

The effect of using immediate feedback patterns on teaching basic skills in basketball in secondary education (15-16) years

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Abstract

The Object of the study aims to identify the effect of using positive, negative and mixed feedback on learning basic skills in basketball for different sexes, while identifying the best types of feedback has a better effect on teaching passing, reception, dribbling and correction skills, for this purpose, we used the method experimental to design equivalent groups. On a sample composed of 84 students of both sexes , chosen as randomly, and for data collection, we used a tool Skill tests After collecting the results and having treated them statistically, we conclude To the necessity of diversifying the use of positive, negative and mixed feedback, and not limiting ourselves to only one style in teaching skills in basketball, expanding and diversifying it in the use of feedback in all its forms while conducting teaching skills, On this basis, the study recommended The necessity of using the three types of immediate feedback used in the study to teach various skills in group games of different sexes.

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I. Introduction

The most what characterised diversity and comprehensiveness of kinesthetic learning must be used in many types of educational methods that directly affect the educational process according to organizational methods, The purpose of it is to achieve the goal pursued by this process, which is to reach the learner to the best level, and the effective educational process depends on the extent of communication between the learner and the teacher, where the means of communication plays an important and significant role in mastering the skill performance that is to be learned and quickly, as whenever the means of communication is appropriate, then The learning process takes place faster and better and with great savings in effort and time, Feedback is one of the important educational methods that have a direct and decisive impact on the learning process, as it is the process in which the learner is provided with information about the nature of his performance during his repeated attempts, which he makes to learn the required skill, and to know through this information the extent of progress he has made during and after Performance, and any failure to provide such information to the learner will hinder the learning process as a whole (Abu Hilal, 2001). Feedback plays an important and effective role in the development of scientific and practical ability, as providing the learner with positive and negative information about motor performance greatly contributes to achieving mastery of movement and skill in a sound and accurate manner (Abdul Wahid, 2006). Where every coach and teacher seeks, in its educational and training curriculum, to acquire and master motor skills in order to reach the integrity of performance through the use of modern scientific means, and feedback as one of the most important means by which it is possible to evaluate the performance by providing various information to the athlete, which provides the opportunity to control and organize the behavior in an accurate manner commensurate with the desired goal (Dearson, 2000). Basketball is considered one of the basic and important sports that students practice in various educational institutions, and it is taught within the courses and vocabulary of all educational levels in different countries because it is full and rich in basic skills that are necessary to master this game, including the skill of passing, dribbling and correction, As these skills have received the attention of many researchers, whether in terms of education, training, movement analysis, or their own physical requirements, as no player reaches high levels without mastering these skills with a high degree of competence, Because these skills are important in

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showing the beauty of the player's performance and the game in terms of speed and agility, because this game is characterized by the individual and the skillful technical performance of the team where (Khalifa, 2002) indicates that the game of basketball requires the individual who practices it to have specifications in the skillful, technical and tactical performance. A meticulous technologist who is characterized by rapid physical, skill and mental performance, Where he confirms that the game of basketball requires the player to be physically and skillfully prepared and characterized by judgment, accuracy and agility, a good goal can only be achieved after the cooperation of members of the same team through passing, dribbling and other technical skills, thus creating the best and safest conditions for finding a comfortable position It is appropriate to end the attack (Abu Ubayya, 1981). Through the work of the researcher in the field of teaching, field observation and tracking of the learning path in the classroom within the educational institutions at the secondary stage, especially in teaching basketball skills, the common traditional image of teaching these skills was shown, as random interventions of the professor were observed in correcting the performance of the learner as well as the timing of the intervention to correct this performance. In addition to that, the type of feedback given to the learner, This is what prompted us to conduct an exploratory study in order to find out the truth of the problem, through which we asked a group of questions on a sample of professors, all about their knowledge of feedback and its types, which led to the fact that they correct students' mistakes, but randomly, in which several types of Positive, negative and late feedback to other different types, It also showed us the answer of the vast majority of their ignorance of the term feedback despite the fact that they employ it in their work. From this standpoint came the importance of this study, which is represented in knowing the effect of using types of immediate feedback in teaching basic skills in basketball for high school students of different sexes, males and females, as an important base in learning these skills as it is considered one of the most important sources that provide the learner with information. Which works to correct errors that occur in the performance, Choosing the appropriate and appropriate time to give the information so that it is rational interventions in a timely manner, as the absence of such essentials and important positions for the professor inevitably leads to a significant decrease in the level of performance and weakness on the one hand, and its slowdown on the other hand (Bassiouni,

1992).

