

The Effect of Educational Situations with Comprehensive Design in Learning the Performance of Some Offensive Skills for Novice Hookah Players

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Abstract

The development in the technical level of the types of sports and games was not a coincidence, but came as a result of the follow-up of specialists and researchers to continuously develop the educational process in order to raise the level. The skill of performance and achieving results, and through the follow-up of researchers, they noticed a large number of players who face difficulties in learning offensive skills because they have difficult and complex skills in the sport of fencing, they need a great deal of time to learn this. A skill and mastering it correctly and at the right time, as is the importance of research in the preparation of teaching situations in the performance of the general design of some offensive skill players (epee). The research aims to:

1. Preparing educational situations with a comprehensive design in learning some offensive skills for novice players in the hookah weapon.
2. Recognizing the impact of educational situations with a comprehensive design to learn some of the offensive skills under study.

The research hypotheses, they included the effect of educational trends with comprehensive design in learning some offensive skills for novice players in the shutter weapon. From the research methodology, the experimental method was used because it is related to the nature of the problem, and the research community purposefully and ended with the selection of young epee players, with a total of (14) no divided by the lottery, (12) including the research sample for the president, and for each group (6) players, and (2) of them are a sample of exploratory experience, then it was determined how offensive skills were measured, then the exploratory rush of housewives and after the tribe was conducted. The tests that took place on Monday 1/2/2021 in the fencing hall in Al-Hussein area, and then applied to the educational units using (designing comprehensive educational situations) were not funded by an experimental group with the aim of facilitating learning. In the study of skills, the implementation period of the educational curriculum lasted (4) weeks, with two units per week (Tuesday - Thursday), and a total of (8) educational units were applied. From Tuesday 2/2/2021 to Tuesday 2/3/2021 with a time of (90) minutes per unit, and after applying the educational units, the post-tests of the experimental research group were conducted on Friday 3/3/. 2021 in the same place and time, where the tribal tests were conducted, in order to achieve the goal of the study, the researcher said using the statistical bag for social sciences (SPSS) to extract the results of the study, and in light of the results of the study. The research concluded that educational trends with general design greatly

helped in learning offensive skills for novice players, and the researchers recommended the necessity of using educational trends with comprehensive design in other fields and disciplines.

Introduction to research

Introduction to the research and its importance

The development in the technical level of the types of sports and sports events in general at the present time was not a coincidence, but the result of the follow-up of those interested, specialists and researchers in the development of the educational process. Continuously in order to raise the level of skill performance and achieve results. The offensive rule, it helps the learner to acquire offensive motor skills, develop his motor performance and provide him with experiences to practice sports activities through different educational methods, and it is one of the components needed by any educational curriculum. It is the duty of the coach to be fully aware of its organization and the rules necessary for its practice. Among these methods are educational trends, as they are an important aspect of the success of the educational process, which is achieved through the interaction between the trainer and the learner and the educational process. Comprehensive education, which is an educational method that takes into account the needs of all subjects, which are two sciences and their requirements when designing the educational unit, its materials and objectives, and during this method the trainer, tries to avoid all obstacles that prevent any learner from doing so. Learning effectively while maintaining the high level of educational curricula requirements, and one of the sports that has received more attention and development is fencing, where this game is characterized as it includes several offensive and defensive skills as requirements due to improving performance, and these skills are the offensive skills through which the competitor reaches and takes a touch, And the coach chooses everything that is new in the learning process, and to encourage the players the effects of suspense, and the application of the new thing that differs from the method used in the educational process, hence the importance of research in finding a variety of situations a in the comprehensive educational design to learn the challenging skill.

Research problem

Through the researcher's experience in the sport of fencing and his presence in the educational process, he noticed the presence of a large number of players (educated) in the initial compatibility stage who face difficulties in learning offensive skills because they have difficult and complex skills in the sport of fencing that requires a lot of time to learn this skill, data and mastery. You are subject to the correct and correct timing, and that the reason for this is that the situations are not used in a comprehensive educational manner and this is what makes learning the skills on you. It takes a lot of time, so they intended for researchers to prepare educational situations through the general design and its purpose is to try to alleviate the difficulties of acute performance and motor skills to master them from the picture of their integrated performance, so he wished to delve into this experiment.

Research Objectives

1. Preparing educational situations with a comprehensive design to learn to perform some offensive skills for novice players from the blind rifle.
2. Recognizing the effect of educational situations on the general design of learning to perform

some offensive skills for the novice blind.

