

Impact Multimedia in improving the level of performance of some offensive skills Handball at the college schoolgirls of Physical Education and Sports Science

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Abstract

Identify the impact of the use of multimedia to improve the level of performance of, some Offensive skills handball. The two researchers used the tutorial multimedia on a sample of (30) a students of the second phase in the Faculty of Physical Education \ MIssan University, and were divided into experimental groups (Training Division) and officer (Teaching section) of (15) students per group faithful Chapter II school period, permeated the curriculum exercises to scroll and correction and audio-visual help the experimental group The control by the college curriculum, researcher used the principle of gradual education of offensive skills, where used PowerPoint program and through the calculator personal text, audio, images, animation and video to explain the skill and then practically applied. Find and ensure the most important aspects of multimedia skills and tests were chosen through the distribution of questionnaires to experts, specialists, experience and number (12) expert. The main findings of The researchers found the effectiveness of the use of multimedia to improve the offensive skills of passing and shooting, which helps in learning the skill better and has had a positive impact in raising the level of performance of these skills to students by removing the fear factor and the frequency of standing injuries and thus raise the level of performance skills of the students in practical lectures.

Keywords: *Multimedia, Handball, Physical Education, Sports Science*

Introduction

The idea of good teaching has occupied a large area by education and learning, and the workers in this vital axis have paid great attention by establishing the educational process, as researchers in this field have studied and analyzed these problems. Learning is one of the most important aspects and features that play an important role in the progress Many peoples, as it has a positive and comprehensive impact on the upbringing of a new generation on advanced and modern scientific foundations, and this progress is measured by the extent of their knowledge of the methods, means and theories of modern teaching and education methods, and scientific development has added many new means that the teacher can benefit from in preparing areas of expertise for students In order to prepare them with a high degree of efficiency, and in this regard, it is mentioned that the teacher's task is no longer limited to explanation, delivery and following traditional methods of teaching, but rather his first responsibility has become to draw a blueprint for lesson strategies in which teaching methods and teaching aids work to achieve specific goals. And if we want success for the method or method, it is assumed that it has a distinctive character that motivates the student and generates interest in the study material and pushes him to make maximum efforts to achieve the goals he set for himself. This development appeared methods and systems in the analysis of physical education lesson. Technological progress plays a major role in providing the teacher with tools and devices that help facilitate the delivery of information to learners, and the multimedia method is one of the forms of modern educational technology, as it is considered an educational system that interacts functionally through the educational part to achieve specific goals, and the media is based on a tight sequential organization that allows Each learner has to walk in the educational part according to his distinctive characteristics and to be active and positive throughout the period of his passing.

1- 1Research Importance

The importance of the research is due to the study and application of a new method of teaching physical education, which is the multimedia method of modern methods of learning, as it provides an important service if it is used carefully during the learning process, as verbal explanation is not enough, the learner cannot understand by explanation except within the limits of his knowledge and its information, but by using the media it is possible to provide more clear boundaries about the experience and the activity to be learned that multimedia is one of the factors that positively affect the learner, and that the teacher's use of it in a variety of ways contributes to achieving a better quality of learning that learning depends on the appropriateness of the available multimedia and the extent of integration between The method, the educational medium and the good teacher. Handball is one of the sports that depends on basic skills as an important base for progress, so that coaches spend most of the time training to perform these skills and teach them and give them a greater share in training programs. But long and violent hours of training, and it is not the only method for learning motor skills. There are many ways and methods that help speed learning and acquisition of motor skills. Therefore, the

ability to understand the details of the skill is one of the important variables that affect performance, as it is used for the purpose of embodying performance by reviewing the skill. Mentally, this includes getting rid of mistakes by visualizing the correct style of artistic performance. And most of those who have a clear idea of the main aspects of implementing the skill and this is what distinguishes the multimedia method by comparing the performance response with the optimal performance and then correcting the wrong responses.

1- 2Research problem:-

The motives that determined the problem of the research were through informing the researchers of the physical education lessons, since the researcher had a higher education and an academic teacher in the college, in addition to personal interviews with a number of teachers in the College of Physical Education \ Maysan. Through the researcher, she noticed that the method used in teaching is the traditional method that relies on one source of knowledge, which is the explanation by the teacher, followed by a presentation of the model without any actual participation of students in the educational situation, and this is not compatible with the development in educational technology in terms of the use of some educational media This is in addition to the increase in the number of students and the necessarily consequent increase in the variance in individual differences between students, which increases the burden on the teaching staff. Therefore, the traditional method (followed) in education must be changed to meet the purposes and modern goals of education and the need to respond to the situations and stages of physical, motor and psychological growth and to meet the needs of the quantitative increase in the preparation of learners, and since the technological educational media has invaded some of the study subjects, so it must obtain physical education The university has its share of it, especially in learning handball skills, so teaching in it moves from methods that rely on ineffective routines through method and style to modern, sophisticated methods in which the educational process moves from the teacher to the learner, and the role of the teacher is to guide and guide, and it also facilitates the teaching process and reduces the Learning time, which leads to an increase in the learning efficiency of individuals. Here lies the problem of the research by teaching the multimedia method, which contains a huge amount of information related to the basic skills of handball, which are received by all the senses in the body through multiple media according to the written and moving text, as well as performance details, whether in the form of a picture or a video film (slow or fast motion) Or stop the condition and give positive or negative reinforcement feedback

