

Analytical Method and its Impact on learning Some Individual and Bilateral Skills in Artistic Gymnastic for Students of the Second Grade in the Faculty of Physical Education and Sports Science- University of Baghdad

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Abstract- The researcher conducted her research on a sample of students in the second phase at the Faculty of Physical Education and Sports Science - University of Baghdad, their number (20) students in two sets and officer, each set of them is (10) students. The research aims to understand the impact of the use of the analytical method in teaching some of the skills of the individual, bilateral gymnastics for the students of the second phase of the Faculty of Physical Education and Sports Science. The researcher used an educational program consists of (16) educational units with a rate of two units per week and educational unit time (90 minutes). The researcher applied analytical method on the experimental group and traditional program on the control group. Some results that have been collected and processed statistically were reached by the researcher, whereby the most important conclusions were that the analytical method was the best in learning individual and bilateral skills in artistic gymnastics. It is recommended to apply the analytical method in teaching artistic gymnastics skills, particularly bilateral and individual skills.

Keywords- Artistic gymnastics, Skills, Students, University Analytical Method.

I. SEARCH IDENTIFICATION

A. Introduction, importance and research problem

We characterized the present era of progress in the use of educational domain of learning and teaching methods and the acquisition of expertise and information in various sports skills and take into account individual differences among learners and especially the cognitive, intellectual and psychological abilities, which is classified based on which the individual.

Thus, what was learning one way does not work because there are individual differences to gain experience among the students so it was necessary to use different and new ways of learning for the detection of individual possibilities for learners intellectual and creative abilities.

Through informed researcher on cognitive methods in the learning process it appeared to her that the method of cognitive analytic can affect motor learning sports skills process because

individuals with analytical dimension characterized by analyzing accurate and detailed elements of the mission or educational situation. There are three types of skills are (individual - bilateral - the vehicle) and that concerns us in our research this skill (individual and bilateral) Valferdih consists of a section preparatory main section and the final section either bilateral skill they repeat individual movement shall be movement going on has no beginning and no end, this It depends on the performance of any skill set and mental processes on methods or strategies of the individual ways to receive information and knowledge, handling and issuance and then respond like. (2-34).

The style of cognitive explains aspects of mental activity, such as thinking, perception and memory, attention, problem solving, and these are all paid the learner to think and conclusion, taking into account individual differences among learners, since each individual, private style in learning and memory retention. (1-26).

The application of learners according to their ways of knowledge may help to solve many of the problems facing the learner. The style of cognitive analytical of new cognitive methods in the field of learning because it is characterized by attention by dealing with particles and privacy and search for minute details. People who are inclined to this method would prefer to work the program step by step and be thinking subconsciously and in control of it. (1-26).

Accordingly, the mathematical skills in different games are different in their construction locomotor In the configuration in which the individual, bilateral and vehicle and all of them need to be certain qualities to increase learning and access to good performance and this was confirmed by Qtahi saying, "The more diversified information and become an orderly and structured was to learn and retain the best. (6 -178).

This is through a researcher in the field of teaching technical dictated by FIG work noticed a weakness in learning some motor skills in artistic dictated by FIG for the students of the second phase in the Faculty of Physical Education and Sports Science, which drove her to search for more holistic approaches to learning and includes all the students away from the individual differences in learning for upgrading skills of the students, without exception.

From here came the idea of the study in the use of analytical style and knowledge of its impact on learning some motor skills and so the importance of this technique as a scientific serious attempt to find out how to use style cognitive analytical learn some individual skills, bilateral and its impact on learning compared to the traditional way the amount in the studied gymnastics at the faculties of physical education and sport sciences. That service to deliver the material in the manner best suited style better and that's what set up him.

B. Search Goals

- Understand the impact of the use of cognitive style the analytical skills to teach some of the individual and bilateral gymnastics for the students of the second phase in the Faculty of Physical Education and Sports Science.
- Identify which style best analytical or traditional in teaching some of the skills of individual bilateral and gymnastics for the students of the second phase in the Faculty of Physical Education and Sports Science.