Research Hypotheses

The educational situations in the overall design have a significant impact on learning to perform some offensive skills of blind novice players.

Research Areas

- The human field: The novice hookah players in the specialized centers for fencing in Misan Governorate, which is affiliated with the Iraqi Central Union.
- Temporary field: 1/5/1/202 until 5/5/2021 AD.
- The spatial domain: A fencing gym in Al-Hussein neighborhood inside a youth center.

Defining terms

1. Educational mode: It is “the system that includes a set of experiences provided by the coach’s players in order to obtain the desired educational results” (1)
2. Comprehensive Instructional Design: It is a method that takes into account the needs of all learners when designing materials. While designing the educational unit, the designer (the trainer) tries to avoid all obstacles that prevent any learner from learning effectively while maintaining the high level of curriculum requirements” (2)

Field Research Methodology and Procedures

Research Methodology: - The use of the experimental method in the method of total tin equivalent to the pre- and post-test.

Urging the Alp community and assigning it: - The research community intentionally selected and completed for the junior officers players for the Specialized Fencing Center in Maysan Governorate Sports Season 2020 - 2021 AD with a total of (16 no PA divided by the lottery, (12) including the main research sample, each (group 6)) players, and (2) a sample of them is an exploratory experiment, and after equivalence is made for two tuning pilots, as shown in Tables (1)

Table (1) shows the equivalence of the two research groups (control and experimental).

morale	probability value	(t) value calculated	control group		experimental group		measuring unit	Transactions of the statistical Test name
			±p	s	±p	s		
insignificant	0.235	1.252	0.404	2.046	0.297	2.283	Degree	direct straight attack
insignificant	0.690	0.408	0.756	2.286	0.535	2.429	Degree	Attack by changing direction
insignificant	0.822	0.229	0.535	2.571	0.627	2.643	Degree	numerical attack

insignificant	0.522	0.660	1.180	2.143	0.809	1.786	Degree	round attack
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Degree of freedom (n-2) (14-2=12) and significance level (0.05)

Planning system of the Alodoa t and means of gathering information

Hardware

Japanese electronic stopwatch (Sony). The shooting type is similar to its (SONY) made in Japan. Panasonic plasma screen. Medical device for measuring length and mass of English origin Data type processing (Lenovo)

Tools

- Fencing player equipment (rotating weapon - muzzle - glove - fencing suit - socks - shoes) number (7)
- Measuring tape (5 0 m) to measure distances in centimeters. Width of the color sticker tray (5 cm) No. (4).
- Hanging items on the wall (stickers) number (4). Whistle type (fox) (2). Number of stickers (1 0).
- Information collection means: - Using the following means:
- International Information Networks (Internet). Note the Arabic and foreign sources. assistant team. personal interviews

Procedures Search Field

Determine how to measure the skill performance of an offensive weapon (under study)

The method of measuring offensive skills performance (under research) was determined, as this was done by designing a model to assess the performance level of skills (under study) (Appendix 11), by awarding a score of (1-10). Divided by the educational unit, the educational section was given (3 d). Rajat), and the main section (4 marks), while the last section gave (3 marks) and then took the total marks of the sections. The form was distributed on the day of the pre and post tests to three experienced and experienced arbitrators in the field of fencing and observing the performance of players. Performance, then each player's score was given by taking the average of the three judges' scores (Appendix 12)

The Poll Lord: - He conducted the poll experiment (the two) in the third period of the corresponding era (25/1/2120) on players in the fencing hall B. - Hay Al-Hussein from the Ministry of Sports and Beginners, and the hypothesis of this experiment is as follows- :

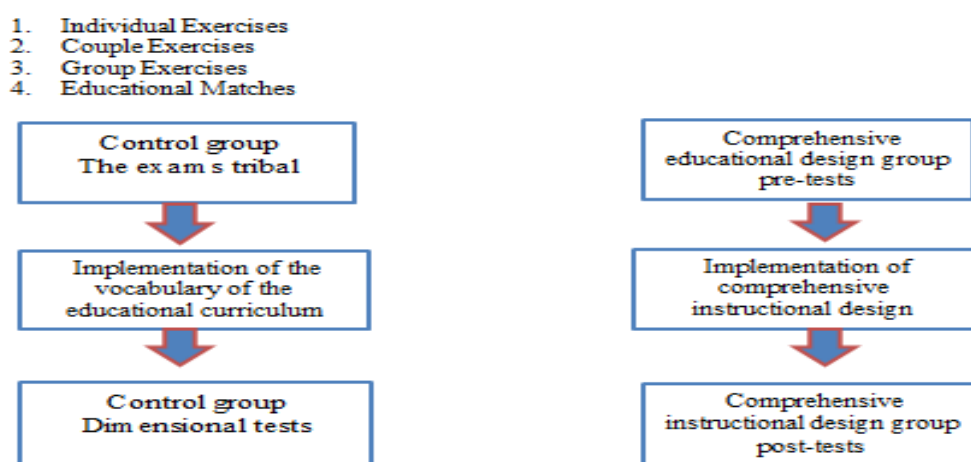
Familiarity with the equipment and tools used in the tests. Determining the time period during which the tests will be conducted during the application. - Knowledge of the assistant work team how to implement and document the tests. Extract the scientific basis.