1- 3Research Objectives

The research aims to: design an educational program based on the use of educational multimedia,

- 1- Recognizing the effectiveness of the educational program on the level of skill performance of the basic skills in handball
- 2- Identifying the differences in the pre and post tests of the basic skills of handball among the research sample.
- 3- Identifying the differences in the post tests of the basic skills of handball among the research sample.

1- 4Research hypotheses:-

- 1- There are statistically significant differences in the level of skill performance of the basic skills of handball in question between the pre and post measurements for each of the control group that learns in the usual way, and the experimental group that learns by multimedia in favor of the post measurement.

1- 5Research Areas:-

1-5- 1The human domain: - Second stage students \ College of Physical Education and Sports Sciences \University of Maysan for the academic year 2021-2022

1-2- 1Time range: 11/17/2021 to 1/4/2022

1-5- 3Spatial domain:-Interior hall and computers\Faculty of Physical Education and Sports Sciences\University of Maysan

2- Theoretical studies:-

2- 1The concept of multimedia.

The word “media” is the plural of the word “medium” and the mediator has many meanings, and it is everything that can convey information. If you want to transmit information to another person, you may use the written text, such as written or electronic messages. The text is an expression About letters and words that combine to solve a specific piece of information that someone who reads it understands if he knows the language used in writing or that you personally inform him by sound (Nael, 2008). This means that multimedia is a gradual building or structure of information, where information is presented by means of images, static and animated drawings, illustrations, films, animated and static video clips, sound effects, font shapes and their types, texts and different colours.

2- 1Concepts of multimedia elements.

1. TEXT.

The text consists of words aimed at conveying the message to the learner, and we must choose the words carefully. A good text is the basis for the success of the educational program. The word, whether written or spoken, is considered one of the most important media that can use many influences. It is possible to use different types of fonts or increase the size of some words. It may be useful in drawing attention to them or in highlighting the meaning. Some colors can be used to highlight a specific word or clarify a specific part of the text.

2. SOUND

Audio is one of the most important elements of multimedia. It attracts the learner's attention, stimulates memorization, enhances the image, and achieves interaction and emotion with the program. The sound may be analogue or digital. Analog sound is what we hear from the radio, cassette tape, or television, and it is the result of electromagnetic waves connected. Either digital sound is the process of taking samples from the analogue sound and converting it to digital sound and recording it in the computer. Using the sounds draws the learner's attention to the most important part of the information. (Nael, 2008)

3. Animation.

The moving picture is an educational system that derives the educational and educational cycle from the educational technology system. The moving picture is a live picture and addresses the senses of hearing and sight in addition to the element of movement. The movement takes place without interference, that is, it is a natural movement of the same person and can be recorded in the form of full films or a short part of the film. The moving picture consists of a sequence of a card image (and words that combine to solve a specific information that the person who reads it understands if he knows the language used in writing or to personally inform him of the sound ((sound)) (Nael, 2008). This means that multimedia is a building or a structure. Gradual information, where the information is presented by means of pictures and graphics

4. Animation.

Animation can be a hand-drawn or a photo to draw. Or a photograph or a printed image that is animated and animated. The animation can be as simple as moving text to enter or exit the screen, or be more complex, such as cartoon films, meaning the mother of cartoons.

5. Movement.

The moving image may be more effective for the learner to acquire information and skills as it increases his interaction with the educational program as it attracts the learner's attention and increases his scientific imagination. When designing an educational program and using movement, it is preferable to use movement in the components of the program

6. Video clips.

Video clips are used in the educational program with the aim of giving a suggestion of movement, vitality and credibility in communicating information better while increasing the motivation of the learner.

2- 2Concept of skill and sports motor skill:

Skill in public life means a job or a job (Mounir, 1982). It is used here to express a motor duty. It may be used to express the quality of performance, and here indicates "the extent to which individuals are competent in performing a specific motor duty" (Nahda, 2011.)

