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The Effect of the two Strategies of Information Processing and the Seven-Course Learning Cycle on Teaching the Front and Back Floor Skills of Tennis to Students

Assistant Prof. Dr. EmadKazemThijail
College of Physical Education and Sports Sciences, DhiQar University, Iraq
Email: emadsport85@utq.edu.iq

Abstract
The importance of the research lies in the use of two modern strategies in teaching front and back ground skills in tennis to students in order to address the differences between students and make them positive during the teaching process. As for the research problem, when using information processing strategies and the seven-cycle learning cycle, do they have an effect on teaching two skills on the front floor? A background in tennis for students? The study aimed to prepare two educational approaches and to identify the impact of the two strategies used in teaching the two skills to students. The research community and sample included third-stage students in the College of Physical Education and Sports Sciences at Basra University with three divisions, two departments who learn according to the strategies under study, and the other division learns according to the previously used method. The teacher and among the most important conclusions, the group that worked according to the seventh strategic learning cycle was the best, followed by the group that worked according to the information processing strategy that the control group followed. Improving the performance skills level of the front and back floor double hitting skills in tennis.

Definition of research:

Introduction and Importance of Research:

The world has witnessed at the present time a great development in the flow of information and its delivery to many problems, including problems related to the field of teaching and education, as well as many sports, including tennis, and those in education. The process must pay great attention to the issue of continuous renewal, as the educational process requires the use of methods and strategies that work with minimal effort and time to convey information and knowledge to the learner in the best possible way, as this principle applies to the use of modern strategies, which are effective means that will help learners to perform better, Among these strategies are the information-processing strategy and the seven-cycle learning strategy, where the information-processing strategy for the student works to preserve, store, retrieve and process information whenever he wants, and this helps to develop students' awareness of information and accuracy. cy to be stored. These factors may lead to the inability of some students to remember information and use it when needed when the goal of education is

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indoctrination and memorization, which is why some methods and strategies work on the traditional strategy for the seven-year learning cycle The strategy that works on cooperation and interaction between the teacher and the learner so that the learner is Active and positive during the educational position, this strategy is one of the basics of its goals that it seeks to achieve, which is to reduce individual differences. Between learners and making them effective during performance through the stages of the strategy that the learner must work according to in order to achieve the goal of education.

Tennis is one of the individual games that are difficult during practice, especially in the early stages of learning, so that teaching skills and trying to practice them is the reason why it is dramatically and indirectly in education and other skills related to the effectiveness of themselves and an attempt to link these skills, the most important of which is hitting my ground skills Front and back ground through the use of learning strategies that play an effective and appropriate role in teaching these skills in line with the desire and nature of learners. In order to achieve the goals to be achieved, and through the above, the importance of research in the use of modern strategic waves in teaching the two striking skills of the front and back ground stations to tennis students, these two strategies are the information processing strategy and the learning cycle. Of seven, for the purpose of addressing the differences between students and making them positive during learning, public relations ocess, which may lead to the process of teaching these skills fast and effective, which may lead to an increase in students' self-confidence when performance and positive towards learning and increase their motivation.

Research Problem

Tennis is one of the individual games that consists of many skills that the student tried once to learn correctly and what is required will lead to his performance at a good level, and this in turn leads to the stage of perfection, which is the main one. The goals that each teacher calls for achieving the best results, through the researcher's practice of the teaching process in the college, she noticed that the results of learning the skill of performance for students in the game of tennis do not achieve sufficient results - the level of consensus and ambition that the teacher and student aspire to. Individualism among learners according to the level of students ’awareness of the concepts of learning through learning and the low degree of interest and interest when required. Processing the information they receive by the teacher, as most of the treatment students use is superficial, without depth, which requires urging them to search for important information so that they remember while they are needed so that they are active doers. They are positive during the learning process, so from all of the above, the research problem is the use of information processing strategies and a seven-year learning cycle. Do they have an impact on teaching my skill? Front and back ground strikes in student tennis?

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Research aims:

1. The method of counting the educational yen according to the strategies of information processing and the learning cycle in the seven - learn the skills of the front and back strokes in the tennis ground stations for students.
2. Recognizing the effect of using the two strategies of information processing and the learning cycle consisting of seven courses on teaching the two skills of the front and back tennis court to students.
3. Determining the preference among the three groups that are the best in teaching students the skills of front and back ground strikes in tennis.

Research assumes:

1- There are statistically significant differences with no statistically significant results between the tribal dimension tests and the three research groups in teaching the two striking skills of the front and back ground stations in tennis and in favor of the subsequent tests.
2- There are statistically significant differences with the absence of statistical test results for the three meta-research groups in teaching the two striking skills of the front and back ground stations in tennis, and for the benefit of two experimental groups.
3- There are statistically significant differences with no statistically significant results in the meta-tests of the groups in favor of the second group.

