

THE IMPACT OF USING A RAPID LEARNING PROGRAM TO LEARN SOME BASIC SKILLS IN TENNIS BY AGE (13-14) YEARS

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ABSTRACT:

The aim of the research is to develop an educational program using a set of methods and methods for learning fast in learning some basic skills in tennis by building (13-14) years, and identifying the differences between the tribal and remote tests of the experimental and control groups in learning some basic skills in tennis by age (13-14) , And the experimental method was used in the experimental and control groups of both the tribal and the post-test. A sample of beginners at Al-Jadriya Tennis Academy (13-14 years), 16, was divided into two experimental and control groups, each consisting of (8) Tribal skills tests were conducted After the application of the curriculum, the researcher conducted the post-test, and found that the rapid learning was more effective than the curriculum prepared by the trainer in the development of basic skills in tennis (frontal impact, and the ground floor) , And transmitter.

INTRODUCTION

Over the past few years, research and educational studies have been concerned with the development of new methods of learning. Among these promising methods is what is known as rapid learning, which is a modern method of learning methods in the field of education. It provides students with active, fun, cooperative and nurturing learning experiences and seeks to provide a rich and diverse learning environment that suits all learning styles. "Quick learning is concerned with making the whole process of body and mind through nurturing human intelligence in its multiple forms (Emotional, social, instinctive, moral, spatial, etc.) to restore the effectiveness of the educational process

Hence, the importance of research in the preparation of a program for rapid learning for the purpose of teaching and improving the basic skills of tennis and retention of the reconstruction (13-14) years and accelerate learning and time economy and thus the possibility to move to

learn new skills or continue to learn to achieve proficiency, as well as retention of learning for long periods.

MATERIALS AND METHODS:

Research Methodology:

The researcher used the experimental method of experimental and control groups with tribal and remote testing to suit the nature of the problem.

Search community and sample:

The researcher selected beginners at the Jadriya Tennis Academy (13-14) years, and they were divided into two experimental groups and each group of 8 players. The researcher conducted two introductory units and then tests some basic skills in tennis (Front, rear and transmitter), and then the researcher conducted the equivalence between the two groups of research, to ensure the start of the line of one project.

Table (1)
Shows the equivalence of the research sample

Significance of differences	Error level	Calculated value (t)	Control group		The experimental group		measuring unit	Skills
			P	s	P	s		
moral	0.642	0.475	0.517	1.375	0.534	1.500	Degree	Frontal impact
moral	0.554	0.507	0.353	1.125	0.462	1.250	Degree	Backstroke
moral	0.736	0.344	0.707	2.250	0.744	2.375	Degree	Blow the transmitter

Of Table (1) shows:

Random differences between the experimental and control groups in the basic skills of tennis in the whole research, which shows the equivalence of the research groups in all the tests under examination in the tribal test.

Means of gathering information, tools and devices used in research:

Information gathering methods:
The researcher used several means through which to collect data and information to get the results of the research, and the most important of these means:
:Tools used in research
Arab and foreign sources, the International Information Network (Internet), exploratory experiment, tests and measurements, statistical means of the SPSS system.

Field research procedures:

Determine the basic skills of tennis: -
The researcher studied the sources and references of the tennis game and the basic skills of the tennis game, and the skills were identified (the transmitter, the ground strike and the back ground)
:Identification of technical tests
After determining the most basic skills of the tennis game, the researcher studied the sources and references of the tennis game and knew the basic skills of the tennis game, and was determined (test Hensley to describe the performance levels, and Atenza test to assess the level of performance of the skills of transmission).

Exploration Experience

The researcher conducted an exploratory experiment on 2/7/2018 on Monday related to the research tests in order to:

- Know the time required to perform tests
- Know the validity of the tools and devices used in the search.
- Find out whether the sample accepts the tests
- Identify the obstacles and difficulties that may arise in the main. Experiment.

Main experience:

Tribal Test:
The researcher conducted the tribal test on 4/7/2018 on Wednesday on the sample of the number of (16) players.
:Accelerated Learning Platform
The academic instructor under the supervision of the researcher implemented the preparatory section of the unit of the experimental groups and the control of the implementation of the program for rapid learning, which was prepared by the researcher on 7/7/2018, which falls on Saturday, which is divided into the educational and applied part as each skill and method of technical performance was taught in a clear and detailed, The implementation of some strategies such as (motor games and the use of the body for performance and others) and (color alerts, visual imagery, and image symbols) (and cooperative learning and exchange, brainstorming), after the completion of the main section, enter the final section, This course includes small, competitive and sometimes cooperative games for the control group. The

curriculum was applied for rapid learning by three units per week for a period of (8) weeks. The total number reached (24) educational units which ended on 29/8/2018.

