation" (8: 118), which reflected on their performance positively, but did not improve To the level of the results of the experimental sample. The reasons for the development of the experimental group is due to the nature of the cognitive apprenticeship strategy, which consists of six methods or stages (modeling, educational scaffolding, meditation, clarification, exploration and training) and the contents of each stage of the steps that helped the players to get the precise details



of the duties researched. Each stage has specific details in order to reach a broader and better understanding of the experience that previous experience suggests, as well as having the intended knowledge by modeling assignments and making them able to imitate the model, as confirmed by Hassan Zeitoun and Kamal Zeitoun 2003. Through constructive strategies, the learner can organize his experiences through a broader understanding, leading to meaningful learning. (6: 96) This indicates the effect of the strategy in stabilizing the information in the minds of the players for a longer time through meditation, clarification, training and evoke easily. This is not limited to the knowledge itself, but also to the player's ability and ability to use that information to be applicable to the situations that are expected to occur on the field. This is confirmed by (Ghazi, 1998) "Practical performance is only an application of knowledge and information acquired." (14: 7) Abin to groups gave a positive opportunity to engage each player and interact with others through the expression of ideas, which increased the enthusiasm of the players, and worked to develop their motivation through participation in the educational process and raise the level of skill performance as he believes (Abdul Ghaffar, 1977) Factors that play a key role in learning and achieving good results are the process of developing motivations that contribute to controlling an individual's knowledge and skills in his or her area of competence, which drives them to think, work hard and perform "(10: 255). Also, the educational units prepared for the experimental group were suitable for the level of the sample and its absorption, as well as the good use of these units and implemented properly and organized by a specialized handball coach as a result of thoughtful planning allowed the members of the group to work and progress in performance skill and intellectual, and this was confirmed (Abdel Fattah (1995) "A natural phenomenon of learning is that there must be a development in learning as long as the teacher follows the steps of sound foundations in learning and teaching" (11: 479), and the nature of the teaching units that included asking research (exploratory) questions are searchable and testable to address them And find a For these solutions, players have gained theoretical knowledge and information on how to perform the duty within the boundaries of the defense area, and commensurate with the type of formation, as these questions emanate from the core of tactics and tactics of defense duties under

discussion, and that the answer requires a range of mental processes such as thinking, attention And then retrieve the information stored in the memory of the method of motor performance of the task, which enables after research and investigation to reach the correct answers to these questions, as pointed out (Hassoun, 1993) "that educational questions are the most effective means A cognitive knowledge that works to stimulate and retrieve information in the mind of the learner, and benefit from it in an effective manner (2: 107) as agreed (Nazeer, 2000) on the importance of educational questions that enrich the learning process and increase the learner's motivation to learn (19: 274), The repetition of this process in all the units applied helped to learn the tactic and tactic of defensive duty and improve performance and thus reach those results, and the use of devices, tools and aids in the scaffolding phase to clarify the details of the assignment during the presentation of images and videos normal and slow contributed to the construction of a sound visualization , That's what a Generated study (Alzaraoa and Radwan, 2003) "that the learner may not have the opportunity to absorb and acquire the skill and knowledge associated with them while learning the usual way because the skill passes fast in front of him, leading to the acquisition of the wrong performance of the skill of motor" (9: 126). Also, the multiplicity of channels of receiving information and knowledge during learning contributed to the acquisition of information that increased their cognitive competence, and left an effective impact in the learning process, and this is confirmed (Abdul Hussein, 2014) that the reception of information and knowledge from multiple sources is more clear to the recipient, and attracts his attention He raises his motivations towards learning, which leads to the improvement of his learning (13: 120), The researchers' keenness to use exercises in accordance with the defensive formations under consideration and sequentially from easy to difficult increased the awareness of the players and the absorption of a large number of stimuli surrounding, which positively impacted on the performance of duties and this is confirmed (Lazam, 2005) "whenever the information gained from learning In a structured, sequential and clear manner, this makes it easier to know the stages of movement and leads to speed of learning. "The diversity and renewal of exercises increased the level of excitement and excitement of the players, which contributed to accelerate