Research ranges:

1- The human field: Students of the third stage of study at the College of Education, Physical Sciences and Sports / Basra University for the academic year 2019-2020 AD.
2- Temporary field: for a period of 6/10/2019 until 1/7/2020.
3- Spatial Domain: The tennis court at the College of Physical Education and Sports Sciences/ University of Basra.

Research methodology and field procedures

Research methodology: The researcher used the experimental method with two measurements before and after, on three equal groups, due to its suitability and the nature of the problem to be solved.

Community sample: Before entering into the sample, the details of the research community must be determined, as it included the research community, students of the third stage in the College of Physical Education and Sports Sciences / Basra University for the academic year 20 19-2020, with a total of three departments and by (2 41) students, either a sample was chosen Searching for the lottery in a manner and by (60) students and by (24.89%) from the original community as the students of Division (B)

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learn the skills of the two strokes. The front and rear ground stations of tennis according to the information processing strategy are the first experimental group, and by (20) students from class (A) learn the skills of the two strokes of the front and back ground tennis stations according to the seven educational course - the strategy of the second experimental group and it consists of 20 students from class (c) They learn the skills of the two strikes in the front and back ground stations in tennis according to the method adopted by the teacher, which is the control group and includes (20) students and a group of students (9) students from the (D) department of the original community who were used to apply the exploratory experience and some students were excluded Because of their lack of discipline at all times, and some of them were sick and failed, and as shown in the following table No. (1):

Table 1It shows the number of individuals in the research sample, their details and proportions

percentage	The number of the family members	The total number	The nature of learning	Totals	No
	20		Information processing strategy	First pilot	1
	20		Seven-year learning cycle strategy	The second pilot	2
	20		Followed by the teacher	Control	3
%	60		Total		

The means of gathering information and equipment and tools Almstalmh:

1- Arab and foreign sources
2- Internet information network
3- Observation and personal interviews 25
4- Skills tests
5- Medical scale and tape measure
6- A legal tennis court and 30 tennis balls
7- Tennis rackets
8- Poles, rope and adhesive tapes .

Procedures Search field:

Equal groups Search:

In order to ensure equivalence between the research groups in all research variables,the researcher conducted parity and based on the results of the pre -tests and by using the one-way analysis of variance test (F) As shown in Table A to come:

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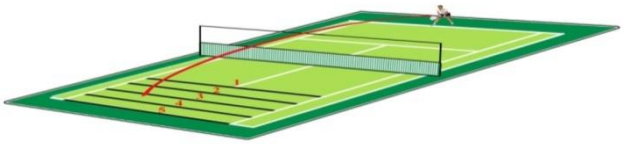
Table (2). It shows the equivalence of the three research groups and the value of(F) Calculated And value) sig And the type of significance in all research variables

Indication level	Sig	Values F	The circles box	Degree of freedom	Sum of squares	Contrast sources	measruing unit	Variables	No
Not moral	0.52	0.89	28.71	2	57.43	Between groups	cm	Length	1
			32.16	57	1833.32	Within groups			
Not moral	0.31	0.95	1.19	2	2.38	Between groups	Year	Age	2
			1.25	57	71.62	Within groups			
Not moral	0.62	0.86	36.73	2	73.46	Between groups	Kg	Mass	3
			42.31	57	2412.13	Within groups			
Not moral	3 0.1	2.24	2.40	2	4.81	Between groups	Degree	Front floor hit	4
			1.07	57	61.38	Within groups			
Not moral	0.41	2.34	1.99	2	3.98	Between groups	Degree	Back Ground Hit	5
			0.85	57	48.61	Within groups			

And at a level of significance (0.05) and a degree of freedom (2, 57) and through Table No. (2) It was found that there are no statistically significant differences, which indicates the parity of the three research groups in all variables.



Tests used in research:

The front and back test of the ground stations in tennis (1):

This test is performed on a regular tennis court, with a set of rackets, (30) tennis balls, a registration form, and a fixed rope as in the following figure, showing the laboratory stands, how the test is performed, and orthodontic marks: A rope is fixed on two columns in The legs of the net are parallel to the posts and parallel to them, and at a height of (7) feet from the ground and (4) feet from the net, a distance of one kilometer. Figure 1).

Three parallel lines are drawn between the transmission line and the base line, so that the distance between the two lines is (4.5) feet.

The student stands on the center mark, which is located in the middle of the baseline, and gives five test attempts to see the performance of the test after instruction is given by the teacher on the condition that the ball is thrown directly behind the service line. By the ball launcher, if any, or by the specialist teacher, and the player begins trying to return the ball with his club using the forehand or backhand kick, each student is allocated ten attempts for the front kick and ten attempts for the backhand. The player's points are the total points he gets by collecting his ten attempts, and the ball must cross the net and the

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bottom of the rope, and the student gets gradual scores from (1-5). If the ball passes over the rope, he gives half the mark of the correct area on which he falls, and the highest score gets On it the tester is (50) marks for a front kick and (50) marks for a back kick.

