



Analytical study for thesis and dissertations related to teaching methods and styles which used in learning of sport activities for a period of 2000-2013 in Iraq universities

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Abstract:

Present study aimed to know the most of methods and teaching styles used in dissertations of universities for learning skills of sport activities. Researchers used a descriptive curriculum with documents analysis method; documents included some of dissertations which involving methods and styles of teaching as well as learning methods used as independent variable. However, researchers used percentage as suitable analytical method to deal with data to get the results and they concluded that Babylon University was superiority on another Iraq Universities in using methods and styles of teaching in dissertations which discussed during a limited period and then followed by Mosel University and Basra University and last one Diyala University. The exercise scheduling methods was most commonly using methods followed by methods of competition then the cooperative method.

Keywords: Analytical Study, Methods and Styles of Teaching, Iraq Universities.

1. Introduction:

A scientific research has become in the field of physical education runs a prominent place in the colleges of physical education and development of educational sport thought greatly, in the recent period was increased significantly the number of papers submitted by the faculties of physical education. For this purpose, fields and branches of physical education varied and linked to the existence of many problems which need to studies and scientific researches pursue a scientific method of research and study, so as to find scientific solutions which are commensurate with those problems.

Scientific research is "thinking method amid to identify the problem and analyze of its factoring, and thus the assumption solutions and test these hypotheses to confirm its effectiveness or reject partly or fully." (Alian, & Ghoneim, 2010). The curriculum is one of the basic things in the implementation of scientific research because it is considered a way of the most truer to solve many of the problems in a practical as well as its contribution to the progress of scientific research, moreover the term of curriculum refers

to "the methods and procedures or the entrance which is used in the search for the collection of data and access through to the results or explanations or explain or predictions relate to the subject of the research" (Anzi, 1999).

Modern studies and researches which concerned with the components of the educational process are paid attention to teaching as a mean carrier of science and knowledge to the student through the identification of teaching tools and methods of teaching which emphasize the need of students to get an experience and new knowledge and information offered by the teaching position to achieve the desired goals.

Teaching is a set of theories and facts turn into skills and expertise through training and the application to take a series of decisions and find out several methods to help students learn and grow which develop the skills and concepts and being able to enjoy the experience of learning and activity or subject you studied.

The teaching is an art which its origins and its methods, like that of other professions, as well as the teaching profession is one of the most complex professions because the teacher deals with students have a complex human nature and we can't imagine that is a practice of the teaching profession successfully and effectively without understanding the fundamental aspects which affect in the learner and his ability to acquire scientific knowledge (Sallamah, 2009).

Recent studies confirm that teaching process undergo to the availability of scientific conditions with the terms of the developments which accompanied the educational process as a technology of education and audio-visual tools on the teaching and education and education communication which making the teaching process growing process takes the form of a coherent system can't be separation between the parts to form a single unit. So process of teaching is a life interaction between teacher and student and between the various sources of information on the one hand. (Alkatib & Zuhairi, 2011).

The purpose of teaching is to get knowledge of various and varied sciences from teacher to student using strategies and different methods intended to communicate that knowledge and information and this is what is the art of teaching, where the art of teaching is not just a job it is a huge project forked aspects of its foundations to clear its direct connection for the future of the students. Mahmoud al-Rubaie (2011) said that "the purpose of teaching is to deliver knowledge and diverse and different sciences from teacher to student, so the link between teaching methods and their impact on students is one of the feasible and useful methods in the evaluation of the teaching process". In addition, the main objective of the teaching is to find many methods help student on learning and growing or designing and drawing educational experiences from which will grow the skills and concepts students and enable them to enjoy the experience of education and activity, or subject they studied it, so must note what happened to the students in order to know what is the teaching which was used (Mahmoud al-Rubaie 2010). Thus learning methods in physical education are a science and an art and this development of these methods was the result of continued studies and researches in the field of physical education. Number of specialists and experts confirmed that learners do not respond to the process of learning, on this basis it is necessary to use new and different methods to build their abilities and their knowledge and develop them.

Zafer Hashim, (2002) described that method is "a series of decisions which have a direct relationship in the learning and teaching process and these decisions set by the coach or the player or both". Visions of the breeder (coaches or teachers) and their

methods are maybe differenced but their goal is one to reach learner (the player or student) to learn and master the basic skills of a sport and take advantage of playing in different positions. In this regard, "the foundation of the relations between the method of teaching and learning depends on the degree of influence of the method in the learner through the enjoyment of learner freedom of the individuality, physicality, psychologically, cognitively, morality, and educational" (Moosston, 1995).