2- 3basic handball skills:

The game of handball is characterized by the multiplicity of basic skills in it, and this is what prompted specialists and those interested in this game and through successive periods of time to classify it. It was classified by Gerd La Lehmann and Teundrat to (Gerd, 1978):

1- Passing 2- Receiving 3- Aiming 4- Clapping 5- Bouncing Movements

Likewise, Mounir Gerges (1989) and (Mounir, 1982) classified the basic skills into:

1- Holding the ball 2- Receiving the ball 3- Dribbling 4- Passing the ball 5- Shooting 6- Cheating

And Mufti Ibrahim mentions that "(Mufti, 1998) the classification he mentioned is consistent with that of Al-Khayyat and Al-Hayali (2001) (Al-Khayyat, 2000). As follows:

First, offensive skills:

A - Offensive skills without the ball:

1- starting and stopping 2- moving to the side and back 3- running with the direction or changing direction 4- jumping and flying 5- falling 6- landing 7- body deception 8- seizure

B- Offensive skills with the ball:

1- Holding the ball 2- Receiving the ball 3- Passing the ball 4- Clapping 5- Shooting 6- Cheating

Second - defensive skills:

1- Defensive skills to cover an attacker without a ball

2- Defensive skills to cover a striker with the ball

The researcher will deal in some detail with the basic skills that he used in the skill performance tests, which are (passing, receiving, shooting, and tapping.)

2-3- 1Passing:

"Delivering the ball to a colleague at the appropriate moment and place to achieve an injury to the opponent's goal" (Al-Samarrai, 1987) and passing is one of the important and main basic skills in handball, which "is no less important than the shooting process" (Ahmed, 1998). The best suitable places for shooting at the target" (Mounir, 1985)

There are some variables required for technical and tactical performance in matches, as follows:

1. Strong passing: as in passing to a colleague to make it difficult to be obstructed by a defender
2. Passing distance: As in the case of long and short passes

3. Scrolling direction: Scrolling forward or backward, or cross and longitudinal scrolling
4. Scroll height: It is often performed at the level of the head and sometimes it can be scrolled in the form of an arc
5. Passing timing: fast passing to tire defenders, slow passing to gain more time

2-3- 2Receiving:

Receiving the ball is one of the important basic offensive skills in the game of handball, as the attack depends on the correct and accurate receipt of the ball, whether it is stability, movement, jumping, or in any direction. (Al-Khayyat, 2000)

The researcher believes that with regard to teaching the skill of receiving for beginners, the emphasis is on teaching receiving the ball with two hands, as receiving the ball with one hand is a difficult method for beginners.

2-3- 3Shooting:

The main goal of mastering the various basic skills is to deliver the ball to one of the team players in a position where it is easy to shoot for the purpose of getting the ball into the opponent's goal. Al-Shamkhi mentions about Al-Khayyat, "There are those who see shooting as a finishing skill. At the moment of shooting, a series of artistic and tactical performance and the accompanying psychological arousal are ended." (Al-Khayyat, 2000)

There are several factors that affect the correction, which are as follows.:

- 1- "Shooting angle: the more the shooting is in the area facing the target, the higher the success rate
- 2- Distance: the shorter it is, the more accurate the shooting
- 3- Direction: The more the ball is directed to the corners or critical areas for the goalkeeper, the more difficult it is for him to block it, and the wrist of the hand contributes a lot to directing the ball.

2-3- 4Tabtaba:-

Neuromuscular harmony between all members of the body, and performed by hand in coordination, harmony and control, without stiffness or tension, provided that it is used in the right circumstances and the right place so as not to be a cause of the team's defeat and the loss of its efforts.()

Chapter Three

3- Research methodology and field procedures

3- 1Research Methodology

Choosing the appropriate and most consistent approach with the nature of the problem to be investigated is a necessity of scientific research. interpretation of it). (Sami, 2000)

2- 3community and research sample

The selection of the sample is one of the important steps and stages of the research, and that the nature of the research is the one that controls the sample, and based on the foregoing, the researcher chose her community in a deliberate way, which is represented by a sample of the students of the second stage in the College of Physical Education and Sports Sciences, Department of Teaching (control) and training (experimental) and their number is 40) female students, constituting a percentage (87.5%) of two (2) divisions. The sample of (30) female students was chosen randomly by lottery method. (5) female students were excluded due to absence, and (5) female students were used for the exploratory experiment, and they were excluded in the experiment To avoid bias, and Table No. (1) shows the proportions of the sample size.

research community	The number of people in the sample	percentage
whole society	40 students	-----
The research sample	30 students	%75
exploratory experience	5 girls	%12.5
Excluded for absence and injury	5 girls	%12.5
the total	35 female students	%87,5

The sample was statistically equalized in each of the variables (height, weight, and age). The offensive skill tests of the subject and Table No. (2) below show the arithmetic means, standard deviations, and the calculated and tabular (T) value, between the control and experimental groups in the equivalence test, with the significance level not significant.