1.2. Literature Review

from the importance of feedback in the educational process, some researchers who are specialized in the field of educational research have defined its concept, (Al-Jabali, 2000) sees it as “the information that the learner receives after the performance that enables him to know the correctness of his response to the educational task”, and explains it (Hammad, 2001) as “the information that shows the difference between the specific goal of performance and the performance carried out. For motor skill. " Providing the learner with his level of performance in order to help him correct his mistakes and establish his correct performance is feedback. It takes different patterns and multiple forms according to the type of division in it, and among the common patterns of feedback based on its source:

Internal feedback, which is the information that the individual derives directly from his experiences and actions (the learner's feeling of his response), External feedback is information that a teacher or trainer provides to the learner by any other external means. Many Arab and foreign studies have dealt with the issue of feedback and its importance in teaching motor skills on different samples and in the study milieu, including:

-the study of (Shirwan Salih Khader, 2005) entitled the effect of using types of feedback according to the time they were given on learning some motor skills on the balance beam system, The researcher used the experimental approach, and the researcher employed a form for analysis and evaluation of the motor skills in performance according to the apparent construction of the movement from the researcher's achievement, and a questionnaire form to determine the movement skills of the researcher's achievement. The study sample consisted of female students in the second academic year. The Faculty of Physical Education at the University of Salah al-Din, of which there are 46 students, and he chose them in an intentional way, and the researcher reached the superiority of the second experimental group over the rest of the groups when learning the skill of ascending by side wave, the first and fourth groups are equivalent when learning the skill of climbing with a side wave on the balance beam, The second experimental group excelled when learning the skill of the front balance on the balance beam. The third and fourth groups were equivalent when learning the skill of the front balance on the balance beam. The first experimental group outperformed the rest of the groups when learning the skill of front rolling on the balance beam.

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- THE study of (Atallah Ahmad, 2004) entitled the effect of using some teaching methods with immediate feedback on learning some basic skills in volleyball. Knowing the best teaching style with immediate feedback has a better effect on learning sending, passing and preparing skills in volleyball for males and females, the researcher adopted the experimental approach and employed skill tests represented in sending from the bottom, passing and preparing in volleyball. The intended sample consisted of "432" male and female students, distributed as follows "72 males and 72 females, and the most important results were: The use of immediate feedback teaching methods, and the teacher's use of the traditional method, had a positive impact on learning basic volleyball skills under study in different genders and in the three states. The difference between the pretest and the post test is statistically significant and is in favor of the post test for all the experimental and control groups. And for both males and females and in the three states, and in various skills (sending of all kinds, scrolling to the right and left side, preparation for the right and left side).

The study (Sadah Ibrahim Sidouli Al-Nuaimi, 2013) entitled the effect of feedback using visual models and measuring force in the development of some biomechanical variables and the accuracy of the overwhelming transmission of advanced players in volleyball, aimed at identifying the effect of feedback using visual models and measuring strength in developing some biomechanical variables for the performance of players The applicants in volleyball under study, to know the effect of feedback using visual models and measuring force on the accuracy of the crushing transmission of advanced players in volleyball, the researcher used the experimental approach in the method of equal groups (experimental design with a tight control). The research sample was chosen by the deliberate method, as it consisted of the players who perform the overwhelming service in the governorate team and their number was "8" players divided into two experimental and control groups. The right places of performance, the kinematic analysis program had an important impact in presenting the movement in its accurate details and in the appropriate manner, which helped in the development of performance. In light of the above, we ask the question: What is the effect of using feedback according to its timing, "positive, negative, and mixed" in learning basic basketball skills in secondary education (15-16) years.