:Rapid learning components

- Preparation phase.
- Upon completion of the attendance of the sample members, to pay tribute and welcome them, and discuss the benefits that will come back to them through the exercise (self-stimulation)
- Hosting the pilot sample in the arena at the beginning of the educational program and make them know each other and learn the skills they will learn and help in the arrangement of squares (social)
- Hosting former learners and making the sample mix with them and ask them questions about the tennis game and their skills (social – psychological)
- Giving learners the duties of dividing them into groups. These duties include answering a set of questions (cooperative)
- Communicate with learners before the start of the educational program by e-mail or other social media, bear some positive signs and briefly explain the goals and benefits coming to them (social – stimulating)
- Ask learners to make large, colorful banners that include quotes or basic principles about the game (social stimulation)
- With the arrival of the learners into the arena, each of them will be given a note paper and the students will be asked to write down their goals of attending the Academy (brainstorming – stimulating)
- Distribute participation certificates to sample members and tell them that they will be signed at the end of the educational program (stimulation)
- Ask the members of the sample to write their fears and obstacles that may stand in front of their success and then read to their colleagues, and then put these papers in the bag is suspended in the side of the arena (brainstorming – stimulating)
- Put the papers on which the obstacles are written in small boxes and then assemble these boxes or boxes in the form of a wall. Then the task of the team will be to dismantle the wall by finding solutions to the obstacles or problems one by one.
- To create a positive environment, learners need to bring things that make them more vibrant and human, such as flowers or plants, pictures of them or their brothers or people who care for them, and even pictures, drawings and various paintings (social – stimulating)

Second stage:

- Provide notebooks in which learners' questions will be posted at the beginning of each module.
- Distribution of paper clips with questions about what was learned in the previous units (brainstorming)
- Presentation of video clips on the performance of basic skills within the curriculum is filmed by researcher or clips for the performance of professional players (audio – visual)
- Ask learners to implement the skill in their imagination (my mind) -
- Making pictures of the skills and stages of performance with explanation (visual)
- Divide the sample into totals and give them the duties of preparation for the skill through the sources and the Internet and there will be a leader (teacher) of the group within the sample for each educational unit (cooperative)
- Divide the experimental sample into groups of two people and tell them that after the presentation you will see each one of them will have to prepare an oral test of two questions through which to test his groupmate and decide if his colleague has absorbed the asset (audio-visual interchange)

Third: The training stage:

- Stop the supply and demand of the group to be divided into binary (can be called A and B) and to ask one member of each team to explain to his colleague what went through the educational unit as if his colleague did not exist and know nothing (reciprocal)
- Ask learners to repeat the skill of the module even if it is performing badly at first and give them appropriate feedback directly, and then ask them to re-test the performance and note that their performance improves and what they need to improve their performance (kinetic – brainstorming)
- Ask learners to ask the teacher about the difficult skills they have and the difficulties they face in order to help them perform better (stimulating)
- To ask the learners to be divided into two groups, each of which displays the skills that he has learned on his colleague and try to explain them in detail, and then the colleague to do the same thing (kinetic – reciprocal)
- Use rhythmic music and performance with listening to music so that rhythms are compatible with the speed and number of steps of the skill to continue to perform according to rhythm (kinetic – stimulating)
- After division into binaries, each learner tests his or her partner with the skills learned (kinetic-metabolic)

- Ask learners to evaluate performance and suggestions that can improve their performance and their colleagues (stimulating brainstorming)
- Ask learners to critique educational programs in the absence of their instructor and to record their observations (brainstorming)
- Distribution of papers to all learners at the beginning of the educational program and ask them to write down the pros and cons in each educational unit (brainstorming-stimulating)

- Ask the learners to sit in a circular shape and give them a tennis ball they throw to each other, and whoever picks the ball has to mention something positive that he likes in the tutorial.

:Statistical means

The researcher used the ready-made statistical bag (SPSS) to extract the following laws:
 Mean, standard deviation, median, t-test of interrelated samples, t-test of unlinked samples, torsion coefficient.