Adjective aggregates and skill tests	control group		experimental group		t. value		Indication level
	s	±p	s		calculated	%5	
age	20.9	1.15	20.2	insignificant	0.1253	2.048	insignificant
height	158.7	1.84	161.35	insignificant	0.74	2.048	insignificant
weight	59.65	0.74	56.45	insignificant	0.81	2.048	insignificant
performance speed	3.40	0,985	3.80	insignificant	1.09	2.048	insignificant
rust wall	2.48	1.125	2.66	insignificant	0.579	2.048	insignificant

Handling performance accuracy	4.73	1.279	4.63	insignificant	0.428	2.048	insignificant
Aiming accuracy	5.66	0.816	6.13	insignificant	1.673	2.048	insignificant

3-3 Devices, tools and means of collecting information:

- Arab and foreign sources * Two (2) computers and a whistle
- Experts survey form for skill tests *Handballs number (11) and one hanging with a height of (2.6m)
- Handball court (indoor hall), stopwatch * Shooting accuracy boxes (160 cm x 180 cm)
- Stopwatch, questionnaire, and performance appraisal form *Library tools (papers and pens) and Burke for planning
- Adhesive tape, measuring and marking, flat wall and computer display hall

3-4 Field procedures:-

3-4-1 Determination of offensive skill tests:

In order to choose some of the basic skills of handball, the researcher conducted a survey of many available scientific sources and references to identify the most important of these offensive skills with the presence of a ball, which is (passing and shooting), which coaches confirm their mastery and development of their performance after a survey of (12) experts with expertise and experience in handball. (*)

3-4-1-1 Test of defensive moves: - (Kamal, 2002)

- The purpose of the test: - To measure the speed of performance for both sides
- Tools: - Legal handball court - Masking tape - Stopwatch
- Method of performance: Two marks are fixed with adhesive tape on a line (6 m), the distance between them (300 cm), then the laboratory stands above

The first mark and at the start signal (visual) makes side defensive moves to reach the second mark

Then return to the first and repeat the performance for as many as possible for a period of (15 seconds).

- Performance conditions: The laboratory movement is similar to the defense movement by not intersecting the legs, the shape of the arms and the torso, and reaching

For the two signs, touching them with the feet, and repeating the performance until the end of time is given.

- Calculation of points: - The number of correct attempts of the laboratory during a period of (15 seconds) is calculated.

3-4-1-2 Test of the defensive block in one direction: - (Kamal, 2002)

- Purpose of the test: - To measure the player's ability to repeatedly perform at the same rate as the defensive wall
- Tools: - Handball court and hanging ball (2.6 m) high, duct tape - Stopwatch
- Method of performance:- A mark is fixed with adhesive tape on a line (6 m), and the tester stands above it and faces the fixed suspended ball.

On the riser with a line (9 m) and at the start signal (visual), he moves forward to stabilize above and perform the blocking wall to touch

The ball stuck to the hands, then drops to the ground and floats backwards with the back to the mark to repeat the largest performance for a period of (10) seconds

- Calculation of Points:- Calculates the number of valid attempts for the laboratory during the ten (10s) period specified for the test

3-1-4-3 Testing the accuracy of handling performance from the level of the head to overlapping rectangles: - (Jamil, 2011)

- Purpose of the test: To measure the accuracy of handling performance from the level of the head
- Tools: - Handball (5) - Tape and tape measure - Stopwatch - Flat wall
- Method of performance: - The tester stands holding a ball with both hands behind a line (9 m) from the wall drawn on two rectangles

Overlapping (1.6 m × 1.8 m), (1 m × 90 cm) in height (80 cm) and performing the handling from the level of the head to the rectangle

And give the tester (5) an attempt behind the throwing line and not allow the ball to touch the ground after leaving it to the hand. * Calculation of points: - If the ball hits its inner rectangular circumference, it counts two degrees and if it hits the circumference

The outer (inside or on the lines of the inner rectangle) is calculated as one degree, but if outside that is zero

The total score for each laboratory is (10) degrees.