Tribal tests: - Tribal tests were conducted on the skills he studied after the presentation of experts and specialists on Saturday and Sunday at exactly three o'clock in the afternoon of 1/2/2021 in the fencing hall in Al-Hussein. Neighborhood.

Curriculum:-Preparing and organizing educational situations for a comprehensive educational design based on research experience as well as benefiting from the opinions of some specialists obtained through personal interviews in the field of learning and fencing referred to previously, and began to apply the comprehensive teaching functions of the experimental design group on 7/2/2021 until 7/4/2021, and the educational situations helped the learner to raise the level of the skill of performing the skill of the call, where appropriate. With the age of the players' attitudes and characteristics in terms of their abilities and previous experience. These positions added something new to the curriculum and served to gain players' attention, focus and excitement. It was compatible with educational content.

The details of the educational positions with the comprehensive design came as follows:
The educational positions were implemented with the comprehensive design as follows:

1. The period for implementing the educational functions in the comprehensive design is (4) weeks.
2. The number of educational units per week, two educational units on Sunday and Tuesday of each week.
3. The number of data of the College of Educational Education (8) unified data, the time for each unit is 90 minutes, the main section and the time (60 minutes)
4. The vocabulary of educational situations was applied in the comprehensive design of the experimental group through the educational units, and the following was taken into account in the development of educational situations in the comprehensive design:
 - A- Diversity of educational situations with a comprehensive design that prevents the state of boredom and boredom that may afflict the members of the experimental group.
 - B- Graduation from easy to difficult in the implementation of educational situations with a comprehensive design.
 - C- The completion of the implementation of the educational stands from the general design on 7/4/2021 as shown in Figure No. (1).



Figure(1) Demonstrates experimental design

Dimensional tests

After completing the implementation of the educational situations, subsequent tests were conducted on the control and experimental complexes corresponding to 7/4/2021 and the same sequence of tribal tests, where the researcher took into account the same conditions in which the tribal tests were conducted. Where did the sequence of tests come from?

Statistical means

To achieve the goal of the study, the researchers used the statistical bag for social sciences (SPSS): (the law of percentage means the arithmetic standard deviation, Lucy, law (v) (T-test) for identical samples)

Presentation, analysis and discussion of the results

Presentation and analysis of the results of the pre and posttest for the experimental and control groups:

Presentation and analysis of the results of the pre and posttest of the experimental group to evaluate the performance of some offensive skills of the novice hookah players) and their discussion- :

After unloading the data of the pre- and post-test for the experimental group from the researcher and processing them statistically as shown in Figure (2) and shown in Table (2)

Table (2)The results of the tribal and remote tests of the experimental group showed some offensive skills with the hook weapon

indicatio n	Indicatio n level	(T) value calculated	dimensional		Tribal		measuring unit	Statistical parameters Test name
			±p	Q	±p	Q		
D	*0.000	11.014	0.83 5	7.87 5	0.70 7	3.25 0	Degree	direct straight attack
D	*0.000	15.275	0.88 6	7.75 0	0.46 3	2.75 0	Degree	Attack by changing direction
D	*0.000	16,752	0.88 6	8.25 0	0.53 5	3.00 0	Degree	numerical attack
D	*0.000	10.688	1.30 2	7.62 5	0.53 5	2.50 0	Degree	round attack

Degree of freedom (n-1) (8-1 = 7), *d if the significance level score (Sig) $\geq$ (0.05)

For the test (direct attack skill assessment), the arithmetic mean of the pre-test results was 3.250), with a standard deviation of (707 ... 0), while the arithmetic mean was in the post-test. (7.875) and

with a standard deviation (0.835).), and when using the T-Test law (for correlated samples, a value of) T (calculated) 11.014 (below the significance level) 0.000) indicating Manoatha at the level (0.05) and the degree of freedom (7) appeared, thus statistically significant differences in favor of the post-test.