Experiences:

F/ The first exploratory experience:

The researcher conducted the first exploratory experiment on 1/8/0/2019 approved on Tuesday at 10 am on a sample of students of the third stage, Division (D), numbering (9) students from the same research community and outside the original. A sample in addition to (9) students from Division (E). The aim of the exploratory experiment was to identify the validity of the tools and equipment used, the place designated for the test, and the testers responding to those tests. And the obstacles to its application, to identify the competence of the assistant faculty and to extract the scientific basis for the tests used, in addition to extracting the discriminatory honesty.

Second survey experience:

A second exploratory experiment was conducted on January 16, 20, 19, which was approved on Wednesday on a research sample for the purpose of applying T ArevicanBalastrutacetin units, provided that it is taught to students through the educational curriculum prepared in order to calculate the time required to implement the teaching unit for each strategy and to know the extent of students' ability To work out.

The scientific basis of the tests:

Honesty

For the purpose of calculating the discriminatory honesty coefficient, the researcher adopted the results that emerged during the application of the first exploratory experiment to calculate the discriminatory honesty among a sample of Division (D) students and their number. (A) 9 students considered by the researcher as the first discriminative group, and among a sample of students in section (E) that the researcher considered the second discriminatory group, and after the researcher finished the experiment, the data were processed. Statistically by extracting the significance of the difference between two independent samples of equal value and the value of (t A) is a statistically significant function in all tests because the level of significance is less than (0.05) with a degree of freedom (16) and as shown in the following table:

Table (3) shows the arithmetic mean, standard deviations, the calculated (T) value, the sig value and the type of significance for two independent samples of the research variables

Indication level	Sig	Values T	Evening third stage students	Students of the third stage	measuring unit	Variables	No

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					morning				
			P	s	P	s			
moral	.000	4.83	0.84	9.01	0.93	63 .10	Degree	Front Ground Hit	1
moral	.000	7.28	0.95	8.13	1.27	9.84	Degree	Back Ground Hit	2

Stability

The researcher extracted the reliability of the test at a significance level (0.05) with a normal test and test method for the purpose of verifying the convergence between the first and second tests by finding a correlation coefficient after a period of time (7) days. After the first submission of a sample consisting of (9) students from the class (D) of the original MP waves, and it came out of the experimental sample as shown in the following table:

Table (4) shows the arithmetic mean, standard deviations, and the value (RC calculated for the research variables

Indication level	Values R	The second test		First test		measuring unit	Variables	No
		P	s	P	s			
0.0 1	0.96	0.94	10.36	0.89	10.61	Degree	Front Ground Hit	1
0.00	0.87	0.91	9.82	1.37	9.32	Degree	Back Ground Hit	2

Goal:

The researcher used the simple correlation coefficient at the significance level (0.05), the test results for two arbitrators (*) and only nine labs.

Table (5) shows the arithmetic mean and the value (RC calculated for the research variables

Indication level	Sig	Values R	arbitrator The second	arbitrator the first	measuring unit	Variables	No
			s	s			
moral	0 0.0	96 .0	9.69	9.71	Degree	Front Ground Hit	1
moral	1 0.0	0.93	8.65	8.61	Degree	Back Ground Hit	2

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Pre-tests:

The tribal researcher conducted tests on 1/2020/2019 on Sunday, and these tests were approved as equal results.

Main experience (pedagogical educators):

The researcher intended to set up the educational platform according to the skill data to be Talmanma (front floor strike, back floor strike) as it is considered two educational curricula of (6) standardized education data and by (3) educational units for each strategy exceeding (6) where I sell the duration of the educational unit (90 minutes), and the researcher will make a unified educational Tin Tarevican on 01/2021/2019 a brief summary on Monday to introduce the sample to the nature of work according to the strategy of each under study, and the application of the applied educational curriculum of Yen was started on Tuesday with a brief summary of the 22nd day. 1/ 10/2019, where the first experiment was conducted according to the group's work.The strategy of processing information and working according to the strategy and the proper logical sequence in the scientific stages. In the first stage (organization) the degree is prepared so that it is suitable for students' interaction with the teacher. When explaining, explain to students the concept of information processing and its importance while teaching the skills to be learned and inform them of its importance. Of the skills and stages necessary to learn them with the provision of some scientific resources for students that they can benefit from after teaching them the skill, and the second stage (the second stage) classification) where students are taught how to classify information for each of them the stage of the skill to be taught, where each stage is clarified and defined and its importance is presented, and pictures Explains the performance of each stage of the skill and the separation of important and less important information according to each stage of the skill, and then ask students with a simple report that explains the stages according to their importance, and the third stage (analysis). Students are taught how to analyze information related to each stage of the skill, and this is done through the analysis of skill performance and its common mistakes, and this is done through the students' work according to the cooperating groups and each group with its leader and leader. The members analyze the performance of each student by observing the teacher, the performance is corrected if the need for this is necessary and the feedback is provided, and the fourth stage (application) is applied in which the information they learned is applied and analyzed in the educational situations during the educational unit by performing some exercises that It is related to improving performance and emphasizing its repetition and then asking students to perform some complex exercises so that they can classify and analyze the information they have learned, and the fifth stage (retaining information) and remembering a rest) where the work is done by asking students questions about the skill and then asking questions on the cleat to answer and employ them Practically in the playground, where the student remembers the information he

