



Effect Strategic of Problems Solution on Development Attack Serve and Block wall Skills in Volleyball

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ABSTRACT

Through the critical read, there is being new alternatives which play to raising the qualification level of student through direction him by the teacher to control, perfect, and capacity these skills as well as knowing when and where using them within game positions. Especially these two skills in present study are looking for a moment solution to avoid mistake of player or learner in order to put another responses which came in way by chance and other came from previous reading for the practical accident of skill position. The aim of study is to identify the effect strategic of problems solution on development attack serves and blocks wall skills in volleyball. 30 students were chosen randomly from fourth class of the faculty of physical education group (D). So they represented a percentage of (13.043%) from the society research. However, we used the experimental approach design method (pre and post-tests) for the same group to achieve the aim of the study. Data of present study was analyzed by using mean, standard deviation, and (T) test. Researchers concluded that the strategic to solve the problems are clearly important to discover the power and qualifications of students to develop teaching especially in attack serve and block wall skills. Moreover, the suggestion strategy about scientific knowledge was the action role to develop the different sides of the game specially the skills of current study.

Keywords: Strategy, attack serve, blocks wall, volleyball, skill, physical education.

1. Introduction

Development of teaching strategies have contributed to emergence many of them especially who will be its axis a student centered around him, therefore the teacher has to view them and benefit of them to learn and develop mental abilities, capabilities, and the possibilities of student for instance knowledge, skill, and tactical in volleyball, a strategy to solve the problems is one of modern strategies that are based on behaviors and thought processes directed to perform a task with the requirements of the mentality of knowledge as well as a strategy to

solve the problems refers to different people efforts which they are making to reach the goal do not have a ready solution to achieve. The volleyball is one of the group games which is characterized fast and sudden changing attitudes and diversity in motor performance of different skills requiring a high level of accuracy in performance and dealing with the ball in the air especially the skills of the attack serve and the block wall, as it allows only a certain number of touches before the necessity of crossing the ball to the opponent court, Yousef *et al.*, (2000) showed that "the strategic means decisions made in the present to place some arrangements that may lead to the future goals have high-impact in the work of the organization or the methods used by the individual".

Whereas Mahmood (2010) confirmed that the strategy is to take one of the problems related to the subject of study as a starting point in teaching the subject, in addition it is by thinking about the problem and the work of the necessary procedures, collect information and results, analysis, and interpretation it then put appropriate suggestions so as to a learner acquires scientific knowledge and training on the method of scientific thinking which led to the required development of scientific and mental skills. Moreover, the implementation of problem-solving is to provide information in the form of problems of interest to the learner and the community and it needs also to good think to find appropriate solutions.

Mohamad & Nayef (2008) defended the strategy which is one of the attraction methods in improve capacities of invitation for learners where the learner is busy in the selection and discover the inside (the substance) of the study subject. Learner takes many decisions in private business in the subject matter to have opportunities to provide the largest possible number of ideas, proposals, and solutions related to the issue or problem or a particular position put forward by the teacher. In the area of physical education and dance the pupil learns through his planned experiences to solve the motor problem and how to control many of the movements in which his body is moving and formed a movement within the limits of the problem in meaningful methods results in satisfy his desire to successful use of his body and improve his self-confidence (Mahmood., 2006).

Researchers were viewed some previous studies they were the main source for the research problem which is restricting some of the teachers of foundation learning in educational curriculum which is represented in single repetitions to learn the specific skills and an independent on individual differences among students, while we can through critic readings confirm there are new alternatives works to raise the level of efficiency of the student and guide him by the teacher or educator as well as adjusting, perfecting, and absorb these skills and know when and where that can be used within the positions of play especially since two skills under consideration of the skills they are looking for solutions selective instantaneous to avoid falling mistake. However, the aim of study is to identify the effect strategic of problems solution on development attack serves and blocks wall skills in volleyball.

2. Methodology

2.1 Subject:

30 students were chosen randomly from fourth class of the faculty of physical education, group (D). So they represented a percentage of (13.043%) from the society research. However, we used the experimental approach design method (pre and post-tests) for the same group to achieve the aim of the study.

2.2 Strategy of problems solution:

Researchers prepared some of weakly teaching positions numbered (6) positions at a rate of (2) positions of each position under consideration to ensure that the lessons are continuing suitably with the strategy of solve the involved problems:

Procedures steps to perform strategies of problems solution:

First: division students of experimental group into two groups each group involving 10 students and choose a leader from students of each group. His task to consult with colleagues when determined the problem to choose the best solution among the solutions chosen for the position of the skill then answer instead of them.

Second: At this stage has to be for the teacher to make sure that the situation or problem at hand is clear and understandable by the student in the level of defiance. It contributes to explain the situation or problem and formulation it as well ask about its main elements through directing several questions for students, for example:

What is required found in the problem?