In the test (assessment of attack skill by changing direction) the arithmetic mean of the pre-test results was 2.750, with a standard deviation (0.463), while the arithmetic mean was (7.750).) with a standard deviation of (0.886), and when using the T-Test law for correlated samples, the value of (calculated) 15.275 is less than the level of significance (0.000), which indicates Manoatha at the level (0.05) and the degree of freedom (7) and so there is a difference Statistically significant in favor of the post test.

For the test (estimate numerical attack skill), the arithmetic mean of the pre-test results was 3.000, with a standard deviation (0.535), while the arithmetic mean in the post-test was (8.250) with a standard deviation. The deviation (0.886), and when using the T-test law) for correlated samples (T-value (calculated) 16,752), is less than the level of significance (0.000) which indicates Manoatha at the level (0.05) and the degree of freedom (7), and therefore statistically differences Statistically significant in favor of the post test.

In the (Loop Attack Skill Assessment) test, the arithmetic mean of the pre-test results was 2.500), with a standard deviation of (0.535), while the arithmetic mean in the post-test was (7.625).) with a standard deviation of (1.302), and when using (T-Test) law for correlated samples, the value of (T (calculated) 10.688) is less than the significance level (0.000) which refers to Manoatha at the level (0.05) and the degree of freedom (7), and thus the difference Statistically significant in favor of the post test.

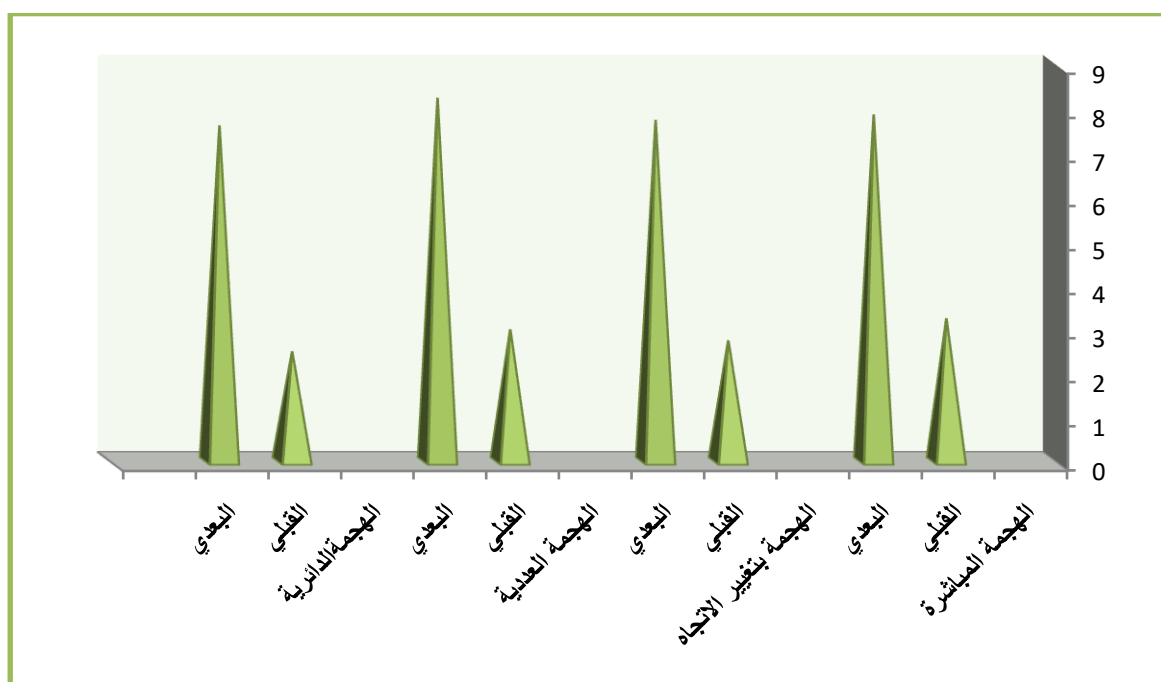


Figure (2) it shows the arithmetic means in the tests of offensive skills, before and after the experimental group

Discussing the results of the tribal and remote tests of the experimental group in the tests of some offensive skills with blind weapons:

The results of the pre and posttests of the skills identified in the research and shown in Table (2) indicated that the experimental group that walked was given educational situations in a comprehensive design that led to learning the performance of offensive skills (a direct attack), direction change attack, scalar attack, circular attack) This is evidenced by the results of subsequent tests.