RESULT AND DISCUSSION:

Table (2):The results of the computational and experimental deviations of the experimental group show between the tribal and remote tests in basic skills in tennis

Post-test		Tribal Test		measruing unit	Skills
P	s	P	s		
0.517	4.625	0.534	1.500	Degree	Frontal impact
0.707	3.750	0.462	1.250	Degree	Backstroke
0.886	9.750	0.744	2.375	Degree	Blow the transmitter

Table (3): Shows the difference in the computation, its standard deviation, the calculated value (t), and the significance of the differences between the results of the tribal and remote tests in the basic skills of the experimental group

Significance of differences	Error level	Calculated value (t)	PF	F	measruing unit	Skills
moral	0.000	25.000	0.353	3.125	Degree	Frontal impact
moral	0.000	13.229	0.534	2.500	Degree	Backstroke
moral	0.000	28.036	0.744	7.375	Degree	Blow the transmitter

Degree of freedom (8-1 = 7)

Is significant if the error level is less than the significance level (0.05)

Table 4 shows that there are significant differences between the pre and post tests of the experimental group in the basic skills of tennis (frontal impact, background impact, and blowout). The researcher attributed this to the effectiveness of the learning method in the rapid learning method in the development of basic skills in tennis , As the nature of the exercises prepared in addition to standardized frequencies aimed at the development of basic skills in tennis as well as the method of rapid learning, "which adds the element of suspense and increases the excitement and motivation to exercise, so the response to learning more mature and rooted in that Of the learner, as the exercise of importance in the preparation of learners physically and mentally Mharria, it is also necessary to maintain or consolidate material educated"

Table (4): Shows the results of the computational and standard deviations of the control group between the tribal and remote tests in the basic skills of tennis

Post-test		Tribal Test		measuring unit	Skills
P	s	P	s		
0.462	3.250	0.517	1.375	Degree	Frontal impact
0.534	2.500	0.353	1.125	Degree	Backstroke
1.187	7.375	0.707	2.250	Degree	Blow the transmitter

Table (5): Shows the difference in the computation, its standard deviation, the calculated value (t), and the significance of the differences between the results of the tribal and remote tests in the basic skills of the control group

Significance of differences	Error level	Calculated value (t)	PF	F	measuring unit	Skills
moral	0.000	15.000	0.125	0.353	Degree	Frontal impact
moral	0.000	7.514	0.182	0.517	Degree	Backstroke
moral	0.000	22.619	0.226	0.640	Degree	Blow the transmitter

Degree of Freedom (8-1 = 7)

Is significant if the error level is less than the significance level (0.05)

Table 6 shows that there are significant differences between the tribal and remote tests of the control group in basic skills in tennis. The researcher attributed this to the effectiveness of the educational curriculum prepared by the trainer and the repetitions used to develop basic skills in tennis. The quality of the exercise and means how the exercise and depends on the motivation and return and avoid mistakes and awareness of the conditions of the environment and exercise situations, as these concepts goals are the change in the form and performance of the movement to reach an advanced level of performance and control or control My performance.

Table (6): Shows the computational circles, standard deviations, calculated value (t) and significance of differences between the experimental and control groups in the basic skills of tennis in the post-test

Significance of differences	Error level	Calculated value (t)	Control group		The experimental group		measuring unit	Skills
			P	s	P	s		
moral	0.000	5.601	0.462	3.250	0.517	4.625	Degree	Frontal impact
moral	0.001	3.989	0.534	2.500	0.707	3.750	Degree	Backstroke
moral	0.000	4.533	1.187	7.375	0.886	9.750	Degree	Blow the transmitter

The degree of freedom (8 + 8-2 = 14)

Is significant if the error level is less than the significance level (0.05)

The researcher attributed the reason to the effectiveness of exercises with tools, which included the strategies of the three intelligences needed by the learner when performing skills and accompanied by explanation and presentation and give instructions and instructions for each of the vocabulary of exercises, as the use of color tools added clear effects on the possibilities of performance and learning is often surrounded by the learner In the lesson usually classic colors, but what is used in the educational curriculum are the colors are cheerful colors like red, green, purple and others, the introduction of colors in the educational units is very important in the guidance of the eye and stimulate the sense of sight to the desired place Clear, because the color reflects the light of that body and thus on the way can be seen dimensions and the size and shape of things clearly, which helps the learner in the performance of duty properly, in addition to the use of paintings that facilitated the process of learning, "as those who support their teaching drawings and illustrations and illustrations More broadly with learners.

CONCLUSIONS:

- Accelerated learning has been instrumental in developing basic skills in tennis (front-line, rear-impact, and transmitter)
- The curriculum prepared by the trainer was effective in developing basic skills in tennis (front-line, rear-impact, and transmitter)
- Accelerated learning was more effective than the trainer's approach to developing basic skills in tennis (front-line, rear-impact, and transmitter).

ENDORSEMENT:

- The need to use rapid learning in the development of basic skills in tennis, especially in the preparation period and small reconstruction.,
- Use quick learning to learn basic skills for other games -
- The need to compare the method of rapid learning and other learning methods.

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