The Impact of the Use of Constant and Varied Exercise in Learning Some Basic Skills for Female Students in Badminton

Wisam Salah, Wisam Riyadh, Ruaa Salah

College of Physical Education, Karbala University– Iraq,

College of Physical Education, Babylon University– Iraq,

College of Physical Education, Messan University –Iraq,

awisam_aldulimy@yahoo.com,

ba.bm93@yahoo.com,

ruaa@yahoo.com

ABSTRACT

The goal of the research is to know the Impact of the styles of constant and varied exercise in learning some basic skills for female students in badminton, and to know the best style in learning some basic skills for female students in badminton. The researcher used the experimental method with the style for both equivalent groups for the suitability of the nature if the problem to be solve, because the most important characteristic of the scientific activity flour is to use the experimental of method. The sample was represented by the female of the students faculty of physical education at the university of Karbala, the second year female students their number was (22) female students. The sample was divided into two experimental groups. The number of each group is (11) students. Pre- testing was conducted to the two groups of the research in some of the skills of badminton and then the learning exercise were applied with the whole style on the first group and the part exercise on the second group, and then the posttest was applied and analyses results. The main conclusion wear with the use of the constant style of exercise had an active role and learning the skill of the long serve and the stroke forehand in badminton, the use of the varied style exercise had an active role in learning the skill of the long serve and the forehand stroke in badminton.

Keywords: **The constant exercise, varied exercise, the skills of badminton**

1. Introduction

In order to achieve the objectives of physical education has sought this experience and competence to continuous research in order to find means and methods of education and new training for integration in the educational process and training and that this integration is achieved through a balance between the scientific and theoretical and use teaching methods appropriate to achieve these goals.

The development of the capacities of the players depends largely on how they interact with the pedagogical approach used, and their response to it and to that (Singer 1981) to the importance of knowing the teacher and the coach for more than a method of exercise, because

without this, his/ her remaining capacities in dealing with the players remain very limited, so the use of more style of learning gives the opportunities for the coach and the player to upgrade the learning process That the game of badminton is games the an individual game which practice of both sexes and need physical, skillful and tactical aspects. To upgrade the game of badminton and access to the best level is what is sought by the coaches through the discovery of talented juniors and young players, and this requires the creation of teaching methods that fit the basic skills of this game.

The researcher Noted during his stay in the game of badminton that most of the modules of the female students do not include the technique of exercise appropriate to the type of skills to be taught, as the diversity of the basic skills of badminton and the diversity of forms of skill required from the coach or the teacher to select a method appropriate to the type of skill learned, so the coach or the teacher must choose an appropriate method of exercise with skill to be taught, and here the problem of the research was concentrated on the effectiveness of the method to identify the whole and part exercise in learning some basic skills badminton and the possibility of giving them the proper exercise. This research propose to know the impact of the styles of the whole and part exercise in learning some basic skills for female students in badminton and to know the best style to learn some basic skills for female students in badminton.

2. Methodology

The researcher used the experimental method with the style of both equivalent groups to the suitability of the nature of the problem to be solved, "because the most important characteristic of the scientific activity is to use the experimental method of the sample of the research represented the whole society of research. They wear the female students of the second phase in the Faculty of Physical Education / University of Karbala for the academic year 2011-2012 with a number of (22) students divided randomly into two equal groups and by (11) students per group. In order to ensure homogeneity research sample the researcher applied the Pre-testing results respondents to test the long serve strike and fore hand strike in badminton by using the coefficient of torsion. As shown in Table (1):

Table 1: the homogeneity of the sample individuals

test	sample	Mean	Standard Deviations	mode	torsion
serve	22	22.2	4,02	26	0,74± >1
forehand	22	21	4.79	26,3	0,73± >1

In order to divide the sample into two equal groups, the researcher arranged the results of pre-testing of serve skill in descending order and then were distributed into two groups respectively equal in number. For the purpose of ensuring equality of groups, the researcher used the test (t) to measure differences between groups in the results of the serve skill as shown in Table (2).