The researcher attributes this development- the owner of a research group - to an empirical result of the effect of educational units and the addition of a variety of exercises prepared according to different educational situations, which provides conditions commensurate with the nature of the players and the environment. . educational, and raising the motivation to reach optimal performance, and that the ethical differences in the subsequent tests that characterized the experimental group were the result of the desire and motivation of learners and diversity, to generate a desire and motivate the learner to achieve it up to the level of good private performance when the first researcher upgrades the educational units with a large number of exercises Diverse and gradual, all of which make the player perform exercises according to a number of stimuli according to multiple means that lead to increased interaction. Between learners and the skills to be learned.

The researchers attribute the application of educational trends to the comprehensive design that was prepared, as these trends focus on the sample members who perform complex and varied movements aimed at changing the positions of the body, on the ground or in the air, and the auxiliary tools were used in the performance of educational situations, namely (marks, rings and that these tools, if used during the physical and skill performance, will contribute to the physical and motor abilities of the researcher, and that the devices and auxiliary tools improve and accelerate the learning process when learning and training learners on mathematical skills because of their positive effects on their contribution to the learning and training process with less time and effort To contribute to the integration of the educational and training unit to implement the version with the aim of raising the level of the technical, tactical and physical learner and his partner in general, and that the effectiveness of the comprehensive educational design that was applied in the educational units was aimed at improving and raising the level of motor and skill abilities and self-realization of learners and gaining their satisfaction with their general performance (Mohamed the Most High). Suitasserts that “when educational situations are effectively implemented, the overall performance of learners such as improves thus enabling them to gain the additional benefit of developing new learning about how skills are learned(1).

”Exercises are of great importance in general and in particular for physical preparation and skill preparation, if they are for beginners or higher levels,” says WajihMahgoub. [2], and the researcher used a combination of physical and skill exercises in the design of educational situations in general, as it had a great role in generating additional muscle strength from an accelerating factor by engaging parts of the body, which led to higher physical aspects of the motor as it focuses on gradient easy to difficult and changing positions It also included the performance of individual, marital and group situations, as well as educational and competitive matches, and the regularity and continuity of educational units. By members of the experimental research group and their practice of educational cases through comprehensive design and

utilization of the time invested in PE rformance the technical skill of the studied skills, as it effectively contributed to accelerating the learning of the skill well, and this is what was indicated by (WajihMahgoub, NizarTaleb) for performance skills It leads to me in addition to understanding and absorbing movements. This condition gives an inherent and absorbed persistence, which leads to additional experience for these students in performing the skill performance, as the curriculum must include the required repetitions because the skill can only be performed through the actual practice of performing the skill and the skill does not come from low performance, but rather from Through repetitive performance associated with learning(3).

Presentation and analysis of the results of the tribal and remote tests of the control group in the tests of some offensive skills using a broomstick: After unloading the data of the pre and posttests of the control group from the researcher and treating them statistically as shown in Figure (3) and shown in Table (3).

Table No. (3) Showsthe results of the pre and posttest for the control group in the tests of some offensive skills with a hookah weapon.

indication	Indication level	calculate (T) value	dimensional		Tribal		measuring unit	Statistical transactions Test name
			±p	Q	±p	Q		
D	*0.003	7.937	0.641	4.125	0.744	2.625	Degree	direct straight attack
D	*0.000	7.937	0.641	3.875	0.518	2.375	Degree	Attack by changing direction
D	*0.001	5.612	0.463	4.250	0.634	2.750	Degree	numerical attack
D	*0.000	7.483	0.518	4.375	0.518	2.375	Degree	round attack

Degree of freedom (n-1) (8-1 = 7 * ,(D if the degree of significance level(Sig) ≥ 0.05)

By looking at the table (3) which shows the results of the pre and posttest for the control group

The test (direct attack skill assessment) The arithmetic mean of the preliminary test results was 2.625), with a standard deviation of (744....0), while the arithmetic mean was in the post-test. It was (4.125), with a standard deviation of (0.641), and when using the T-Test law (for correlated samples, a value of) T (calculated) 7.937 (below the significance level) was 0.000) indicating Manoatha at the level (0.05) and the degree of freedom (7), and therefore statistically significant differences in favor of the post test, and in the test (assessment of the attack skill by changing direction) the arithmetic mean of the results of the pre-test - test was (2.375), and with a standard deviation (0.518), while the arithmetic mean in the post test was (3.875), with a standard deviation of (0.641), and when using the (T-Test) law for the correlation samples (T (calculated) 7.937) below the significance level (0.000), which indicates Manuata at the level (0.05) and the degree of freedom (7), and thus Statistically significant differences in favor of the post test.