In his light, he raises a number of the following sub-questions:

- What is the effect of using positive feedback on learning basic skills in basketball for different sexes?
- What is the effect of using negative feedback on learning basic skills in basketball for different sexes?
- What is the effect of using mixed feedback on learning basic skills in basketball for different genders?

II. Method and Materials

The researcher used the experimental approach with a system of equal groups related to the topic, so that they are more appropriate to his goals and hypotheses. The researcher selected students studying at the secondary "Mogidish Ammar" Souk Ahras as an exploratory sample, consisting of (n = 20) twenty, 10 "male" students, and 10 students. Sequential "female" descriptions of Christ (15-16 years).

1. Participants

The study was conducted on a targeted sample of (number = 116), including 48 students (males) and 68 (females) from an indigenous community, which was estimated at 202 pupils affiliated with Mogadish Ammar High School - Souk Ahras - by a percentage.(57.42%) are pupils accompanying the age stage (15-16 years), and this is after excluding the exempt pupils, who participated in the exploratory experiment, as well as those who are active in sports clubs. The sample characteristics were as follows:

- Females: Height: 161.23 ± 5.89 cm. Weight: 57.86 ± 6.44 kg. Age: 17.64 ± 0.78 years old. Torsion coefficient: 0.446, 0.27, 0.724 (moderate distribution).

- Males: Height: 167.56 ± 3.89 cm. Weight: 64.64 ± 6.07 kg. Age: 17.56 ± 0.74 years old. - Coefficient of torsion: 0.714, 0.603, 0.922 (moderate distribution).

2.2. Psychometric tools:

- Test Stability

To measure the validity of the tests, the researcher conducted preliminary tests and this is in order to calculate the reliability factor for each test in a way (test - retest), where it was applied to a sample of 20 students (males and females) chosen randomly from the research community.

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Table (01): shows the reliability of the tests used in handball (males - females)

Activity	Treated Statistic The exams	Size The sample	Degree Freedom	Level of statistical significance (BC)	Stability factor tests (BC)	The value Tabular (t)
Basketball	Scroll test on overlapping circuits	20	18	0.05	0.946	0.444
	Zigzag dribbling of the ball	20	18	0.05	0.825	0.444
	Test the aim of the basket on the basket for half a minute	20	18	0.05	0.784	0.444
S - M: The value calculated from the results the sample			R: Pearson's modulus is extracted from tabular at the significance level of 0.05 and degree of freedom n - 1			

Table No. (01) indicates the results of the stability of the skill tests and by reviewing the stability values it was found to be (0.946) for the pass test on the overlapping circles, (0.825) for the zigzag dribbling test of the ball, and (0.784) for the correction test on the basket for half a minute. The values with the tabular value of t estimated at (0.444) at the significance level 0.05 and the degree of freedom 18 were found to be greater than it. Therefore, these tests measure the phenomenon for which it was set.

Test validation

In order to ensure the validity of the tests for students (males and females), the researcher used self-validity as the sincerest experimental scores with respect to the true scores that have been concluded from their imperfections, measurement errors, which are measured by calculating the square root of the test reliability coefficient, depending on this type of validity, we reached the results shown in Table No. (02), the significance level is 0.05 and the degree of freedom is (n-1).

Table (02): shows the validity of the tests used in handball (males - females)

Activity	Treated Statistic the exams	size the sample	Degree Freedom	Level of statistical significance (BC)	Stability factor tests (BC)	the value Tabular (t)
Basketball	Scroll test on overlapping circuits	20	18	0.05	0.96	0.444
	Zigzag dribbling of the ball	20	18	0.05	0.90	0.444
	Test the aim of the basket on the basket for half a minute	20	18	0.05	0.88	0.444
S - M: The value calculated from the results the sample			R: Pearson's modulus is extracted from tabular at the significance level of 0.05 and degree of freedom n -1			

Table No. (02) indicates the results of the validity of the skill tests and by reviewing the values it was found to be (0.96) for the pass test on the overlapping circles, (0.90) for the zigzag dribbling test of the ball, and (0.88) for the correction test on the basket for half a minute, and when these values are compared with the tabular value of t estimated at (0.444) at the significance level of 0.05 and the degree of freedom 18, it was found to be greater than it. Therefore, these tests measure that it actually measures the aspect that it is set to measure

2.3. Materials

The data collection material used in the current study is anthropometry Measuring equipment (tape measure, electronic and vertical scale Column length gauge), bras, and pass-and-receiver Slalom dribbling, and shooting the basket for 30 seconds (Hassanein and Abdel Moneim, 2000)

2.4. Statistical Analysis

the arithmetic mean, standard deviation, T-test values, simple correlation coefficient (Karl Pearson), skew coefficient.