4-1-4-3 Testing the accuracy of shooting performance from the level of the head on the squares of accuracy of shooting the hand: - (Naji, 2014)

- The purpose of the test: - To measure the accuracy of the shooting performance from the level of the head with the handball

- Tools: - 6 handballs - adhesive tape and tape - precision squares (60 x 60 cm)
- Method of performance: - The tester stands holding a ball with both hands behind a line (7 m), then takes the ball and performs the shooting from

Level the head on the accuracy squares (3 balls on each square) and give the tester 6 attempts

- Calculation of points: If the ball hits the square, the accuracy of shooting is calculated as two degrees, and if it hits the circumference

The outer (the limits of the accuracy square of the shooting and exited) is calculated as one degree, but if it is outside that, it is zero

The total score for each laboratory is (12) degrees.

2-4-3 Multimedia style program:-

The researcher designed the multimedia program through:

Photographing the parts of the physical education lesson on handball skills under study and editing the texts for each part of the skill and merging texts, as well as video photography, sound input and kinetic effects through PowerPoint and through the personal computer and displaying it via DATA SHOW. The researcher presented this design (explanation of the skills of Scrolling and shooting with pictures) on some experts and specialists in teaching methods, educational techniques and handball (*). The researcher has benefited from the texts and sound effects through the special program according to this method.

3-4-3 The exploratory experiment in multimedia style:-

Multiple media on a randomly tested sample of (5) female students from the second stage in the College of Physical Education and Sports Sciences / Maysan University. The aim of this experiment was to find out the following: -

- Ensure the safety of using DATA SHOW display devices. * Determining the seat of the sample members.
- Knowing the errors you may encounter in the main experience. * Know the time the experiment takes.
- The auxiliary work cadre knows the formula for performing the experiment.

3-5 field research procedures:

3-5-1 Tribal tests:-

The researcher photographed the tribal tests of the experimental and control groups and presented them to the residents in the specialization of teaching methods, on Tuesday 1/3 2022.

3-5-2 The main experience:-

The researcher carried out the main experiment, which is related to the multimedia program and according to handball skills, on the experimental sample of the research on Wednesday 23/3/2021.

3-5-3 Post-tests:-

The researcher photographed the post-tests of the experimental and control groups on Wednesday 20/4/2022 and they were presented to experts and specialists in the field of teaching methods to evaluate and count the results.

3-6 Statistical means:-

Through the statistical program spss version (18) (Ayed, 2009). The researcher used the following statistical methods:

1- Agreement ratio (Ca2) 2- Arithmetic mean 3- Standard deviation 4- T-test for symmetric samples.

4- Presentation, analysis and discussion of the results:

4-1 Presentation and analysis of the results of the pre and post tests for the variables under research for the experimental group:

table(3)

It shows the values of the arithmetic means, standard deviations, the calculated and tabular (T) value, and the statistical significance of the gaps in the pre and post offensive tests of the two experimental and control groups.

Statistical parameters the exams	lonliness measurement	control group				experimental group				The calculate d value (t)		experimenta l group	experimenta l group
		Pre-test		Post-test		Pre-test		Post-test		d	t		
		s	± p	s	± p	s	± p	s	± p				
		3.40	0.90	4.80	1.165	mora l	1.00	6.60	1.30	2.55	5.7		moral
performanc e speed	Degree	2.40	1.10	3.90	1.136	mora l	0.75	5	1.1	3.20	6.2	2.14	moral
rust wall	Degree	4.73	1.25	5.95	1.547	mora l	1.30	7.80	1.6	3.37	4.5		moral

Handling performance accuracy	Degree	5.66	0.86	6.95	1.641	6.13	0.9	9	1.2	1.641	6.7		
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*At the sample size (n-1) (15-1=14) and the level of significance (0.05)

Table (3) shows the values of the arithmetic means, standard deviations, the calculated and tabular (T) value, and the statistical significance in the tribal and remote tests of the experimental and control groups for the variables under research. And the arithmetic mean value of the post-test (4.80) and standard deviation (1,165). While the experimental value of the arithmetic mean of the pre-test (3.80), standard deviation (1.014), post-test (6.60) and standard deviation (1.352), and when calculating the calculated (T) value, we find (2.55) for the control and (5.72) for the experimental, which is greater than the tabular (2.14) at the level of Significance (0.05) indicates that there are significant differences in favor of the post-test for the experimental. While we find that the arithmetic mean value of the pre-test for the skill of the control wall is (2.40), with a standard deviation of (1.125), and the arithmetic mean value of the post-test (3.90) with a standard deviation (1,136). While the experimental value of the arithmetic mean for the pre-test (2.66), standard deviation (0.723) and the post-test (5), and standard deviation (1.133). The level of significance (0.05) indicates the existence of significant differences in favor of the post-test for the experimental. While we find that the arithmetic mean value of the pre-test for the skill of handling accuracy of the control performance is (4.73) with a standard deviation (1.279), and the arithmetic mean value of the post-test is (5.95) with a standard deviation (1,547). While the experimental value of the arithmetic mean of the pre-test (4.63) and standard deviation (1.301), and the post-test (7.80) and standard deviation (1.547), and when calculating the value of (T) calculated, we find it (3.37) for the control and (4.55) for the experimental, which is greater than the tabular (2.14) when The level of significance (0.05) indicates the existence of significant differences in favor of the post-test for the experimental. While we find that the arithmetic mean value of the pre-test of the corrective performance skill for the control officer is (5.66), with a standard deviation (0.816), and the arithmetic mean value of the post-test (6.95) with a standard deviation (1,641). While the experimental value of the arithmetic mean of the pre-test (6.13), standard deviation (1.915) and the post-test (9) and standard deviation (1.253), and when calculating the calculated (T) value, we find that (1.641) for the control is not significant and (6.37) for the experimental, which is smaller than the tabular (2.14.) for the control group and greater than the tabular for the experimental at the level of significance (0.05) indicating the presence of significant differences and in favor of the post-test of the experimental at the expense of the control group.

