



# The Trace Of Using Alternative Teaching Style To Achieve Some Of Learning Objectives For The Number Of Javelin Handles In Track And Field

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## ABSTRACT

Teaching method has an huge trace to facilitate of teaching processing and achieve of learning objectives to the physical education lesson, it considers a join ring and choice of alternate method to learning of javelin throwing handles in track and field assists to give a good results to the learners, this study confirmed that by its objectives such recognize the trace of using alternatively manner to the technical education to achieve javelin throwing from movement in track and field lesson, given that identify trace of using alternatively manner to improve the direction of learners toward track and field lesson. Subject of study was 40 students from fourth class students of physical education college\ Babylon University, the researcher divided the subject to two groups (experimental and control groups), the number of students that involved for each group was 20 students, the homogeneity and equivalence of subjects are done with following variations (age, length, weight, and throwing test from movement). The researcher is designed a learning approach, where used an alternatively teaching manner and the researcher applied the learning approach on to experimental group with three learning units weekly, whereas control group used normal lesson that applied by the teacher with no change of lesson manner, the period of teaching was four weeks and at the end of the experiment, the researcher printed technical education to achieve javelin throwing test from movement and testing of direction toward track and field lesson, the researcher concluded that alternative manner developed the experimental group when compare it with control group.

**Keyword: Alternately teaching manner, Javelin handles in track and field.**

## 1. Introduction

Recent scientific developments that began to impact directly to the learning approaches, so most of countries pushed to working to improve the approaches to be suitable with the developments, actually they started to change the teaching objectives and purposes through discovering of a new directions which connect with the nature of person and his growth given to improve the learning action itself, the development of learning procedure does not achieve through the approach and student level but has to be a suitable method assists the teacher to achieve learning action and reaches the information to learner with

limited manner to facilitate the information and makes it more simple to the mind of learner, a good teacher who can determine the manner and method according to following approach, according to the educational level of students, and according to their mental and scientific abilities, so the teacher has to choose a suitable method or manner to transport the required information and knowledge to the students or learners to improve the learning behavior with interactive method and also exciting of learner interesting to push him to learning, taking into account the characteristics of the learner and features of psychological, social, mental and physical (Ahmad Marei., 2002).

Recent studies indicated to alternatively manner activated to reducing the difficulties of learning and develop of behavior and personality characteristics for learners, also, this technique helps to improve mental processes for them, there are number of educators and researchers declare to important of using this method to support the activate learning, javelin throwing one of the activities of track and field which had a big interesting by researchers who interesting to develop of sport achievements, the first important step in this activity is the correct and suitable style to handle javelin which helps the learner to run distance of approach and then throw the javelin to the most faraway point entire the section of throwing. Javelin handle style has an effective role in achieving level so the important of the study is using alternative style to learning number of handles javelin to allow the learner shoos the best throwing style.

Teaching method has an huge trace to facilitate of teaching processing and achieve of learning objectives to the physical education lesson, it considers a join ring and choice of alternate method to learning of javelin throwing handles in track and field assists to give a good results to the learners, this study confirmed that by its objectives such recognize the trace of using alternatively manner to the technical education to achieve javelin throwing from movement in track and field lesson, given that identify trace of using alternatively manner to improve the direction of learners toward track and field lesson.

## **2. Methodology**

Researchers used experimental approach (equal groups) because it is suitable to the nature of the study where experimental approach is more reality to solve a lot of scientific problems practically and theoretically (Mohamad and Ausama., 2000). The researchers carried out pre-tests on 20 November 2012 whereas the post-tests were achieved on 15 May 2013 at the same procedures of pre-tests.

### **2.1 Subject**

105 students from fourth class of physical education of Babylon University represented the search community, 40 players were selected randomly from them, and they divided into two groups (20) players to the experimental group and (20) players to the control group. To be study groups homogeneous and to adjust of study variations which impact in experiment, the researchers tried to find the homogeneity between study variations by

skewness coefficient, most of variations achieved skewness value less than  $+ - 3$  and this means that subjects distributes homogeneously as shown in table (1). The researcher did also an equal between two groups in variations itself by used T-test for independent subjects as shown in table (2).

Variations	Statistical	Mean	Standard Diviation	Skewness coefficient
Length	Cm	22.5	2.58	5.52
Weight	Kg	158.75	3.62	1.30
Age	Year	60.4	4.03	0.28

Table (1) shows the subject homogeneity in study variations

N	Variation	Group				Calculate T	Significan t Level	Significant
		Experimental		Control				
		Mean	Standard Deviation	Mean	Standard Deviation			
1	Javelin Throwing from Movement	16.50	2.31	16.70	2.55	1.36	2.20	N S

Table (2) shows subject equal in study variations

Significant level (0.05) and freedom degree (38).

## 2.2 Learning Program

Learning approach consists of (12) learning units divide into two groups, (6) units for every group and time of learning unite is (60) minutes, two learning units a week, the researcher displayed learning program to the experts which their specialist (sport training, teaching methods, sport psychology, tests and measurements, and track and field) before applying and they gave their opinion about the validity of the test to the subject and suitable of the test to the physical and mental abilities of the subject as well as validity of time divided of the unit parts and duration of question.

## 2.3 Prepare a Measurement of Psychology Tendency

Researcher depended on measurement of psychology tendency which is designed by some of teachers of teaching methods and educational psychology, the measurement is carried out by third class of physical education, the items of measurement consisted of (35) items and then researcher collected the items of the measurement and distributed it into

positive items and negative items, five replacements were given to answer the items of measurement (very agree, agree, neutral, no agree, very no agree) depend on Lecart method.