The main require in the learning process is the interest in the learner and have an effective educational actor as well as thinking and become independent of the teacher and all this comes through the development of learning methods by increasing constantly the new variety of educational alternatives and knowing about the direct and indirect methods of learning in the form in which the position learner through the learning process a positive attitude and not negative and an active and effective" (Hassan, 1990).

Some academic staffs in the faculties of physical education in some Iraqi universities especially who are teaching postgraduate students both master or doctorate as well as bachelor prevent students from writing in the field of teaching methods because it is not a stand-alone area and not fit to search despite the fact that of the objectives of the faculties of physical education is to prepare physical education teachers and not set it up as a player or coach or referee. In addition, some researchers forget to mention the method used to learn skills through preparing educational curricula which included aids educational methods or different games.

There is a substantial and extrusive correlation between methods and techniques of teaching and learning because the purpose of the use of the method or technique is to access the learner to the acquisition and retention of the skill (learning). Hence the research aims to: identify more Iraqi universities interested in using the methods and teaching methods in thesis and dissertations discussed during the period of 2000 – 2013, and to know more teaching methods and techniques used thesis and dissertations universities in learning the skills of sports events. Moreover, to know methods and techniques of teaching which the researchers did not use them during the period of 2000-2013.

2. Methodology:

A descriptive design method with document analysis style which is a branch of the survey studies was used to analyze previous studies, as well as the analysis of the documents could be useful in a number of purposes including (van Dalen, 1985).

- To describe the circumstances of certain practices found in schools, universities and community.
- It defecate trends and reveals the weaknesses in documents of analysis subject.
- It is following the development of the works of the student or writer.
- It reveals the biases and prejudices as well as exposes people's attitudes, preferences and values.

2.1 Methods of collect information:

Researchers conducted a survey and analysis of all master's and doctoral thesis and dissertations which have been discussed for a period of 2000 until the end of 2013 in the field of teaching methods and available in libraries of the faculties of physical education in Iraqi universities.

2.2 Tools of collect information:

Researchers designed a special form to collect the data which included name of researcher, address of researcher, type of research (master or doctorate), name of faculty and university, and methodology of study such (method or teaching manner, sample of the study, and method of selected).

2.3 Statistical Analysis:

Researchers used percentage as a suitable statistic method for this study.

3. Results and discussion:

Table (1)
Demonstrates studies which conducted in methods of teaching and learning instruments for a period of 2000 until the end of 2013 depends on Iraqi Universities

University	Total of thesis and dissertations	Master thesis which included methods of teaching	Doctorate dissertations which included methods of teaching	Total of thesis and dissertations which included methods of teaching	Percentage
Baghdad	285	13	22	35	%12.28
Babylon	178	21	20	41	%23.03
Basrah	58	9	2	11	%18.97
Mosel	79	11	7	18	%22.78
Qadisiyah	112	12	4	16	%14.29
Diyala	175	31	2	33	%18.86
Total	887	97	57	154	%17.36

Table (1) showed the number of thesis and dissertations and their percentage which were discussed by depending on Iraqi Universities, Babylon University was more universities used teaching methods with percentage of 23.03%, then Mosel university with percentage of 22.78%, after that Basrah university with percentage of 18.97%, then Diyala university with percentage of 18.86%, after that Qadisiyah university with percentage of 14.29%, finally Baghdad university with percentage of 12.28%.

Researchers attribute the reason for the attention of the University of Babylon because of there is a special department for the method of teaching in the postgraduate which prompts researchers to write in this field.

Table (2)

Shows methods of teaching used in thesis and dissertations depend on sport activities

Sport Activities	Number of thesis	Percentage	Number of dissertations	Percentage
individual Activities	39	%40.21	21	%36.84
Team Activities	36	37.11	31	%54.39
Other subjects	22	%22.68	5	%8.77
Total	97	%100	57	%100

Table (2) showed that number of thesis and dissertations used depend on sport activities and percentage. However, percentage of master's thesis in individual events was (40.21%), while percentage of PhD dissertations was (36.84%), while the percentage of master's thesis in team activities was (37.11%), and the percentage of PhD dissertations was (54.39%), and other topics (physical education lesson, motor education, etc.) were master thesis ratio (22.68%), and the proportion of doctoral dissertations (8.77%).