4-2 Presentation and analysis of the results of the post-tests for the variables under consideration for the experimental and control groups:

Table (4)

It shows the arithmetic means, standard deviations, the calculated and tabular (T) value, and the significance of statistical differences. Asymp.sig (2-tailed) in the post-tests of the experimental and control groups for the variables under investigation

t	Variables	lonliness Measure	Experimental group,		control group		calculate T	tabular T	Asymp.sig 2-talled)(
			post test		post test				
			s	p	s	p			
1	performance speed		6.60	1.352	4.80	1.165	5.58	2.04	0.08 significant
2	rust wall	Degree	5	1.133	3.90	1.136	2.98		0.010 significant
3	Handling performance accuracy	Degree	7.80	1.574	5.95	1.547	2.90		0.011 moral
4	Aiming accuracy	Degree	9	1.253	6.95	1.641	4.625		0.004moral

*At the sample size (n-2) (30-2=28) and the level of significance (0.05)

Table (4) shows the values of the arithmetic means, standard deviations, the calculated and tabular (T) value, and the statistical significance in the post tests of the two experimental and control groups for the variables under research. And the arithmetic mean value of the experimental post-test (6.60) with a standard deviation (1,352). While the arithmetic mean value of the post-test of the skill of the female control's barrier is (3.90), with a standard deviation (1.136), and the arithmetic mean value of the experimental post-test (5) with a standard deviation (1,133). While the arithmetic mean value of the post-test of the control's handling accuracy is (5.95) with a standard deviation (1.547), and the arithmetic mean value of the experimental post-test is (7.80) with a standard deviation (1,574). While the arithmetic mean value of the post-test for the skill of shooting accuracy for the officer is (6.95), with a standard deviation (1.641), and the arithmetic mean value of the experimental post-test (9) with a standard deviation (1,253), and when calculating the

calculated (T) value we find (4,25,2.90,2.98),5,58), which is greater than the tabular (2.04) at the level of significance (0.05) indicating the presence of significant differences and in favor of the post-test for the experimental at the expense of the control group.

4- 3Discussing the results of the tests for the experimental and control groups in the research **variables**:

The results presented in Tables (4,3) indicate that there are significant differences between the experimental and control groups in the pre, post and post tests in favor of the experimental group. The skill by carefully listening to the technical description of the skill or by observing the pictured or live model or the audio recording and working to repeat it or performing it mentally and standing on the performance details attempt after attempt and continuing to repeat it mentally making them able to sense the movement and this comes through the clarity of the image they obtained about Through the sensory signal that worked to trim the image during continuous repetition. "When visualization is used in order to develop the speed of skills and increase motor learning, it will be more effective when training on the reality of the sensory or motor feeling that accompanies the movements" (Amin, 1998)

Listening to the detailed explanation of the technical description of the skills by the researcher or an audio recording enabled the members of the experimental group to gather all their senses. As a natural result, this information received by the researcher or the audio recording that enters through the sense of hearing will be transferred to the central nervous system, which will be Convert them into visual programs in the brain.