Table 2: two equal group in serve skills

skill	PART STYLE		WHOLE STYLE		t- test	significant
	m	SD	m	SD		
SERVE	11,4	1,26	12,6	1,03	1,49	0.08

3. methods, tools and equipment

a. Two Courts of badminton.

b. 25 Rackets badminton, type of racket yonex.
c. (20) Box Shuttle plastic, type of shuttle yonex
d. Tape measure
e. Chalk
f. Colored tape
g. A flat wall
h. Two Timers

4. The test used in the search

"Are tests of the things that must be met in any scientific research as the test of "scientific methods important for assessment in the areas of life and in the field of years (Schmidt, A .wrisberg 2008:p130) sports especially when given to the progress in recent

1998:p48-51 Ray Collins and Patrick Hadyes[1] (- The long serve test

The purpose of the test: A measure of the accuracy of the long serve skill Tools needed: court badminton in the form (1), rackets, tape measure, duct tape, information form, signs to indicate the degrees Sticky rope columns, table for the development of feathers

5. **Description of performance**

a. After it was explained to the test laboratories is given testers a good time for warm-up and then gives each laboratory (5) attempts a trial.
b. Lab stands in the region specified by (x)
c. The laboratory is posting high and a long serve to reflect over the network and then over the rope trying to drop it in the area specified in points.
d. Gives the laboratory (12) to try and calculate his best (10) attempts only.

6. Performance Evaluation

a. Given the laboratory (5) points in the case of the fall of the shuttle in the region specific distance (4.5 cm) outside the boundaries of the pitch to increase the rear (40 cm) within the boundaries of the pitch after the back of the yard directly
b. The laboratory is given points (4,3,2) in the case of the fall of the shuttle in the areas specified distance (40 cm), respectively, after the area defined by (5) points
c. Gives the laboratory (1) point in the case of the fall of the shuttle in the region specific distance (175 cm), which starts from the end of the region (2) and to the imaginary line down the rope
d. Put one point for each bid does not reflect the feather over the rope.
e. In the case of the fall of the shuttle on the line between the two regions are given the highest degree
f. Shuttle coming out of bounds (except for the selected region), or attached to the network does not give any points.
g. Be the upper limit of the points are (50) points.

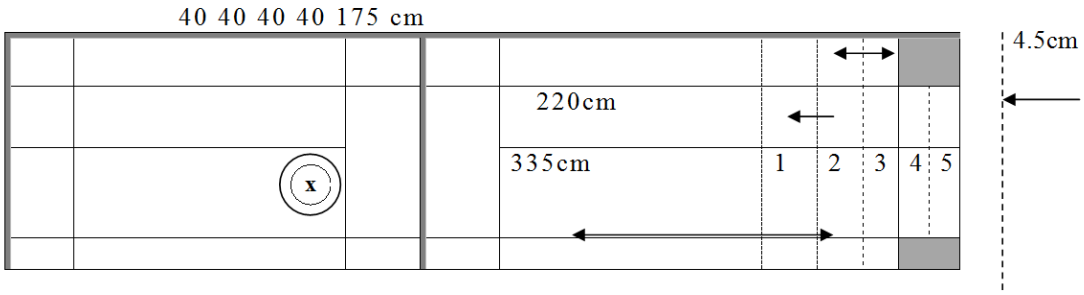
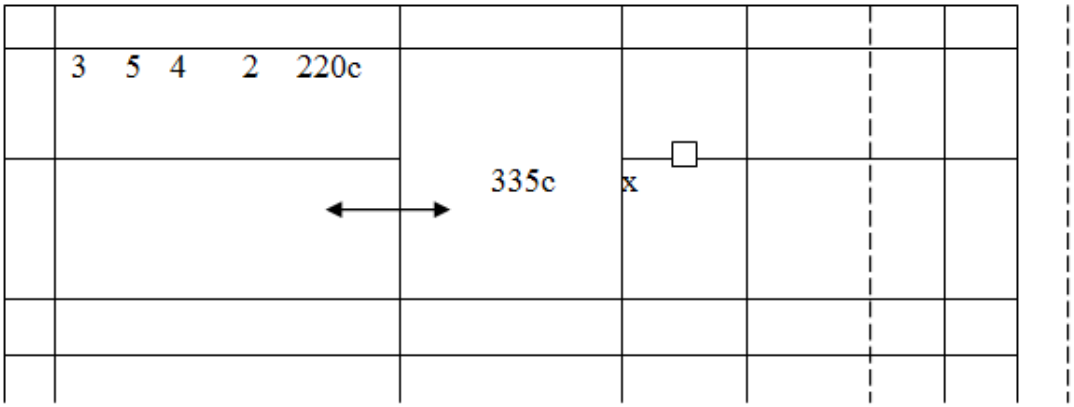


Figure 1: the badminton stadium planning to test the long transmission)

2- Strike the front forehand test (Don.R.Kilkendoll, Joseph, Gruber1987:p213-214): The purpose of the test: A measure of the accuracy of the performance of the front forehand. Tools: bats brushes, rope, lists of additional high (244 cm), information form, field test plan design.