As for the test (estimate the skill of numerical attack) the arithmetic mean of the pre-test results was 2.750, with a standard deviation (0.634), while the arithmetic mean in the post-test was (4.250), with a standard deviation (0.463), and when using the T-law Test) for the correlated samples, the value of (T (calculated) 5.612), is less than the level of significance (0.001), which indicates Manoatha at the level (0.05) and the degree of freedom (7), and therefore statistically significant differences in favor of the post test.

In the test (Ring Attack Skill Assessment) the arithmetic mean of the pre-test results was 2.375), and with a standard deviation (0.518), while the arithmetic mean in the post-test was (4.375).) and a standard deviation of (0.518), and when using the T-Test law for correlated samples, the value of (calculated) 7.483 is below the level of significance (0.000), which indicates at the level (0.05) and the degree of freedom (7), and thus significant differences Statistics in favor of the post test.

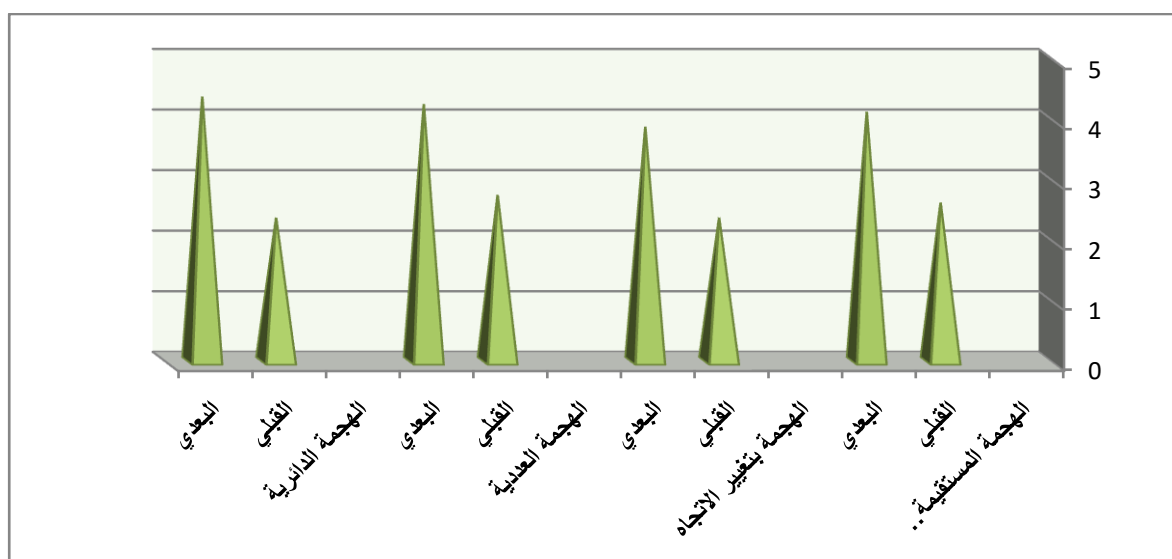


Figure 3. It shows the arithmetic means in the tests of offensive skills before and after the control group

Discussing the results of the tribal and remote tests of the control group in the tests of some offensive skills) with the hook weapon for novice players: The results presented in Table (3) for the values of the arithmetic means, standard deviations, and the calculated (t) values of offensive skills tests (under study) showed that there were significant differences for the tribal tests And the dimensionality of the two control groups and in favor of the post-tests, and the reason for these differences for the control group is attributed to its regularity with the educational units assigned to it according to the usual curriculum by the trainer, as well as the repetitions in performance and the continuation of applying the units designated for teaching offensive skills with the shutter weapon, and this was confirmed by (Qasim, 1998) The goal of this stage is to acquire motor skills in general, not complete mastery and stability of the art of motor performance. Rather, the main purpose of that should be their acquisition of the ability to perform various movements to an acceptable degree, with the learner's ability to be economical in making the effort. (1) Therefore, we find that the group The control group achieved a difference of learning for the skills under study as a result of repetition and practice through the educational units in which the adopted

method was used. By the trainer, the main objective of each unit is to deliver the material to be learned to the learner, and also that the development of the level of skill performance is due to the members of the control group obtaining repetitions for each skill with the appearance of the role of the trainer significantly in the method followed by him, as he guides the learners during the teaching period to learn Skill "as the orientation factor is one of the most important factors in the learner's acquisition of movement (2), as well as the proportions of this development as a result of the exercises that were used in various ways and methods, as well as the use of general and special physical exercises at the beginning of the preparatory section, and what these exercises include of jogging, speed and jumping movements, as they contribute These exercises are combined to develop the offensive skills in question.