the learning of duties, which he pointed out (Lamzam, 2005) that " diversity And renewal in the use of Altri Data and methods and techniques when teaching sports skills is the most suitable in creating an atmosphere characterized by suspense, excitement and fun of the learner, which contributes to rapid learning and the acquisition of movements and sporting events "(16: 60). The lack of separation of individual skill performance from teamwork has led to high efficiency and productivity performance because the dominant feature of achievement in collective sports events, especially handball game is only through an integrated team work between members of the team in order to disrupt the elements of cohesion and cohesion of the opposing team and this is indicated ( Darwish, 1999) "It is necessary for the defender to recognize his individual duties and it is desirable to combine his cooperation with the rest of the team as a coherent defense package or group that can instantaneously change with the changing attitudes of the opposing team's plans" (3:50), in addition to providing feedback for the purpose of correction. a Performance or encouragement and enhancement have increased the energy and motivation of players, as confirmed by Schimidit (2000) that "feedback increases the energy and motivation of individuals, promotes correct performance and avoids wrong performance, and increases the independence of the learner to rely on himself to identify and address errors" (22: 282). ). The results showed that there was no significant differences between the experimental and control groups in the post-match defense duty due to the poor coordination between the defenders in the main class, as well as that the strategy used has made differences through statistical results, but it is not clear, because this duty needs to Qualifications that enable players to perform These qualifications include physical, motor and mental abilities and to reach them for optimal performance they must have integration in all qualities and abilities, as confirmed by (Alkashef, 1999) "The learner can not achieve achievement unless he has Appropriate ability of physical and skill preparation "(15:97) (Al-Saadoun, 2002)" Having a high level of motor skills helps to practice many sports activities successfully "(7:23). The trainer has to clarify these concepts and give them time to improve performance (1:19). This may require additional time, and in this regard (Rubaie, 2008) points out that the strategy extends to the philosophy that everyone He can learn what he

wants to learn if he is given enough time and help "(4: 115).

#### CONCLUSIONS:

- members of the experimental and control groups in the post-match except the defensive duty coverage, with the emergence of the experimental group over the officer in this duty.
- The educational units of the cognitive apprenticeship strategy have proven their impact on the performance of the defensive duties researched.

#### ENDORSEMENT:

- Adopting this strategy in learning and performing defensive duties handball for age groups.
- conducting other research and studies to know the impact of the cognitive discipline strategy in learning and performing defensive duties for other games.
- conducting other research and studies similar to the current research on other samples and for different educational stages.
- It is necessary to focus on weaknesses and addressed in the performance of some defensive duties of the hand ball, such as coverage.

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### Model of an educational unit

#### Cognitive discipleship strategy for the defense interview

**Within the defensive formation (6 - 0) hand reel**

**Unit time (90) minutes**

**Date 15/7/2019**

**Equipment and tools used:** handball court, laptop, datacho, hand balls (12) **Goals:** to order and positive boldness and self-confidence

**Number of players** (12\_

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**Educational goals:** Perform the

corresponding defensive duty

**Behavioral Objectives:**

That the player knows the concept of the interview.

The player should be able to perform the corresponding defensive duty

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Notes	Profiles	Events and motor skills	Time	Unit Sections
-Commitment to the system.	× × × × × × × × ×m	Start the exercise and repeat the sports greeting	20 m 5 m	Preparatory section Provided and warm up
-Graduation exercises and all joints of the body	× × × × × × × × × ×m×	Walking and jogging exercises	7 m	
-Create muscles that work when performing	× × × × × × × × × × × × × × × ×	Comprehensive physical exercises for most parts of the body	8 m	Physical exercise
-Divide the players into groups of each group includes (2-4) players.	× × × × × × × × × ×m×	Miscellaneous exercises using individual and marital ball		
-Emphasis on standing with a tendency with emphasis on the right arms movement during the interview.	× ×	-Explain the corresponding defensive duty and view his model by the instructor.	60 m 20 m	Warm up your ball  Main section Baouchriye The educational part
-Attention to attention on the corrected arm of the opposing player	× × × × × × × × × × × × × × × × ×m	-Presentation of a video about the defense interview within the defense formation (6-zero) and how to perform.		
-To emphasize that the movement of the	× × × × × × × × × × × × × × × × ×m			



		<p>make defensive moves forward to reach the 9-meter line and back again to the 6-meter line with a backward slope and then to the side, fast movements and short steps.</p> <p>Exercise (4): Two groups of players within the area of (6) meters The player makes defensive moves forward and back and side and inclined, the player starts to reach point (A) and then back to progress (point B) and then back to point (e(</p> <p>Exercise (5): a group of players at the corner of the stadium between the line (6) meters and (9) meters Each player makes defensive moves between the lines (6) and (9) meters forward and backward tendency to reach the finish line Arms and palm of the hand, repeat the exercise from the other corner</p> <p>Collectively assess players' performance, give feedback on the overall performance of the interview, promote better performance and</p>		
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		encourage outstanding players -Give calming and relaxing exercises to the muscles. -Assign players to write a summary of the defensive duty (interview and the basic principles of proper performance at home. -Departures		
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