7. Description of performance

a. After the test is explained to the two laboratories give testers a good time for warm-up and then gives each laboratory (5) attempts a trial.
b. Stands laboratory in the region specified by (x).
c. At the moment the coach sends his blade can move if this move is necessary for the success of the attempt. And it hit the badminton front strike away (from above the head) to send over the network and the rope at the area specified in degrees.
d. Given the laboratory (12) has a calculated attempt to better (10) attempts only.
e. Performance Evaluation:• given the laboratory (3) points in the case of the fall of the shuttle in the region specific distance (50 cm) after the back of the yard.
f. Given the laboratory (5) points in the case of the fall of the shuttle in the region specific distance (76 cm) between the back yard and the beginning of the transmission line run doubles.
g. Given the laboratory (4) points in the case of the fall of the shuttle in the region specific distance (70 cm) after the transmission line run doubles.
h. Given two points in the laboratory case the fall of the shuttle in the region specific distance (124 cm) which starts from the end point (4) and ending with the extended imaginary line down the rope.
i. Given a higher status in the fall of the shuttle on the line between two points is not given any point of the feather that falls outside the boundaries of the pitch or attached to the network.
j. The maximum points that can best record in the laboratory (10) are the attempts (50) points.



Form (2)
Shows the badminton stadium planning to test the strike front forehand

8. Discussion

a. present the results of pre and posttest of the skill serve and strike front forehand by style exercise a partial analysis: Table (3) Shows the mean, standard deviation and the value of (t) calculated between pre and posttest of skill

Table 3: Shows the mean, standard deviation and the value of (t) calculated between pre and posttest of skill

skill	PART STYLE		WHOLE STYLE		t- test	significant
	m	SD	m	SD		
SERVE	15،6	1،9	29،7	6،3	7،4	0,02
FOREHAND	17	1,21	26,05	2,42	6،7	0,02

b. present the results of pre and posttest of the skill serve and strike front forehand by style exercise a whole analysis. Table (4) Shows the mean, standard deviation and the value of (t) calculated between pre and posttest of skill

Table 4: the mean, standard deviation and the value of (t) calculated between pre and posttest of skill

Skill	PART STYLE		WHOLE STYLE		t- test	significant
	m	SD	m	SD		
SERVE	15,9	2,07	22,1	4,51	3.72	0.03
FOREHAND	15	2,11	17,4	0,67	4,44	0.02

Through what has been exposed in tables 3 and 4, a significant difference statistically significant in the tests before and after to test and the two groups of research (the exercise part and exercise whole) and for posterior tests. attribute the researcher the cause of these differences to Each style of exercise, partial and whole of exercise, the total had an active role in learning the skill serve and forehand, and the exercises prepared by the researcher had an effective impact in dealing with the privacy of skill learned through the selection of exercises of modern and appropriate to the level of the sample , as the method of explanation and illustration and application by the researcher helped the learners to draw a picture in the brain for the skill to be learned.

The (Nahida Abdel Zaid 2008:p66) that exercise is the essential quality that characterize the educational unit in which it can measure the amount of learning or performance and developments

Present the results of the posttest differences in the skill serve forehand strike by style exercise part and whole. Table 5 shows the mean, standard deviation and the value of (t) calculated between posttest of the skill

Table 5: Shows the mean, standard deviation and the value of (t) calculated between posttest of the skill

skill	PART STYLE		WHOLE STYLE		t- test	significant
	m	SD	m	SD		
SERVE	29,7	6,3	22,1	4,51	5,13	0,00
forehand	26,05	2,42	17,4	0,67	6,55	0,00

Since the evolution of the group that learned the style exercise partial was the result of the division of skill to be learned into several parts, where the teacher teach the learner each part separately and then move to the other part until you learn the skill as a whole, and then a learner perform the skill in an integrated manner (one unit) , The evolution of the group that learned the style exercise total was the result of the performance of the skill without dividing into parts where he was the skill to be learned fully several times in order to form the learner early picture of the skills and steps of its performance with the continued performance of the skill several times starting performance specifications better until you reach the stage of proficiency (yarub Khyoun:2010:p64)

9. Conclusion

The main conclusions were;

1- the use of the constant style of exercise had an active role and learning the skill of the long serve and the stroke forehand in badminton,
2- the use of the varied style exercise had an active role in learning the skill of the long serve and the forehand stroke in badminton

References

Don .R .Kilkendoll, Joseph, Gruber, Robert (1987). Measurement and Evaluation for physical Educators. Sec .ed.Human Kentics pubtisers, Inc.,

Nahida abd zaid, (2008). The basic in the motor learning, Iraq, nagif,

Ray Collins and Patrick Hadyes, (1998). A comprehensive Guide to sport skill tests and Measurement, Charles Thomas pub .u.s.a.

Schmidt .R.A.craig .A.wrisberg, (2008). Motor Learning and Performance. Second Edition.

Yarub Khyoun (2010). Motor learning, Iraq, Baghdad,