C. Presumably search

- And no statistically significant differences between tribal and dimensional tests in gymnastics skills and analytical manner Altvkira search for the two sets of experimental and control and in favor of the post test.
- And no statistically significant differences between the two sets of post tests to search experimental and the control and the experimental group.

D. Areas of research

- The human sphere: a sample of the requests of the second phase in the Faculty of Physical Education and Sports Science - University of Baghdad.
- Temporal sphere: the time period from 16/10 / 2015- 24/12/2015.
- Spatial field: gymnastics hall of the students in the Faculty of Physical Education and Sports Science - University of Baghdad.

II. THEORETICAL STUDIES

A. cognitive style - Analytical

Knew Fetkn (1977, Witkin), one of the most prominent interested cognitive methods as "individual differences in knowledge acquisition process" (12-1977) which is so characteristic method of performance of the individual and show behavioral models and cognitive and mental reflect differences in the personal system and suggest methods of knowledge to "the way the individual to use his abilities to cognitive tasks. "(8-2002)

As can be defined cognitive methods as "modalities resort Albha individuals in their access to information from the environment". (7-27) That the methods of cognitive determine how an individual deal with environmental stimuli and how to respond to various situations that they encounter it refers to the awareness of the information or detected directly or Remodel or identify them and thus include all mental processes. (5-134).

This is when psychologists differ in their specifications and characteristics are hapless state of the individual and not his mentality, but reflected on the individual's behavior and inclinations, trends, and its relationship with the outside world are showing through appropriate social behavior for the position, hence the hypotheses clear in several positions and can even distinguish the individual in the way chosen career.

B. Analytical style

Is one of the methods eminent in the field of the study of individual teams, where reached Vladr study (195 - Felder) that individuals Althalileon tend to follow the educational process steps down to the solutions. (10-45) Thus, the analyzes are more accurate than others in reaching a solution and this can it is clear in some sports movements practiced by the athlete, it is when it needs to draw up a plan or follow certain steps need to be laid down to focus and think about making analyzes are better than others in these situations and this is what is referred Perry study (1983- Bieri) and his colleagues to be "students with the analytical dimension to get them the highest school pupils is analyzes, analytical dimension associated with the collection intimately." (9-26).

This has been several studies that confirmed the analytical cognitive style was good methods of access to effective learning and this was confirmed by Tariq Mohammed Badr El Abdi (4-157) in assays that students excel in Thslehm fellow totalitarians.

As well as other large number of studies on this style, you see the researcher that the basic idea of these studies dating back to the large number of individual differences among learners in order to be taken into account to reduce or minimize them in the same group and which makes us need to be renewed in the curriculum and teaching methods and stay away from strategies currently used in activities school and in particular he studied physical education teacher by knowing the characteristics of cognitive style and must accustom students to the analytical method in dealing with information, strategies and extraction solutions. Making the students in the case of consolidation in the use of new ideas and methodologies and stay away from imitation and memorization method which helps to build generations to be able to deal with the expected learning problems.

III. RESEARCH METHODOLOGY AND FIELD PROCEDURES

A. Research Methodology

Researcher experimental method chosen to suit the nature of the problem.

B. The research samples

It was selected sample of students in the second phase of the Faculty of Physical Education and Sports Science - University of Baghdad n the three divisions (j, i, h) was chosen as the female Althalillat among students, according to the scale, which was used by Tariq Mohammed Badr (2006) on the verbal test in a manner NEWS multi, where

drafted periods this test in the form of the position of all allowances, one of them represents a holistic dimension and the other represents the analytical dimension We have chosen this measure only students 10 students from the Division (h) and (10) students from the Division (j), then the draw among female divisions result was a set Division (h) was an officer and a Division (j) trial.

It was conducted homogenously, including height, weight and age. The result was as shown in Table (1): random variables for all, which demonstrate the homogeneity of the two groups.