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learned and saw it while displaying some pictures that illustrate the performance of each stage, and you can ask them about common mistakes that may occur during the performance, so that the student remembers the information and maintains it and the sixth phase (evaluation and criticism of the information), where Work at this stage by exposing students to a practical test on the playground and performing some exercises related to the skill that must be learned and then evaluating the students' performance by Errors and corrected. Then one student performs and another student evaluates his performance until he learns the evaluation process and at the same time knows and avoids errors, and the seventh stage (study, exam preparation and performance) as students in this stage is required to perform the entire skill more than once, i.e., repeat the performance until the skill becomes fully known. And how to perform it if the teacher wants him to do so during the exam, and students are also required to perform an exercise aimed at improving the skill.

The second experimental group that worked according to the learning cycle of the seven strategy, as it was working according to the seven stages. In the first stage (excitement), where this stage aims to provoke and motivate students and to arouse their curiosity and interest in the concept or material to be learned through the video clip to perform the skill through the computer screen and its effects, tendencies, interests and interests. Make them think about the skill to be learned, and the second stage (exploration) as intended by this stage, to satisfy the curiosity and interest among the students where the teacher asks them to stand to form a semicircle biting some questions about the skill that has been identified in theory. The first stage is an attempt to discover solutions to the questions asked by the teacher and try to answer them by showing some illustrations of the skill at the end of the answer by the students. As for the third stage (interpretation), where the teacher here explains the skill in all its details and then pictorial images for each stage of the skill to be Talha, then a good model of the skill is presented by the teacher and some students are asked to display the model with the correct errors before the lesson with only some questions asked The fourth stage (expansion) in this stage is a skill that has been taught by applying and performing some exercises that improve performance and emphasizing events during performance to increase the understanding of the skill and role of the teacher to encourage students to apply and repeat and try to perform well while playing during the performance and they are provided Take notes on skill and clarify in common the mistakes they make when performing. As for the fifth stage (extension), at this stage some difficult complex exercises are added so that this leads to improved performance and the inclusion of some exercises related to the performance of the subsequent skill until the relationship between that is clarified. The skill and other skills and the teacher tries to facilitate the process of interdependence between them, while the sixth stage of (exchange) which aims to exchange experiences between the teacher and students is also among them, and the

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opportunity also allows collectively a laboratory appeared for me as a result of m and the results of performing the skill to be The students are divided into cooperative amalgam groups, and the roles are exchanged among themselves, such as leading the student in front of his group and trying to exchange experiences among themselves, and the teacher tries to encourage them to participate and cooperate through the exchange of experiences. The seventh stage (testing and exam) aims at evaluations. Students understand the skill that they were learning Yum Here they are evaluated by asking the teacher about the skill of the student's performance completely. In the case of correct performance, the error is explained and the student is asked to retry the error.

Dimensional Tests:

The tests were conducted on a meta sample - research and a researcher keen to create the conditions used in the pre-tests on December 8, 2019 corresponding to some extent at ten in the morning at the stadium of the College of Physical Education and Sports Sciences, University of Basra.

Statistical methods:

Statistical analyzes and results were extracted using the statistical bag program (spss).

Presentation and discussion of results:

Presentation and discussion of the results of the searched variables for the pre and posttests of the first experimental group (Information Processing Strategy):

Table (6) shows the will of the arithmetic mean of the data of the standard deviation of the value (the calculated T and the sig values and the type of significance for the results Skill variables in the pre and posttests of the first experimental group

Indication level	Sig	Values T	Post test		The pretest		measuring unit	Variables	No
			P	s	P	s			
moral	.000	8.41	1.06	83 .9 2	0.96	11.82	Degree	Front Ground Hit	1
moral	.000	9.72	1.81	2 5 . 25	0.89	10.74	Degree	Back Ground Hit	2

Discussing the results of the first experimental group (Information Processing Strategy):

Table No. (6) shows that there are statistically significant differences in favor of the post-test, and the researcher attributes this to students who learned skills according to the information-processing strategy and who were interested in organizing knowledge related to skills. And improving their performance for them and this is what this strategy is

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working on as the content of this strategy is to transfer students from the traditional style to a new modern method based on mental processes and make the axis basic and basic in the educational process through effective practice, discussion, organizing scientific and accurate classification, as well as preserving the information that they have obtained And the basic work within the cooperative groups and the interactive and effective participation in the performance of the sport activity. These strategies required emphasizing that the teaching strategy should encourage the active and effective participation between the learner, the teacher and the handle and then focus on activities that require active participation and focused interaction and discussions (2).