III. Results

1- Presentation and analysis of the results related to the first hypothesis (the use of positive feedback positively affects the learning of basic skills in basketball for both genders):

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Table (03): shows a comparison between the pre and post-test for experimental and control groups in the passing and reception skill test in basketball for males and females

	SEXE	The number of individuals	The pretest		Post test		The calculated t value	Statistical significance
			the arithmetic mean	standard deviation	the arithmetic mean	standard deviation		
Control group	Males	12	26.25	3.01	30.91	2.67	15.065	Statistical function
	Females	17	15.23	3.15	25.47	2.18	11.731	Statistical function
Mj-t-r-positive	Males	12	27.75	2.49	33.83	1.58	16.993	Statistical function
	Females	17	16.35	1.83	32.76	1.52	34.909	Statistical function
Mj-t-r-negative	Males	12	27.41	1.97	31.33	1.92	17.110	Statistical function
	Females	17	16.29	2.64	28.41	4.83	9.341	Statistical function
Mj-t-r-mixed	Males	12	28.00	1.65	30.66	2.14	14.182	Statistical function
	Females	17	16.70	2.25	29.35	2.26	16.706	Statistical function
Tabular t value (1.796)			Indication level (0.05)		The degree of freedom is (11) - males - (16) females			

Table discussions: Through the results shown in the above table, we found the following:

- The values of the differences were statistically significant (significant) between the pretest and the post test for all the approved experimental groups as well as for the control group, and this is in the passing skill test in basketball for males, Where the (t) calculated was (15.065, 16.993, 17.110, 14.182) respectively, and all these values were greater than the tabular (t) value of (1.796) in all the approved experimental groups and the control group at a significance level 0.05 and a degree of freedom 11.

- The values of the differences were statistically significant (significant) between the pretest and the post test for all the approved experimental groups as well as the control group and this is in the passing skill test in basketball for females, where (t) calculated was (11.731, 34.909, 9.341, 16.706) respectively and All these values are greater than the tabular (t) value of (1.796) in all the approved experimental groups and the control group, at a significance level of 0.05 and a degree of freedom of 16.

2-Presentation and analysis of the results related to the second hypothesis (the use of negative feedback positively affects the learning of basic skills in basketball for both genders):

Table (04): shows a comparison between the pre and post-test for the control group and the experimental groups in the test of dribbling skill in basketball for males and females

	SEXE	The number of individuals	The pretest		Post test		The calculate d t value	Statistical significance
			the arithmetic mean	standard deviation	the arithmetic mean	standard deviation		
Control group	Males	12	18.33	0.93	13.76	0.98	24.536	Statistical function
	Females	17	21.29	1.80	14.90	2.14	15.699	Statistical function
Mj-t-r-positive	Males	12	19.24	1.38	14.89	1.138	15.978	Statistical function
	Females	17	22.24	2.28	15.55	1.44	10.916	Statistical function
Mj-t-r-negative	Males	12	19.11	1.49	16.01	1.27	21.755	Statistical function
	Females	17	22.55	2.40	17.02	1.46	8.978	Statistical function
Mj-t-r-mixed	Males	12	19.18	1.83	18.02	1.84	8.781	Statistical function
	Females	17	22.61	2.24	19.28	1.70	7.755	Statistical function
Tabular t value (1.796)			Indication level (0.05)		The degree of freedom is (11) - males - (16) females			

Table discussions: Through the results shown in the above table, we found the following: - The values of the differences were statistically significant between the pretest and the post test for all the approved experimental groups as well as the control group, and this is in the passing skill test in basketball for males, where the (t) calculated was (15.24.536, 15.978, 21.755, 8.781) Respectively, all these values are greater than the tabular (t) value of (1.796) in all the approved experimental groups and the control group at a significance level of 0.05 and a degree of freedom 11. - The values of the differences were statistically significant (significant) between the pretest and the post test for all the approved experimental groups as well as the control group and this is in the passing skill test in basketball for females, where the (t) calculated were (15.699, 10.916, 8.978, 7.755) respectively and All these values are greater than the tabular (t) value of (1.796) in all the approved experimental groups and the control group, at a significance level of 0.05 and a degree of freedom of 16.