Also, the presentation of the skill by the model or through a movie and the appropriate comment on this presentation in detail gave a good opportunity for the members of the experimental group to pay attention and focus on the parts of the skill and know the parts of movement in detail. Mathematical. "(Kassem, 1990)

As it is clear from Table (4) that there are statistically significant differences between the two dimensional measurements of the experimental and control groups in the skills under research and in favor of the experimental group, which indicates that the multimedia method was more positive and effective in learning some handball skills better than the traditional method (Explanation and presentation (of the college curriculum used by the control group, and the researcher believes that the reason for the superiority of the experimental group members is due to the fact that the method of choosing the media that was presented to the students was appropriate with the level of their abilities and inclinations and worked to take into account the individual differences between them, and also raised their motivation to learn and this is confirmed by" to The use of the method of educational media enables the teacher to meet the individual differences between the learners and to give each of them the experiences that suit him, which increases their positivity and stimulates their enthusiasm and helps them to think positively and ultimately leads to the quality of teaching, meaning that "the teacher's use of educational media achieves various educational purposes" (Mustafa The researcher also refers to the superiority of the experimental group members to the fact that the media style helped the second-year student to learn and master the skills (constrained Research) as this method works on dividing the skill into small steps in an orderly and sequential manner, which helps it focus attention and understand each part of the skill and learn it easily. Which leads to avoiding the learner's negativity and increasing her positive participation in gaining experience." (Mohamed, 1995) and this shows that although the control group represented in the traditional method (explanation and presentation) has achieved statistical progress, not at the required level in basic skills (under research) However, what the experimental group achieved, represented in the multimedia method, was statistically more significant than what was achieved by the traditional method in all the basic skills of the media curriculum for handball, Indoctrination, explanation and fixing the skill by repetition.

Conclusions:

- 1- The multimedia method was more influential on learning handball skills (under research) and the level of cognitive achievement than the traditional method (presentation and explanation), which indicates its effectiveness and impact.
- 2- The educational multimedia method was highly effective on the opinions and impressions of the sample members, which helped to achieve the emotional side.

Recommendations:

1. The necessity for the teacher to use the educational multimedia in teaching the basic skills in handball in particular, and the skills of the rest of the games in general.
2. The necessity of applying the use of educational media in physical education lessons at all levels of university education.
3. The necessity of establishing and designing scientific laboratories that include the various educational media in the faculties of physical education to be used in preparing the students/teacher and training him on how to use and employ them in physical education lessons.

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Supplement (1)

In the name of of Allah the Merciful

A form for determining the most important offensive skill variables for handball.

University of Missan

Faculty of Physical Education and Sports Sciences

Department of Applied and Theoretical Sciences

- Questionnaire form-

Honorable Professor Respected

After Greetings.....

In the intention, I conducted a research tagged with (the effect of multimedia in improving the level of performance of some offensive skills in handball among female students of the College of Physical Education and Sports Sciences.)

In view of your experience and scientific and applied knowledge in this field, so please kindly choose what you see appropriate about the most important offensive skill tests, the most important of which are (passing and shooting) the appropriate ones that are related to the subject of research and according to the relative importance of each aspect and to add to it with the utmost appreciation and respect....

*note:

Please put a tick () next to the appropriate degree as indicated in the form.

*Instructor name

*The scientific title:

*the University:

*Jurisdiction:

*the date:

*Signature

Follow Supplement No.

(1)

The researcher adopted the approval of (12) experts or more, and the tests that achieved a percentage of (75%) or more were accepted as a criterion for the validity of the test, because the difference between those who agreed and those who did not agree is significant and in favor of those who agree at the level of significance (0.05) using the (Ka2) test, as the value of (Ka2 (calculated) is (5.4), which is greater than the tabular value (3.84) with a degree of freedom (11).

	offensive tests	t	Candidate Exams	measruing unit	agreement ratio
1	scroll	1	Passing on the outer boundary of the free-throw line	second	%70
		2	One-way wall test	The number of times	%84.62
		3	Lateral movement test	The number of times	%87

Aiming offensive tests scroll	1	Accurate head-level handling performance for overlapping rectangles	The number of times	%86.67
	2	Shooting accuracy from high jump	The number of times	%65
	3	Accuracy of shooting on squares with the target	The number of times	%93

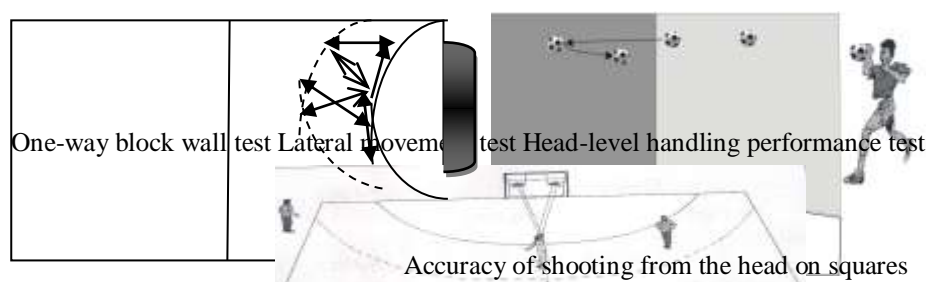
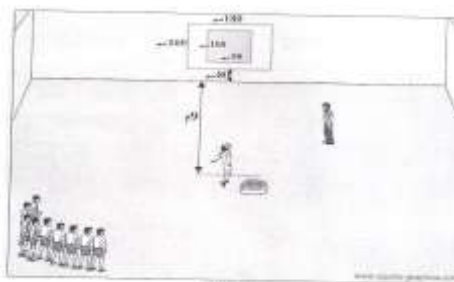
Supplement (2)