Table (3)

Illustrates type of sample used in thesis and dissertations and method of selected

Type of Sample	Master	PhD	Method of selected			
			Random	Intentional	Random	Intentional
Faculty Students	39	33	33	6	29	4
Faculty Students	13	8	13	-	5	3
High School Students	5	2	5	-	2	-
Secondary students	22	8	19	3	5	3
Primary Students	15	3	9	6	2	1
Kindergartens	3	3	3	-	2	1
Total	97	57	82	15	45	12

Table (3) showed type of sample used in thesis and dissertations and method of selected, results of our study showed that most researchers master or PhD were their sample from students of physical education faculty, then students of secondary school, after that girl students of faculties, primary school students, high school students, and finally kindergartens.

Method of sample select was random then intentional, so researchers attributed the reason to the fact that the researchers relied on the availability of nearby sample of them and at their disposal, the ease of dealing with them, and not to move to another place than their faculties. Selecting study sample is one of the most important things and basics which impact on working of the study and depends upon the extraction measurements and results which come out by the researcher of his research so study sample must be representative of the original community truly and sincerely, moreover, it is the part of

original community or model that a researcher focus the overall of his work on him (Mahjoob, 2001). Random method is the best ways to sample selection "Through this kind of choice researcher gives equal opportunity for all members of the community that they are within the selected sample" (Ibrahim, 1999).

Table (4)
Shows kind of method or teaching style and used learning instruments in thesis and dissertations and their number and percentage

Method of teaching	Master	PhD	Total	Percentage
Exercise Scheduling methods	21	15	36	%18.65
Training method	6	1	7	%3.63
Peremptory method	6	4	10	%5.18
Interactive method	4	2	6	%3.11
Input or modulated method	4	3	7	%3.63
Guided discovery method	6	3	9	%4.66
Playing method	5	3	8	%4.15
Method of comprehensive self-learning (Multiple)	4	6	10	%5.18
Presentations method	1	1	2	%1.04
Feedback and self-examination	1	4	5	%2.59
Time Management	2	-	2	%1.04
Master method	5	4	9	%4.66
Modeling	2	5	7	%3.63
Competitions method	6	11	17	%8.81
Cooperative method	7	5	12	%6.22
Micro teaching and small groups	2	3	5	%2.59
Active learning (brainstorming, problem solving, information processing, beyond the knowledge)	4	7	11	%5.70
Team teaching	1	-	1	%0.52
Learning instruments	12	2	14	%7.25
Different games	13	2	15	%7.77
Total	106	87	193	%100

Table (4) showed that exercise scheduling methods are most methods of teaching used and then competition methods, different games, learning instruments, and finally cooperative method.

Researchers attributed the reason to the fact that exercise scheduling method is one of new teaching methods which is easy in using and application by the researchers. It is working to organize and process information through a variety of performances and different times and conditions on the acquisition of skill required.

This was confirmed by (Mahmoud al-Rubaie, 2011) that "the goals which teacher or coach want to improve them are the quality of the exercise by following the different methods and increase its time and organization to achieve continuity in behavioral performance through the effective design of the exercise and find the best methods to get the learner to the level of an efficient and influential in the acquisition of learning during

the educational units". Moreover, (Schmidt, 2004) indicated that "to achieve effective learning should be made schedule for the exercises through training season and learn beginner motor skills whether one or two skills in order to facilitate the learning process and the organization of harmonic exercises as well as the development of skill performance mechanism and avoid mistakes".

Methods of competition are methods that emphasize the love of fair competition among the educated in the fields of the program and make them busy in what is wholesome in the life and to promote and encourage good morals as well as the discovery of their abilities and develop their skills. This was confirmed by (Abdulaziz, 2001) that "the learning in which students work compete with each other, student success or failure is inversely proportional to the success or failure another student, and in such a learning environment the student can't find a fundamental reason make him to cooperate with his colleague, and correct students' works and compare their scores with scores of best student in the class". However, (Hamza & Mohammed, 2005) indicated that competition learning is the type of learning which deals with learners (students) as a single entity in terms of objectives, processes, activities, and kind of evaluation and activity, and their workers run on the runway from best to worst.

Cooperative learning is one of recent methods which results in the participation of students with each other to accomplish the duty assigned to them through their cooperation in the solution the duty be given to them. (Mahmoud al-Rubaie, 2006) indicated that cooperative learning is learning program helps students to perform learned skills with each other with participate in understand and information related to skills as well as help each other in learning process and through this performance and effective interaction will grow their personal, social, and positive skills.

4. Conclusion:

We concluded that Babylon University was superiority on another Iraq Universities in using methods and styles of teaching in dissertations which discussed during a limited period and then followed by Mosel University and Basra University and last one Diyala University. The exercise scheduling methods was most commonly using methods followed by methods of competition then the cooperative method.

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