Presenting the results of the searched variables for the pre and posttests of the second experimental group (seven-course learning strategy) and discussing them:

Table (7) shows the will of the arithmetic mean of the data of the standard deviation of the value (T) calculated and the evaluator (sig) and the type of significance for the skill variables resulting in the pre and posttests of the second experimental group

Indication level	Sig	Values T	Post test		The pretest		measuring unit	Variables	No
			P	s	P	s			
moral	.000	7.49	1.73	19. 34	0.76	11.96	Degree	Front Ground Hit	1
moral	.000	8.94	1.39	04. 29	86 .0	7 9.0	Degree	Back Ground Hit	2

Discussing the results of the second experimental group (the Seven Strategy Learning Course):
Table No. (7) Shows that there are statistically significant differences in favor of the post test, and the researcher attributes this to the educational units prepared by the researcher and applied according to the seven-year course strategy. The work of this strategy and its philosophy in improving the educational process of the members of the research sample (students), which makes students search for the previous knowledge they possess about the skill to be learned, whether that is at the beginning of the curriculum. It is used according to the strategy or his knowledge of the skill and through this knowledge the student tries to discover and create new scientific knowledge related to the skill to be learned by following all stages of the strategy according to sound and accurate scientific foundations which are (excitement, discovery, interpretation, expansion, guidance, exchange, testing and exam). The learning strategy works for seven years on the activation of the student's previous knowledge and the formation and discovery of new scientific knowledge (3).

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Presentation and discussion of the results of the searched variables for the pre and posttest of the control group

Table No. (8) Shows the will of the arithmetic mean of the data of the standard deviation of the value (T) calculated and the evaluator (sig) and the type of significance for the skill variables resulting in the pre and posttests of the responsible group

Indication level	Sig	Values T	Post test		The pretest		measuring unit	Variables	No
			P	s	P	s			
moral	.000	9.16	1.92	95. 22	1.02	10.94	Degree	Front Ground Hit	1
moral	.000	1.63	1.42	92. 21	0.86	9.74	Degree	Back Ground Hit	2

Discussing the results of the control group: Table No. (8) shows the existence of statistically significant differences in favor of the post test, and the researcher attributes that to the fact that this group underwent an educational curriculum prepared by the subject's teacher. In an organized manner according to an objective plan that works to develop the educational aspect through the educational units. The exercises take into account the teacher and the pedagogical aspects, taking into account some of the individual differences that exist between students. These skills must be learned by new students to some extent, such as the performance of nature compared to some events of volleyball, basketball, or any other addition. The scientific experience that the teacher enjoys the material and its empowerment in the process of explanation, clarification and segmentation for all students and then performing the required performance. “Most of the changes that occur during the learning process are through the information provided by the learner through his learning. Practical) teaching methods, methods, and field experience in communicating information (4) should be essential to use.

Learning carried out by educational and educational institutions has a clear impact if it is based on the idea of education through previous experience and the activity that was prepared through the educational unit (5).

Presentation and discussion of the results of the post-tests for the two experimental groups and the control group:

The researcher used the (F) test to analyze the variance between the research groups for the subsequent tests to determine whether there were statistically significant differences between the three groups and through the results presented in Table (9) we find that the values of (F (calculated in the research tests) hit the front ground, and multiplied Back

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ground (it reached 22.98-20.09 respectively) and when comparing the sig value, the significance level is (0.05).

Table (9) shows the test results (F) computed between search variables in non-three-dimensional group tests

Indication level	Sig	Values F	The circles box	Degree of freedom	Sum of squares	Contrast sources	measuring unit	Variables	No
moral	0.00	22.98	31.95	2	63.91	Between groups	Degree	Front floor hit	1
			1.39	57	79.39	Within groups			
moral	0.00	20.09	34.36	2	68.72	Between groups	Degree	Back Ground Hit	2
			1.71	57	97.48	Within groups			

In order to find the lowest significant difference between the three groups under study, and to explain to whom these differences are attributed, the researcher used the (LSD) test; Wa (10) table shows that:

Table (10) shows a comparison of the arithmetic mean difference with the value of the lowest significant difference (LSD) between the two experimental groups and the control group in the skill variables under study.