TABLE I. IT SHOWS THE HOMOGENEITY OF EXPERIMENTAL AND CONTROL GROUPS IN HEIGHT, WEIGHT AND AGE VARIABLES

Statistical variables	Control Group		Experimental group		(T) Value*	Statistical significance
	S1	P2	S2	P2		
Length	1.61 1	0.013	1.60 4	0.01 9	1.2	Random
Weight	60.6 6	2.73	60.5 7	0.90	0.9 5	Random
Age	19.7 6	1.38	1987	1.45	1.4	Random

*. T calculated value (2.18) in front of 18 degrees of freedom and a level of significance (0.05).

C. Skills under study

It was selected for the individual and bilateral skills and vocabulary that are under Platform studied gymnastics for the students of the second phase in the faculties of Physical Education and Sports Science, namely:

- Individual skills: Handstand, Arabic jump.
- Bilateral skills: Repeated human wheel, Rolling forehead frequent.

D. Pretest

The two sets of search experimental and control test skills under discussion on Tuesday, 25.10.2015 situations where one skill assessment (10) degrees through direct Calendar, viewers of

the four tasks before been deleted highest and lowest score and collect the papers remaining, and divided (2) to be The final grade for each skill.

E. Main Experiment

The application of the approach experimental group on Sunday 10/18/2015 up to 13/12/2015 included (20) educational unit rate of two units per week Module for (90) minutes have been implemented steps analytical method, as follows:

- 1) Skill for the student's way of partial explanation with the use of means of clarification.
- 2) After the explanation has been directing the school some questions for the students.
- 3) Each student shall carry out their own skill and learn about the performance and extract mistakes either school whereupon correct the mistakes go.
- 4) Students are given an opportunity (rest) and then begin to display skill in front of the mirror and then put the class for itself at the same time give the school its own assessment and then be Nak compared between the requesting degree for the same grade school, and this makes the student in the case of Suspense to follow the performance itself and give them the opportunity to learn Mistoha .
- 5) After the completion of the section applied, the school evaluates the performance to see the extent to which performance of the students and praise to the students betas betas urged students not to correct their performance.

Note: The teaching skills from easy to difficult and from individual to binary. The program ended on Wednesday (23/12/2015). As for the control group and missed the application applied by the traditional school art program.

F. Post test

After the completion of the main researchers conducted the experiment posttest on Thursday (24/12/2015) of the skills in question and at the same time and the circumstances of the pre-test.

IV. PRESENTATION AND ANALYSIS OF RESULTS AND DISCUSSION

A. Presentation and analysis of results

Of the table (2) As shown in individual and bilateral skills and after processing the results before and after the tests results showed a significant and all of the tests and yours, because

the value of (t) calculated for each of them is greater than the value of (T) Indexed when the degree of freedom (9) and standard (0.05) and this what made the first imposed.

Table 3 shows the final results after the pre-test and post processing and all the tests that the results enteral As described above, because the value of (t) calculated is greater than tabular and this is what made the first imposed.

Table 4 shows the following treatment of the results of the post tests for each of the experimental and control groups in the research variables showed it's all moral and because the value of (T) Driven (2.12) when the degree of freedom (18) and the level of significance (0.05) and this is what made the second to impose.

B. Discuss the results

Through the table (2) and (3) we note that both the experimental and control groups has become have improved the level of performance skills under discussion which shows that prepared the experimental group the program has met with success in terms of preparation and analytical technique used was much better than the curriculum traditional.

If we look to the table (3) and the private tests dimensionality of both experimental and control groups, we find tens results were positive for all skills and in favor of the experimental group which shows that the educational units affected and directly where led to the gradual receive information and build appropriate to the nature of the skill given kinetic programs leading to stabilize the level of learning and progress in a positive result for the organization of the units and continuity as well as feedback obtained by the experimental group and even the officer during the performance, which led to the high level of learning and correct the mistakes and move between the stages of learning better, and this was confirmed by Schmidt said: "the feedback increases individuals and their motivations energy and promote the proper performance and avoid the wrong performance. (11-282).