What is the information given to students about the problem or data contained?

What are the circumstances and conditions, consisting of the position or the problem?

Drawing diagrams of the position or the problem.

Analysis of the situation elements and their conditions and the separation between each of them.

Is it possible to achieve these conditions choosing the best solution?

Third: It is related to the selection of the solution and its strategy and the teacher has to help students through the presentation and ask questions that lead them to reach a solution to the idea for instance:

Do you have an idea about the situation at hand?

Have you had this attitude during the practice game with colleagues such image?

Will follow you saw her through some international matches?

Try to think carefully about a position and whether the position you are unfamiliar with or passed previously?

Have you had a similar position familiar to you by and you have already dissolved?

Can you use the same idea of a solution to resolve the current situation?

Do you need to add a catalyst to resolve the situation of the solutions?

Re-read the situation again?

Are you still different from what you see over your positions during play?

Try to analyze solutions to you about the situation again?

Did you take into account all the ideas and the basic elements are included for the position to reach the optimal solution?

Fourth: Implementation of the solution.

To help students in implement the solution plan the teacher will direct students to review each step of the solution and this is done through the teacher gives to his students several questions such as:

Can you clearly see that every step of the solution is correct?

Did you use all the data in the solution?

Have you discussed with your colleagues steps before choosing a solution?

Can you prove that the solution you have chosen correctly through the practical application of it?

Fifth: Review the solution and make sure of its correct:

Teachers will ask several questions to their students, for example.

Can you review your solution reached and make sure your steps?

Can you find an alternative solution so that the solution of this leads to the same result (making the point directly)?

Can you use the solution reached in other situations you may experience during the application by playing with your colleagues or anywhere else?

Sixth: The application of the solution:

After reaching the optimal solution and all the students in groups agreed, students are divided in groups according to the requirements of the skill position, the execution starts under the supervision of a teacher with correcting committed errors in accordance with the rules of the game in order to overcome in the following up repetitions to perform by all the students properly.

2.3 Used tests:

2.3.1 Attack serve test:

The aim of present test is to measure accuracy of attack serve as shown in figure (1), after preparation the ball, player will do straight attack serve toward the internal triangle of the net.

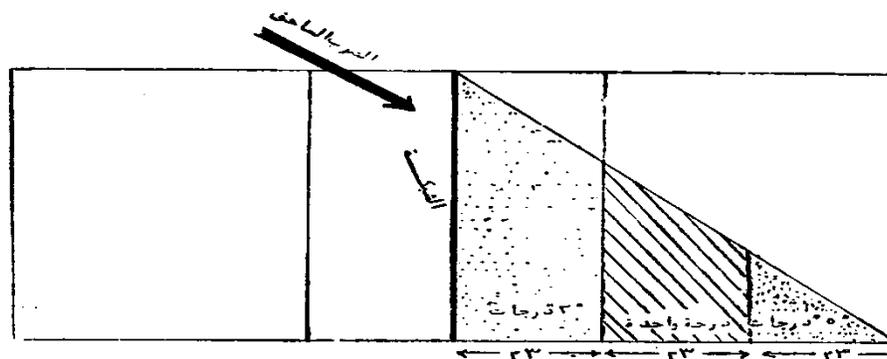


Figure 1. Shows attack serve test

2.3.2 Block wall skill test:

The aim of present test is to measure player's ability on the repeated performance in the same rate for the block wall skill of more than one location on the net as shown in figure (2). Place two chairs in the regions of 2 and 4 a (50 cm) from the net then assistants stand upon the chairs (each assistant on the chair) each of them holding a ball with both hands above the level of the net by (20 cm), player is standing in the middle of the area (3m) in the half-court when player is hearing the start signal, he has to go to one of the balls to jump and touching it by both his hands from the top of the ball (block wall skill) then go down to the re-run to the second ball to touch it with the same way after that come back to the first ball to perform the same work, repeat performance for the duration of (15 sec).

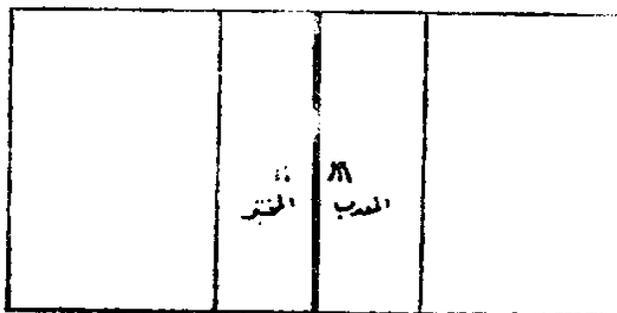


Figure 2. Shows block wall skill test

2.4 Statistical analysis:

SPSS was used to analyze the results of present study and we used mean, standard deviation, development ratio, and T test to know the results between groups.