Indication level	Sig	Standard error	Media teams	Totals	Variables	No
moral	4 0.0	0.89	4.19 3 - 83 .9 2	Mug 1 - mg 2	Front floor hit	1
moral	0.00	0.42	95 22 - 83 .9 2	1mg - 3 mg		
moral	0.00	0.92	0.95 22 - 4.19 3	Mug 2 - mg 3		
moral	3 0.0	0.73	04. 9 2 - 0.52 25	Mug 1 - mg 2	Back Ground Hit	2
moral	0.00	0.96	92. 21 - 0.52 25	1mg - 3 mg		
moral	0.00	0.79	92. 21 - 04. 9 2	Mug 2 - mg 3		

Table (10) shows the emergence of statistically significant differences in the subsequent tests of the research variables in favor of two experimental groups, and the researcher attributes this improvement to the two groups that have an educational gene in the goal and includes exercises according to the stages of the strategies (the seventh learning cycle of information processing) while working with the main department in the teaching units Which contributed to making the relationship between the information more sensory and easy to achieve, which leads to the facilitation of the process of learning two skills (the two strikes take down) front and back stations in tennis), as the sponsor received for the main educational units prepared by the researcher for each of the students only developed new positions while teaching them the skill And giving them an opportunity to do the required activities individually, doubly, or in a group within the cooperative groups, which makes the claim positive and effective and its active role and draws his attention

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and stimulates the use of mental processes as it works to increase its effectiveness in participating in the lesson during the learning process as it helps students to organize their thoughts and gain a better knowledge of the skill . “Learning is part of an educational curriculum that is applied in a better manner. Awareness leads to increased learning and thus skill improvement on both sides of skill-based knowledge (6).

The researcher's preference characteristic of the second group that worked according to the seven learning cycle - the strategy over the first and third groups that work according to the learning cycle of the seven strategy that helps the student to create knowledge on his own and this comes through the knowledge he receives during the aided process of the teaching skill or previous knowledge and experience that the student possessed In the process of moving to education and applying knowledge through new situations that he or she will be exposed to, as well as to improve his ability to understand scientific concepts related to the skill and to be able to apply when learning new skills. The Seven Strategic Learning Course helps the learner to use his previous knowledge to build New knowledge through curiosity, excitement, curiosity, discovery and interpretation through careful observation and the use of thinking in applying scientific concepts, developing them in new skills, and determining them with other concepts (7).

Conclusions and recommendations:

Conclusions:

1- If the strategies used T yen (information processing and learning cycle of seven) have a positive effect in learning yum my skills, two front and rear landing stations in tennis.
2- Through the teacher's role in the strategies, he used T yen (The Information Processing Course Learning from Seven) in supervision and direction. It reduced the effort and thus invested time in teaching by the teacher and gave more opportunity than experimenting strategy, which increased the diversity of teaching.
3- The group that worked according to the seven-year learning cycle strategy is the best, then the group that worked according to the information processing strategy, then the control group.

Recommendations:

4- Adoption of the Ma'dan approach by the researcher according to my strategy (information processing and the seven learning cycle) for their role and the greatest actor in improving the level of performance skills with the two strikes skills, front and rear ground stations. In tennis.
5- Emphasis on urging teachers in the Faculties of Physical Education and Sports Sciences to use strategies and methods of modern education, as well as the experience of self-reliance.

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6- Choosing teaching strategies and methods commensurate with the nature of learning the skill, performance and capabilities of the learners to ensure their participation in organizing and managing the lesson, taking into account the individual differences between the learners.

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University	the college	Jurisdiction	The name	No
Albasrah university	College of Physical Education and Sports Sciences	Teaching methods	Prof. Dr. Lamia Hassan Al-Diwan	**1**
Albasrah university	College of Physical Education and Sports Sciences	Curriculum and Instruction	Prof. Dr. Hussein Ali Mohsen	**2**
DhiQar University	College of Physical Education and Sports Sciences	Motor learning	Prof. Adel Odeh Kata	**3**
Al-Basrah University	College of Physical Education and Sports	Kinetic learning / racket games	Prof. Dr. MontazerMajeed Ali	**4**

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	Sciences			
Albasrah university	College of Physical Education and Sports Sciences	Testing and benchmarking / racket games	Prof. MakkiJabbarOdeh	**5**

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A model for an educational unit that demonstrates working with a strategy (information processing)
Date:The week:
Educational goals: To develop the spirit of perseverance
The stage:
Educational objectives: Teaching the skill of ground front strike and improving accuracy
Time: 90 minutes
Tools and means used: rackets and tennis balls