As seen researchers to outweigh the students Althalillat due to their ability to analyze the situation, which make them self-reliant in accomplishing duty after mastering skills and this was confirmed by Hassan Abdel-Gawad, "that the basic principles for any of the games is the pillar upon which to build the game and mastery will depend to some extent significantly to the arrival of the player to the degree of excellence and success is why attention must be paid to the stages of learning. (12-29)

TABLE II. IT SHOWS THE PARAMETERS OF STATISTICAL VARIABLES TO SEARCH FOR THE CONTROL GROUP IN THE PRETES AND POSTTEST

Statistical values Research Variables	Pretest		Posttest		F	FH	(T) Value*	Statistical significance
	S1	P2	S2	P2				
Arabic leap	0.086	0.32	3.06	0.21	2.2	0.84	2.60	Moral
Handstand	1.55	0.40	3.317	0.24	1.587	0.66	2.39	Moral
Frequent human wheel	0.78	0.16	3.07	1.77	2.11	0.79	2.65	Moral
Rolling forehead frequent	1.104	0.27	3.16	0.30	2.056	0.76	2.70	Moral

Had we noticed both individual and bilateral skills noticed that the results of the individual skills of learning came in sequence and successive and students were Althalillat Tmizn response generated and slow, where they were more accurate in solving the difficulties and problems they face because they improve dealing with the naked stuff and this is what he referred to Tariq Mahmood Badr (2006) that "people tend to Althalileon solution in detail and are looking for details about the scientific understanding of head positions and enjoy dealing with the details and prefer to work on their own and they have an internal focus. (4-11).

As for bilateral skills they essentially individual skill (single) but repeated that is to say the things that apply to individual skill apply the result to the bilateral skill and students Althalillat Tmizn field intelligence that enabled them to experience

recurrence of skill and analyze the situation well as those skills that needed to overlapping details they are divided into several parts interconnected separated by small parts based on the organization of perceptions and experiences and analysis of information in the brain and should here be noted that the curriculum should be based on the analytical method of dealing with the information and this is what made the students in the case of consolidation in the use of new methodologies and stay away from indoctrination and tradition and this in turn enhances learning and makes the learner is able to cope with the expected problems.

TABLE III. IT SHOWS THE STATISTICAL PARAMETERS OF THE RESEARCH VARIABLES EXPERIMENTAL GROUP IN THE PRETEST AND POSTTEST

Statistical values Research Variables	Pretest		Posttest		F	FH	(T) Value*	Statistical significance
	S1	P2	S2	P2				
Arabic leap	0.916	0.16	5.15	0.39	4.584	0.711	6.13	Moral
Hand stand	1.59	0.33	5.25	0.35	3.66	0.62	5.90	Moral
Frequent human wheel	0.804	0.020	5.44	0.53	4.636	0.72	6.4	Moral
Rolling forehand frequent	2.36	0.419	5.340	0.359	2.98	0.46	6.36	Moral

*. T value (2.36) when the degree of freedom (9) and standard (0.05)

TABLE IV. STATISTICAL PARAMETERS SHOWS THE RESEARCH VARIABLES FOR EACH OF THE TWO SETS OF EXPERIMENTAL RESEARCH AND CONTROL GROUP IN THE PRETEST AND POSTTEST

Statistical variables Research variables	Control Group		Experimental group		(T) Value*	Statistical significance
	S1	P2	S2	P2		
Arabic leap	3.06	0.21	5.95	0.39	7.1	Moral
Hand stand	3.137	0.24	5.25	0.35	7.3	Moral
Frequent human wheel	3.09	0.177	5.44	0.53	7.6	Moral
Rolling forehand frequent	3.16	0.30	5.34	0.35	7.4	Moral

*. T value (2.12) when the degree of freedom (18) and level (0.05)

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