#### 2.4 Main Experimental:

After homogeneity and equal of research sample, the researcher divided the subject into two groups experimental and control, learning program is applied on experimental group after divided them to (10) couples, where is one of students with a collection of high and the other with a collection of Low and then the teacher reminds them the subject of the previous unit so that there is a correlation between educational units, then the teacher gives an idea on the subject of educational unit for this lesson and explained in detail and presented practically in front of the students then begin section applied, student who is its collection the low applied handle for (5) minutes and the student with a collection of higher corrects mistakes and give feedback to them after the end of the first (5) minutes for them the two students exchanging roles and vice versa and also be for a period of 5 minutes, and so on, the role of the teacher is monitor the performance of all students and follow-up. After the completion of the application handle at the end of the learning unit, the teacher evaluates the performance of all students, either control group is used the traditional method for the lesson which is that the teacher explained javelin handle for students and give them the model for javelin handle and then the student applies handle and teacher corrects mistakes and give feedback for each individual member of the group control.

#### 2.5 Test of Results collection

After completing the main experimental period approximately three weeks, research fellow carried out test of results collection on the search sample (control and experimental) for the purpose of measuring the development in the performance, research fellow was looked for the help of teachers of track and field subject in the Faculty of Physical Education \ University of Babylon, however, after the completion of the test of results collection, the final scores of the two groups of study were got to do a statistical analysis.

#### 2.6 Statistical Analysis

Study used SPSS to extract the results.

### 3. Results and Discussion

Table (3) shows differences between pre and post tests for both search group, researcher attributes reason of that to the teaching style (traditional or interactive) effect in facilitating the learning process and achieve educational goals to track and field lesson, learning style is the link between the teacher and the learner and chose interactive style of learning javelin handle in the game of track and field has given many results of the learners in

the experimental group more than what the traditional method is given and this is indicated by the goals of this study.

Groups Tests	Experimental				Control			
	Pre		Post		Pre		Post	
Results collection of javelin throwing from movement	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
	16.50	2.31	32.92	20.90	16.70	2.55	29.40	3.35

Table (3) shows difference significant of the test of results collection between pre and post-tests to the experimental and control groups

Table (4) shows that mean of experimental group is (32.92) and standard deviation is (2.90) whereas control group its mean is (29.40) and standard deviation is (3.75), T-test value approximately (3.80) which is more than calculate T (2.20) when the degree of freedom (38) and the level of significance (0.05), so alternative style has a positive impact on the level of results collection for the throwing phase of javelin from movement, researcher attributes reason of positive impact to the effectiveness of this technique which applied in the learning approach, especially as applying scientifically in terms of a colleague (observer) and its ability to give feedback (information related to the performance or results of performance, it is information linked to the style of performance movements and been limit and clear) (Schmidt *et al.*, 2000).

Groups Tests	Groups				Calculate T Value
	Experimental		Control		
Results collection	Mean	Standard Deviation	Mean	Standard Deviation	
	32.92	2.90	29.40	3.75	3.80

Table (4) shows difference significant of the test of results collection between post-tests to the experimental and control groups.

Significant at error rate (0.05) and the degree of freedom (38), tabular T value (2.20).

Students in this style has a good opportunity to correct the errors of his performance movements early time by receiving the feedback from his colleague (observer), when learning programs build on the foundations of a scientific to organization the teaching process will create a relationship between the teacher and the student, especially if using in an appropriate manner and thus achieve the desired objectives (every style of teaching methods when used during a certain period of time, it leads to communication and the attainment of a certain set of goals) (Mohamad., 2003).

Groups	Groups	Calculate T
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Tests	Experimental		Control		Value
	Mean	Standard Deviation	Mean	Standard Deviation	
Psychological tendency	71.57	7.31	56.93	9.65	4.53

Table (5) shows significant differences to the two of search groups in the psychological tendency.

Significant at error rate (0.05) and the degree of freedom (38), tabular T value (2.20).

Table (5) shows that mean and standard deviation of the experimental group, and mean and standard deviation of control group in the test psychological tendency, significant differences in favor of the experimental group which used the alternative style in the learning approach, researcher attributes the reason to increase the percentage of actual student participation in lesson through motor performance and give him information.

In addition, a student in this style has independence in making many decisions so he is able to creativity and interaction with fellow observer that is trust him to correct the errors of his performance and this generates psychological comfort to him when sharing together in the performance of required task which increases the motivation and desire towards track and field lesson (Ahmad and Mohamad., 2011), the student at this stage likes to configure social relationships and loves for leadership and independence in making a decision away from authoritarianism and implementation of the orders by the teacher as well as he develops his high confidence about applying kinetic tasks and evaluation of the level of his performance and this in turn leads to the motivation to learn and thus improve the quality of performance and the development of good feeling toward the subject study that has improved his achievement and performance (Mahamoud., 2011).

#### **4. Conclusions:**

Researcher concluded that alternative teaching manner and traditional style have effective impact in test of results collection for the javelin throwing from movement, and surpass alternative style to the traditional method in the test of javelin throwing from movement as well as presence of the student in a small group of the same level maneuvered to him enough time and opportunity to perform motor phase correctly without blocking from other students. Organizing couples in alternative style for the experimental group has helped to invest time and effort in the learning unit and achieved educational goals and make way for the observer and student to apply and correct the mistakes as long as possible in the learning unit.

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