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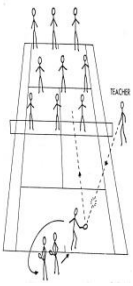
Notes	Organization	Details of the educational unit	Time in minutes	Sections of the educational unit
Emphasis on attendance, calm, and regular performance of general exercises. Emphasis on performing the exercises in the correct form	×××××××××× ××××××××× ××××××××× ×××××××××	Standing in a single straight line to record attendance and start the lesson with the agreed-upon shout, then general preparation exercises for the body in all its details. (Front Support) Flex and extend the arms as quickly as possible for (10 seconds). (Standing, deflecting) Torso sideways (4 times). (Standing, cuffing) bending and extending the legs (two count). (Standing) Rolling around in the shop.	15 7 8	Preparatory department
- The preparation of some illustrations, the importance of processing in teaching the skill, and how the teacher can view the stages is explained. The teacher explains a model Good for every stage bystander to learn. The bell asks students to write a skill report with all its details, and it will be brought to the next educational unit. The teacher emphasizes the skill analysis process for each stage and emphasizes everyone's participation. The teacher's role in correcting mistakes at this stage. The teacher divides the students in proportion to the exercise used in order to perform as required. - Confirm the disease correctly with repeating the same exercise with the rest of the groups. - At this stage, the skill is implemented by the students and the mistakes are corrected by the teacher, and the roles are exchanged between the students in the correct manner. The test is explained to students and how to evaluate in order for students to	######### # # ## * This exercise is used to improve students' accuracy of front shot performance 	(Organization) 7 minutes: the class is prepared so that students interact with the teacher when explaining and clarifying the concept of processing information and its importance during the teaching of the skill and stating the importance of the skill and its stages and providing scientific resources to the students that they can benefit from after teaching them the skill and the role of the teacher is to introduce them to the skill to be taught Proper form and encourage students to participate to ask questions. (Classification) 7 minutes: in which students are taught how to classify the information for each stage of the skill to be taught, as each stage is clarified and defined and its importance is displayed, and pictures showing the performance of each stage of the skill and the separation between important and less important information according to each stage of the skill Then ask students for a simple report that explains the stages according to their importance. The teacher asks students to make a square minus the students' side and sit down to explain the skill classification process for each stage. Display illustrations in the form of a poster for each stage of the skill to be learned, with an explanation of the importance of each stage. (Analysis) 6 minutes: Presenting a model of the skill through the teacher and teaching students the method of analyzing information about each skill stage during the analysis of skill performance and common mistakes through their work according to cooperative groups and each group with its leader and its members analyzes the performance of each student and observes the teacher and corrects the performance if they are The need for this is essential. The role of the teacher here is to correct errors that may occur and provide feedback. (Application) 15 minutes: applying the information they learned and analyzed about the skill by performing some exercises that are related to improving performance and emphasizing their repetition. After that, students are asked to perform some complex exercises in order to be able to classify and analyze the information they have learned. Students practical exercises that require the student to have full knowledge of the stages of skill performance and his ability to relate the stages to each other with a high degree of performance. An exercise to improve the accuracy of the hit for students,	65 20 45	Introduction and warm-up Physical exercises Main section Educational activity

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perform correctly. And they try to perform the skill as it was learned in order to complete the evaluation as required		students hitting the ball hit the ball towards the other players on the opposite court who seek to catch the ball without moving their feet while they are in their place, the students who are in the middle of the field should try to catch the ball before or after		
Notes	Organization	Details of the educational unit	Time in minutes	Sections of the educational unit
		the ball after it bounces. The students who catch the ball leave the playground quickly, and turns are exchanged, and the exercise is repeated more than once, according to the teacher's vision. (Preserving and Remembering Information) 10 minutes: Students are asked questions about the skill and then ask them to answer them and employ them practically in the playground, as the student remembers the information he learned and saw it while displaying some pictures that illustrated the performance of each stage of the skill and about the errors that may occur during Performance so that the student is reminded of the information and retained it, and among these questions: Number of the basic stages of the frontal floor skill, and mention an exercise appropriate to the performance of this skill, and mention some errors that may occur about the performance. (Evaluating and criticizing the information) 10 minutes: the work is by doing a practical test in the playground for students and performing some exercises that have to do with the skill, and then evaluating the performance by diagnosing and correcting errors, then one student performs and another student evaluates his performance in order to learn the evaluation process At the same time, he knows mistakes and avoids them The opportunity is given individually or collectively to the student to give the information received about learning this skill, evaluate it and implement it as required. The teacher's role is to monitor students' work and accurately diagnose errors and then correct them while observing the evaluation process made by students. (Studying and preparing for the exam and performing it) 10 minutes: Directing students to the necessity to practice the skill's performance in all its stages that they previously learned in previous lectures and the performance is free for each student individually or bilaterally. What is important is to prepare for the exam (test) and to retrieve the information that helps to perform the exam in the best way. * Students perform the skill for the opposite side, and the other students return it with the same performance or performance freely.		
Emphasis on correct performance	×××××××	Every two students hit the ball with the bat between themselves, provided that the racket grip is correct	10	Practical activity The closing section