Presentation and analysis of the results of the post-tests of the experimental and control groups in the tests of some offensive skills) and their discussion:

After unloading the data for the two post-tests of the experimental and control groups from the researcher, and processing them statistically, as shown in Figure (4), and shown in Table (4).

Table (4) shows the results of the post-tests of the experimental and control groups in the research tests of some offensive skills with a shutter weapon.

indication	Indication level	calculated (T) value	dimensional		Tribal		measuring unit	Statistical transactions
			$\pm p$	Q	$\pm p$	Q		Test name
D	*0.000	10.080	0.641	4.125	0.835	7.875	Degree	direct straight attack
D	*0.000	10.020	0.641	3.875	0.886	7.750	Degree	Attack by changing direction
D	*0.000	11.314	0.463	4.250	0.886	8.250	Degree	numerical attack
D	*0.000	6.559	0.518	4.375	1.302	7.625	Degree	round attack

Degree of freedom (n-2) (16-2=14), * D if the degree of significance level (Sig) $\geq$ (0.05)

By displaying the table () the results of the post-tests for the experimental and control groups, it is clear to us that the arithmetic mean in the test (Assessment of the skill of direct straight attack) reached (7.875) for the experimental group, with a standard deviation of (0.835), while the arithmetic mean of the control group was (4.125).), with a standard deviation of (0.641), and when using the (T-Test) law for uncorrelated samples, the calculated (T) value reached (10.080) below the significance level (0.000), which indicates its significance at the significance level (0.05) and the degree of freedom (14). Thus, the difference is statistically significant and in favor

of the experimental group.

As for the test (assessment of attack skill by changing direction), the arithmetic mean was (7,750) for the experimental group, with a standard deviation of (0.886), while the arithmetic mean for the control group was (3.875), with a standard deviation (0.641), and when using the T-Test law. For uncorrelated samples, the calculated (T) value reached (10.020) below the significance level (0.000), which indicates its significance at the significance level (0.05) and with a degree of freedom (14), and thus the difference is statistically significant and in favor of the experimental group as well.

In the test (assessment of the numerical attack skill), the arithmetic mean was (8.250) for the experimental group, with a standard deviation of (0.886), while the arithmetic mean of the control group was (4.250), and with a standard deviation (0.463), and when using the T-Test law for non-existent samples. The calculated value of (T) was (11.314) below the significance level (0.000), which indicates its significance at the significance level (0.05) and with a degree of freedom (14), and thus the difference is statistically significant and in favor of the experimental group as well.

In the test (assessment of the skill of the circular attack), the arithmetic mean was (7.625) for the experimental group, with a standard deviation of (1.302), while the arithmetic mean of the control group was (4.375), and with a standard deviation (0.518), and when using the T-Test law for samples Uncorrelated, as the calculated (T) value reached (6.559) below the significance level (0.000), which indicates its significance at the significance level (0.05) and with a degree of freedom (14), and thus the difference is statistically significant and in favor of the experimental group as well.