The names of the experts and specialists who identified the most important tests of basic handball skills

T	Expert name	Work site	Specialization
1	Prof. Diaan Qassem Al-Khayat	Mosul University/College of Physical Education	Teaching methods
2	Prof. Nawal Mahdi Al-Obaidi	University of Baghdad / College of Physical Education for Girls	sports training
3	Prof. Dr. Abdel Karim Qassem Ghazal	Mosul University/College of Physical Education	measuring and evaluating
4	Prof. Dr. Nofal Mohamed Mahmoud	Mosul University/College of Physical Education	sports training
5	Prof. Dr. Naseer Safaa Mohamed	Diyala University/College of Physical Education	kinesthetic learning
6	Prof. Dr. Ahmed Youssef Miteb	University of Babylon/ College of Physical Education	sports training
7	Prof. Dr. Samer Youssef Miteb	University of Babylon/ College of Physical Education	kinesthetic learning
8	Prof. Dr. Hossam Mohamed Jaber	Basra University/College of Physical Education	sports training
9	Prof. Dr. Ahmed Oreibi Odeh	Al-Mustansiriya University/ Teachers College	sports psychology
10	Prof. Dr. Iyad Hamid Al-Khazraji	Mosul University/College of Basic Education	sports training
11	Prof. Dr. Abdul-Jabbar Shanine	University of Kufa/College of Education/Department of Physical Education	biomechanics
12	Prof. Kanaan Mahmoud	Mosul University/College of Physical Education	sports training

Supplement (3)

The forms of the tests used



supplement (4)

Forms of some exercises in the media used



Supplementary supplement (4)
 Handball offensive skills exercises

pendulum scroll	
technical performance	educational steps
1/ The ball rests in the open passing hand. 2/ The arm swinging backwards and forwards with the speed of the pendulum movement. 3/ When the ball passes from the side of the body, it is pushed and directed from the wrist. 4/ It is preferable to put the left foot forward when passing with the right hand..	1/ Performing a model of skill. 2/ Teaching pendulum weighting. 3/ Hand-weighted pass using push from the wrist. 4/ Connect the previous steps using a small ball. 5/ Moving on to all kinds of pendulum scrolling.

whip scroll	
technical performance	educational steps
1/ The ball is pulled with both hands to the side up to shoulder level. 2/ Preparation for swinging the aiming arm. 3/ The aiming arm completes the swinging movement. 4/ The trunk performs a great task in moving the feet. 5 / The leg opposite the hand is placed in front and the weight of the body is distributed over the feet.	1/ Create a clear model of the skill. 2/ Apply the technical performance of the skill without the ball. 3/ Divide the skill into parts and apply it in a partial way. 4/ Apply the skill performance with a ball of stability, pivot, walking, and running. 5 / Applying the performance of the skill by running in multiple directions, and by changing the place.

Karpejian shooting	
technical performance	educational steps
1/ get close. 2/ Upgrade. 3/ Flying with aiming. 4/ landing	1/ Explanation of the skill with model work. 2/ Get used to the breadth of the last step. 3 / free running and then taking the feeling of running three steps. 4/ Determine the running distance with three consecutive hoops. 5/ The skill is then performed without tools.

rust wall	
technical performance	educational steps
1/ The blocking wall is used when the opponent takes the throw from a suitable place. 2- Forms the blocking line of defenders to defend the angle of the goal from strong shots. 3/ If the shooter is shooting with the right hand, he must cover the right angle wall and vice versa. 4/ If the thrower tries to shoot the ball from the side, the defender tries to block the shot.	

Supplement (5)

Presentation models of offensive skills exercises for the experimental group on PowerPoint



الأداء الفني

1/ الأثر 2/ الإيقاع
3/ الترسول مع الترسول
4/ الجسور

خطوات التهيئة :

المرح المهيمة مع عمل تمرين
الاجري الحسر كدأخذ الإحساس
باجري ثلاث خطوات.
العمود على اصباح لهشوة
الأخيرة
1/ تحبب مناجوري بثلاثة فـوق
متيما
2/ بعد تهيئة لهشوة بعد تلك يكون
أوت

الأداء الفني

الأداء الفني