3-Presentation and analysis of the results related to the third hypothesis (the use of mixed feedback patterns positively affects the learning of basic basketball skills for both genders):

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Table (05): shows a comparison between the pre and post-test of the control group and the experimental groups in the correction test in male and female basketball

	SEXE	The number of individual s	The pretest		Post test		The calculate d t value	Statistical significance
			the arithmetic mean	standard deviation	the arithmetic mean	standard deviation		
Control group	Males	12	6.000	1.47	7.75	1.21	9.753	Statistical function
	Females	17	4.17	1.07	5.41	1.17	11.649	Statistical function
Mj-t-r-positive	Males	12	6.83	1.19	10.41	1.31	11.455	Statistical function
	Females	17	4.82	0.88	9.58	1.22	21.745	Statistical function
Mj-t-r-negative	Males	12	6.75	1.28	8.75	1.54	9.381	Statistical function
	Females	17	4.64	0.99	7.76	1.14	11.021	Statistical function
Mj-t-r-mixed	Males	12	6.66	1.43	7.91	1.62	9.574	Statistical function
	Females	17	4.52	1.06	7.05	1.14	7.851	Statistical function
Tabular t value (1.796)			Indication level (0.05)		The degree of freedom is (11) - males - (16) females			

Table discussions: Through the results shown in the above table, we found the following:

- The values of the differences were statistically significant (significant) between the pre and post-test for all the approved experimental groups as well as the control group, and this is in the passing skill test in basketball for males, where the (t) calculated were (9.753,11.455, 9.381, 93574) respectively and All these values are greater than the tabular (t) value of (1.796) in all the approved experimental groups and the control group, at a significance level of 0.05 and a degree of freedom 11.

- The values of the differences were statistically significant (significant) between the pre and post-test for all the approved experimental groups as well as the control group, and this is in the passing skill test in basketball for females, where the (t) calculated was (11.649, 21.745, 11.021, and 7.851) respectively and All these values are greater than the tabular (t) value of (1.796) in all the approved experimental groups and the control group, at a significance level of 0.05 and a degree of freedom of 16.

III. Discussion

Discussing the results related to the first hypothesis (the use of positive feedback positively affects learning basic skills in basketball for both genders):

Through the results shown in Table No (03), we found that the use of positive feedback led to a marked improvement in the level of skill performance of the skills used in the research. The use of positive feedback had a positive effect on learning the skill of passing, receiving, dribbling, and shooting in basketball for different genders. For the age stage (15-16) years, males and females.

As the latter caused the pupils to feel happy and satisfied, which led to their tendency to repeat the correct movement behavior, and then more follow-up and thus an improvement in the performance of skills, and then more follow-up and thus an improvement in the performance of skills, The researcher attributes this to the immediate, positive feedback that increases feelings of pleasure. The student, who is informed that he has acted correctly, feels happy because his actions pleased the teacher and the student who reports that his response is an error that begins by modifying his response. The positive role of reinforcement and reward that supports and reinforces the link between the stimulus and the response, these results are in agreement with the study of (Shirwan Saleh Khader, 2005) Who concluded that the use of positive informational feedback types has a positive effect on learning some motor skills on the balance beam device and finding differences in successful performance. and the study (Ata Allah Ahmad, 2004) Which concluded that the use of mixed instant feedback teaching methods in the sports education lessons leads to the teaching of basic ball skills in the game of flying ball for children aged (9-12) years. and the study (Sadah Ibrahim Sidouli Al Nuaimi, 2013) Which concluded that the kinematic feedback has a positive effect in developing some mechanical variables for the overwhelming dispatch of youth with the ball, all of which concluded that nutrition Positivity has a positive effect on teaching motor skills of all kinds.