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Emphasis on attendance, calm, and regular performance of general exercises. Emphasis on performing the exercises in the correct form	×××××××××× ××××××××× ××××××××× ×××××××××	Standing in a single straight line to record attendance and start the lesson with the agreed-upon shout, then general preparation exercises for the body in all its details. (Front Support) Flex and extend the arms as quickly as possible for (10 seconds). (Standing, deflecting) Torso sideways (4 times). (Standing, cuffing) bending and extending the legs (two count). (Standing) Rolling around in the shop.	15 7 8	Preparatory department
- The preparation of some illustrations, the importance of processing in teaching the skill, and how the teacher can view the stages is explained. The teacher explains a model Good for every stage bystander to learn. The bell asks students to write a skill report with all its details, and it will be brought to the next educational unit. The teacher emphasizes the skill analysis process for each stage and emphasizes everyone's participation. The teacher's role in correcting mistakes at this stage. The teacher divides the students in proportion to the exercise used in order to perform as required. - Confirm the disease correctly with repeating the same exercise with the rest of the groups. - At this stage, the skill is implemented by the students and the mistakes are corrected by the teacher, and the roles are exchanged between the students in the correct manner. The test is explained to students and how to evaluate in order for students to perform correctly. And they try to perform the skill as it was learned in order to complete the	######### # # ## * This exercise is used to improve students' accuracy of front shot performance	(Excitement stage) 10 minutes: The teacher stimulates the students and arouses their curiosity and interest in the learning topic or concept through the following questions: Front ground strike is one of the basic skills in tennis and one of the most important of them. This skill is one of the offensive and defensive skills. During this stage, points can be obtained to win the match. The role of the teacher at this stage is to create excitement during the questions, encourage students, and increase motivation towards learning the skill. (Exploration phase) 10 minutes: In this phase, the teacher satisfies students 'curiosity and curiosity through the following: The teacher requests to make a square minus a side from the students and sit down to explain the skill. Display illustrations in the form of a poster for each stage of the skill to be learned. The teacher's role is to explain the performance steps through pictures that illustrate the apparent shape of the movement of each skill stage and encourage students to work together and direct them, taking into consideration students' questions, listening to them and answering them. Clarify the importance of the educational stages of the frontal ground strike skill, and its presentation by the teacher and its implementation. (Interpretation stage) 10 minutes: The teacher divides students into groups to perform the required exercise after the skill has been clarified and demonstrated as required. Performing the skill with the racket only in its full stages and without a ball. To fully perform the skill with a bat and a ball from stability only, and to deliver the ball to the opposite side. Performing the skill in its different stages with the bat and the ball from the movement with an emphasis on the correct form of performance. The teacher's role here is to correct the position of the strike arm and all errors that may occur, provide them with feedback and	65 20 45	Introduction and warm-up Physical exercises Main section Educational activity

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evaluation as required. Students help other classmates		introduce them to common mistakes. (The expansion phase) 10 minutes: The goal of this stage is to apply a little in-depth exercise in the stages and performance until the stages are linked and with giving more iterations of the exercise to increase the understanding of the skill and consolidate it in them. An exercise to improve the accuracy of the stroke for students. Students hitting the ball hit the ball towards the other players on the opposite court who seek to catch the ball without moving their feet while they are in their place. The students who are near the net should try to catch the ball before bouncing. As for the students who are near the baseline, they catch the ball after it has bounced. The students who catch the ball leave the field quickly, and turns are exchanged. (Extension phase) 10 minutes: The teacher clarifies the relationship between the concept and other new concepts, that is, clarifies the relationship between the skill of the front floor hit and the ground kick, and this is done by dividing the students into groups. Each student stands opposite the other, that is, each student meets another student on the opposite side and is in the form of three sides (right, middle, left). Students in a certain side hit the ball to the students on the opposite side of the front face of the racket (front) and the students on that side return the ball by performing the skill of the backhand ground kick. The roles are exchanged in the performance. The role of the teacher at this stage is to search for any means in connection with the previous skill and the new skill and ask some exciting questions to help students see the relationship between the previous concept and the current concept. (Role-playing stage) 8 minutes: In this stage ideas and roles are exchanged between the teacher and students as follows: The opportunity is given individually or collectively to the student to give the students the information they reached about learning this skill to implement it. Each student stands opposite the other, one of them strikes the ball in front and the other student strikes the ball as a front ground kick as well, and the other returns it with the same skill, and the roles are exchanged by performance and places relative to the playing field. The teacher's role is to link information about the two skills of the frontal strike and backstroke and encourage them to participate, cooperate and exchange experiences. (Test phase) 7 minutes: The aim of this stage is to assess and test students 'understanding and the extent of their learning of the skill they have learned. Students stand in small groups in each playground, as the students perform the skill of the front floor hit in all its stages to the		

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		opposite side, and the other students return it with the same performance and so on until the mistake is made. * The evaluation is done by the teacher, and in the event of incorrect performance, the teacher asks the student to retry the incorrect attempt. The evaluation is done through the apparent form of the movement.		
Emphasis on correct performance	×××××××	Every two students hit the ball with the bat between themselves, provided that the racket grip is correct	10	Practical activity The closing section

A model for an educational unit that demonstrates working with a strategy (the seven-course learning cycle),
Date:
Week: Educational
Objectives: Developing the spirit of perseverance
Stage: Educational
Objectives: Teaching the frontal strike skill and improving accuracy,
Time: 90 minutes Tools and methods used: rackets and tennis balls

Margins

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