3. Results and Discussion

(Table 1)

Shows means and standard deviation in pre and post-tests for basic skills.

Variables	Measure Unit	Pre test		Post test	
		Mean	SD	Mean	SD
Attack serve	Degree	10.125	3.758	15.250	3.615
Block wall	Degree	6.625	0.744	8.375	0.744

Table (1) showed means and SDs of pre and post-tests of basic skills which used in present study, the mean of attack serve skill in pre-test (10.125) with SD of (3.758), while the mean of the same skill in the post-test (15.250) with SD of (3.615). Whereas the mean of the block wall skill (6.625) with SD of (0.744), while the mean of the same skill in the post-test (8.375) with SD of (0.744).

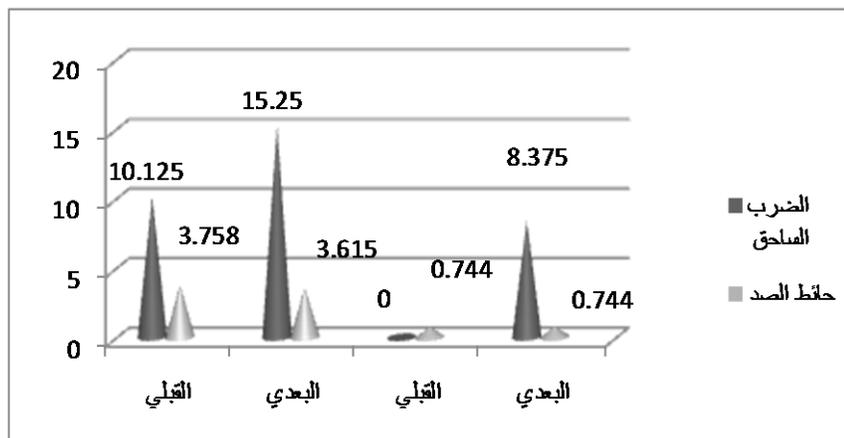


Figure 3. Shows means values in pre and post-tests of basic skills of present study

(Table 2)

Shows differences of means, SDs, and T test, and error ratio of attack serve and block wall skills in volleyball

Variables	M U	Mean	SD	T test	Error ratio	Significant
Attack serve	Degree	5.125	0.991	14.627	0.000	S
Block wall	Degree	1.750	1.035	4.782	0.002	S

Table (2) showed a value of means difference of attack serve which is (5.125) with total difference squares of (0.991) and value of calculated T test was (14.627) with error ratio of (0.000) due to it was lower than significant level (0.05) this refers to significant difference between pre and post-tests and in favor of post-test. However, amount of value of means difference of block wall was (1.750) with total difference squares of (1.035) and value of calculated T test was (4.782) with error ratio of (0.002) because of it was lower than significant level (0.05) this refers to significant difference between pre and post-tests and in favor of post-test.

Above results confirm that subject of the study was effected by used strategy which resulted in the development of basic skills in the game of volleyball including the skills of attack serve and block wall, in addition exercises wereinvolved proper organization and the gradient of the easy to the difficult and scientific and organization planning, Yosefet *al*(2000) saidthat "strategy means decisions made at the present time to make arrangements that may lead to future targets with main impact in the works of the organization or the methods used by the individual".

Researchers attributed the results of current study to several factors, mainly the use method ofdivide the court and how to deal with it, which is one of the common teaching methods as confirmed through literature of learning and teaching methods, where students gain through this method a set of theoretical knowledge and practical skills and unwanted trends, moreoverthey must acquire the skills needed for different kinds of thinking and solving problems because

dealing with multiple skills and attitudes not only need to practical knowledge and skills in order to face variables of the play and its fast movement as well as new positions. Rather it is necessary for them to acquire the skills needed to deal successfully with the new data and the positions of the problem did not pass their experiences before and not been subject to them. Here we must point out that there are other factors for instance varied in practical exercises of learn, repetitions, feedback, and invest time and effort in organizing and distributing repetitions because it is a successful and effective learning tool Muston & Ashwarth (1994) confirmed that "the main and necessary base in skills learning which shows clear progress in learning is a concern in attempts of exercise. As well as the availability number of the cognitive ideas became the base to choose the best response to the sexy and this was confirmed by (Subhi) who believes that "the teaching process is the attitude characterized by the interaction between the teacher and the student and each of them has a role in order to achieve certain goals, so teaching process are became learning experiences planned and carried out by the teacher in order to help students achieve specified educational goals.

4. Conclusion

Researchers concluded that the strategic to solute the problems are clearly important to discover the power and qualifications of students to develop teaching especially in attack serve and block wall skills. Moreover, the suggestion strategy about scientific knowledgewas the action role to develop the different sides of the game specially the skills of current study.

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