Discussion of the results related to the second hypothesis (the use of negative feedback patterns positively affects learning basic skills in basketball for both genders):

Through the results shown in Table No (04), we found that the use of negative feedback led to a marked improvement in the level of skill performance of the skills used in the research. The use of positive feedback had a positive effect on learning the skill of passing, receiving, dribbling,

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and shooting in basketball for different genders, For the age stage (15-16) years, males and females.

The researcher attributes that the positive effect of negative feedback in teaching basic skills in basketball for different sexes to the effective role of negative immediate feedback in giving information that helps guide the learner in relation to the goal and that this is important at the beginning of the learning stages, especially when the errors are clear and large, These results came in agreement with the study of the study (Ata Allah Ahmed, 2004) Who concluded that the use of teaching methods of negative immediate feedback in the sports education lessons leads to the teaching of basic ball skills in the game of flying ball for children aged (9-12) years. and the study (Raed Faeq Abdul-Jabbar 2008) Who concluded that negative feedback has an effect on learning the effectiveness of discus throwing, and) Latreche Aissam, Benabderrahmane Sid Ali, 2020) Who concluded that negative feedback has a positive effect on teaching motor skills in fencing. which all concluded that positive nutrition has a positive effect on teaching motor skills of all kinds and at all ages.

Discussing the results of the third hypothesis (the use of mixed feedback patterns positively affects learning basic skills in basketball for both genders):

Through the results shown in Table No (05), we found that the use of mixed feedback led to a marked improvement in the level of skill performance of the skills used in the research. The use of mixed feedback had a positive effect on learning the skill of passing, receiving, dribbling, and shooting in basketball for different sexes. For the age stage (15-16) years, males and females. The researcher attributes that the positive effect of mixed feedback in teaching basic skills in basketball at different sexes to the timing and effectiveness of the feedback given to the learner is not an easy thing. Unable to translate the process of correction into kinetic behavior, and in other cases, the learner easily does not believe what he is told, and on this basis, the effectiveness of communication between the teacher and the learner in diagnosing errors is a fundamental thing. These results are in agreement with the study of the study (Ata Allah Ahmed, 2004) Which concluded that the use of mixed instant feedback teaching methods in the sports education lessons leads to the teaching of basic ball skills in the game of flying ball for children aged (9-12) years, and the study(Shashu Amer, hariti hakim, 2020) The effect of focusing attention with verbal instructions

on learning the skill of shooting accuracy for a free throw in basketball for beginners in the 14-year-old stage. and (Iyad Ali Hussein, 2020) who concluded that mixed external feedback has a positive effect on learning and retaining the skills of sending and receiving volleyball among middle school students aged (12-13) years, which all concluded that positive nutrition has a positive effect on teaching motor skills of all kinds and at all ages.

IV. Conclusion

In light of the results of the research, the researcher concluded that the use of immediate feedback patterns (positive - negative - mixed) has a positive effect on teaching basic skills in basketball for different sexes (males and females, and there has been development and improvement in the level of achievement in skill (passing, receiving, dribbling, Correction) for the members of the research sample as a result of using immediate feedback in the correct way, which led to an increase in the effectiveness of learning and acceleration of it and the continuous correction of errors in order to enable the learner to master the skill with the least number of errors. The feedback is one of the most important topics that a teacher of physical education and sports must master and control according to the quality of achievement. This information about learning or achievement is always under the control of the teacher. This is one of the important things that the exercise carries and understanding the basic principles. It is very important to give feedback to the learner and know how the movement and the course of the exercise are going. This increases the likelihood of the success of this process and the achievement of the objectives of the physical education and sports class. Thus, the teacher must be keen on accurate guidance for the feedback and in a positive way, that is, accurate towards the goal set in order to serve the achievement and increase it to achieve the objectives of the physical education and sports class.

The researcher suggests using the immediate feedback patterns used in the study in all types of motor learning, whether for individual or group games, and trying to do a similar study in other sporting activities with all age groups.

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