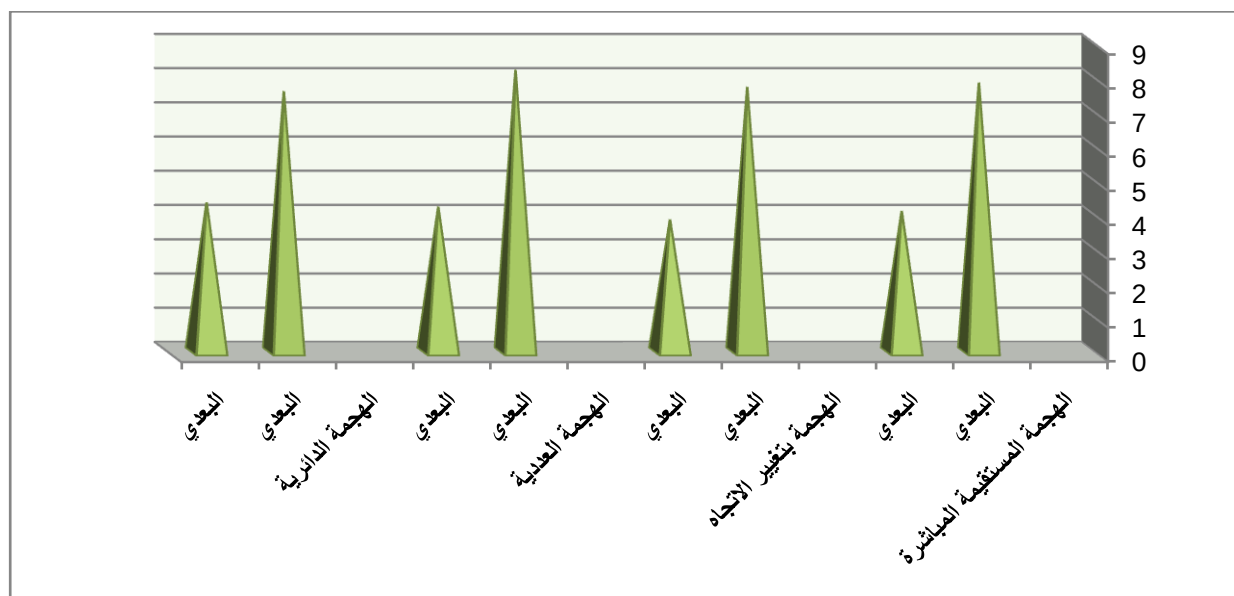


Figure (4) shows the arithmetic means in the post-offensive skills tests for the experimental and control groups

Discussing the results of the post-tests of the experimental and control groups in the tests of some offensive skills) with the hook weapon for the novice players:-

Through what was presented in Table (4), it was found that there are significant differences in the post-tests between the two groups (the control and experimental), and this thing confirms that the

educational attitudes with the comprehensive design that were prepared to require motor and skill performance, especially the skills studied, as These skills are specific when implemented, as they differ from the rest of the other skills due to the difficulty of performing them, for their decisive role in the outcome of the battles, so the researchers focused on preparing them for educational situations, so these situations included a group of movements that include movements to change the positions of the body, and the researcher also used some auxiliary tools in performing these positions , as the various educational situations accompanied by the educational means and tools contained in the prepared instructional design, as confirmed by (Scrmid) that “the amount of time that the learner spends in practicing exercises is not the only influence in the development of learning only, but also the quality of the exercise during the specified period where we find The learners sometimes make a great effort and for several hours in ineffective exercises, which causes them to fail and frustrate, so the trainer must keep in mind to be proficient In addition, giving equal repetitions to all players and the diversity of educational situations makes the learning process more interesting and exciting away from the boredom and boredom that accompany the traditional educational process, as “the organization of exercises and their diversity and the increase in the number of attempts to perform them with the use of Assistive devices and tools contribute to giving a lively atmosphere and spreading the spirit of actual participation among the learners coupled with a rush towards the participants’ performance, which leads to keeping the boredom factor away from them (1), and this in the opinion of the researcher is due to the fact that the educational situations in the comprehensive educational design were prepared in a way that contributes to the success of the process Learning and the players’ access to a stage of perfection in the performance of the studied skills, also that the difference between the members of the experimental group at the expense of the members of the control group came through comprehensive educational situations and the accumulation of kinetic experiences, which were based on competition, which players often tend to as well as the surrounding environment And the correct scientific foundations as it worked to satisfy the needs of the learners, whether they were individual, collective or competitive, then the needs of the learners In the beginning, it needs wide and accurate attention in setting the correct actual steps that are compatible with learning the skills, and this was confirmed by (WajeelMahjoub) that “the player’s sense of his ability to perform the skill means a sense of movement” (2), in addition to the periods of performance of educational situations It was sufficient to learn each individual according to his ability, as it showed the adequacy and impact in terms of the allocated time, organization and implementation in learning the skills in question, and it also generated the desire and motivation of the learner as it made him reach the correct performance, "as there are several methods to stimulate the learner's motives towards the desired activity or game Learning and practicing its skills. One of these methods is facilitating learning opportunities and clarity of the appropriate goal for learning and developing the skill, as well as balancing between satisfying the learner’s needs” (3).

Conclusions and Recommendations:-

Conclusions:

- 1- The educational situations with comprehensive design have proven their effectiveness in learning the performance of some offensive skills for the novice players of the shutters.

- 2- The educational situations with comprehensive design increased the enthusiasm of the players while learning some offensive skills with the shutter weapon.

Recommendations:

The necessity of using educational situations with comprehensive design when learning offensive skills because they contain individual, pair and group exercises and competitive landings, and this facilitates the learner greatly and effectively.

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